

Board of Education Regular Meeting

Monday, April 26, 2021 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. EXECUTIVE SESSION

II.A. Matters Pertaining to Personnel - Non-Renewal of Long Term Substitute Teachers Non-Renewal of Long Term Building Substitute Teachers Non-Renewal of Reduction in Force-Teachers Other Non-Renewals

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. RECOGNITION

V.A. Recognize donation from the WHS PTO for the Project Lead the Way (PLTW) program

VI. APPROVAL OF MINUTES

VII. 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, which is only open 10 minutes before the start of the meeting.

VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

IX. NEW BUSINESS

IX.A. Retirements - Kimberly Kus, Assistant Principal, Hurlbutt Elementary School

IX.B. Resignations

IX.C. Matters Pertaining to Personnel - Non-Renewal of Long Term Substitute Teachers

IX.D. Matters Pertaining to Personnel - Non-Renewal of Long Term Building Substitute Teachers

IX.E. Matters Pertaining to Personnel - Non-Renewal of Reduction in Force-Teachers

IX.F. Matters Pertaining to Personnel - Other Non-Renewals

IX.G. Gauging Progress Update

IX.H. Public Health Guidelines Update

IX.I. Schooling Scenario Update

- IX.J. Diversity, Equity and Inclusion Update
- IX.K. Discussion on Adds/Deletes/Changes to 2021-2022 Approved Calendar
- IX.L. Discussion on Proposed 2022-2023 Calendar
- IX.M. Discussion/action: Possible revocation of Retirement Incentive Program for eligible members of the Weston Teachers' Association.
- IX.N. FY20 End of Year Update
- IX.O. FY22 Budget Mitigation Update
- IX.P. Combined Eighth/Ninth FY 2021 Financial Update
- IX.Q. Weston Board of Education Policies, Regulations, and Bylaws
- IX.Q.1. Child Sexual Abuse and Assault Policy and Reporting Procedure (5141.45)
- IX.Q.2. Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees (4118.25, 5141.4, Policy and Regulation)
- IX.Q.3. Non-Discrimination (Community, Personnel, Students)

X. OLD BUSINESS

- X.A. Weston Board of Education Policies, Regulations, and Bylaws
- X.A.1. Policy/Administrative Regulation 4116, Evaluation, Termination, and Non-Renewal of Athletic Coaches

XI. SUPERINTENDENT'S REPORT

- XI.A. District Update

XII. COMMITTEE REPORTS

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

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

XIII.A. Regular Session on May 17, 2021 at 6:00
p.m. via Zoom

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

XIV. **ADJOURNMENT**

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Recognition

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Recognition of the WHS PTO donation of \$3,680 for the purchase of six VEX V5 control systems in support of the PLTW program.



Weston High School PTO, Inc. 115 School Road Weston, CT 06883

March 31, 2021

Dr. William McKersie
Superintendent
Weston School District
24 School Road
Weston, CT 06883

Dear Dr. McKersie,

On behalf of the Weston High School PTO, we are pleased to inform you and the Board of Education that our organization would like to present the following gift(s) to the Weston Board of Education:

- \$3,680 for the purchase of six VEX V5 control systems, the newest robot microprocessor, for the PLTW program. It is the understanding of the PTO that the District will purchase the remaining six that are required to support the new PLTW curriculum that was approved by the District.

We are grateful to our members for recognizing the importance of supporting students and staff with the additional funds needed to enhance their educational experience at Weston High School. We look forward to all our continued success!

Best,

A handwritten signature in black ink, appearing to be 'L. Schlossberg', with a long horizontal flourish extending to the right.

Laura Schlossberg,
WHS PTO Philanthropy Chair

CC: Janet Hoffman, WHS PTO President
Lisa Wolak, WHS Principal

Board of Education Special Meeting

March 11, 2021 7:15 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 7:18 PM:

Present Board Members:

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

1. Discussion and Appointment of Weston Public Schools Superintendent of Schools

Discussion:

Dr. Pesco briefly reviewed the processes over the past few months, including the forming of the Search Committee. The Committee was made up of all seven Board of Education members, along with five other members, representing different constituents throughout Weston. A total of 28 applications for Superintendent were submitted.

Dr. Pesco announced that the next Superintendent for Weston Public Schools is Ms. Lisa Wolak. With over 30 years in Weston and 13 years as Principal of Weston High School.

Each of the Board of Education members expressed their excitement in the choice of Ms. Wolak as the next Superintendent.

Dr. Pesco thanked the Superintendent Search Committee and Dr. Erardi for their help and guidance with the search process.

Motion Passed: Move that the Weston Board of Education, in accordance with Connecticut General Statutes Section 10-157, hereby selects Lisa Wolak to serve as the Weston Superintendent of Schools, commencing on the start date of July 1, 2021 and that the Board Chair be authorized to execute the contract on behalf of the Board with respect to Lisa Wolak's employment as Superintendent of Schools. passed with a motion by Melissa Walker and a second by Taffy Miller.

7 Yeas - 0 Nays.

2. Termination of Search Process for Superintendent and Dismissal of Superintendent Search Committee

Motion Passed: Move that the Weston Board of Education terminate the search process for Superintendent of Schools and dismisses the Superintendent Search Committee; passed with a motion by Melissa Walker and a second by Ruby Hedge.

7 Yeas - 0 Nays.

Chairperson

Superintendent

Board of Education Executive Session

March 15, 2021 5:00 PM

Via Zoom

Attendance Taken at 5:03 PM:

Present Board Members:

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

Upon a MOTION by Dr. Pesco, second by Ms. Albert, the Board entered Executive Session at 5:03 p.m. The Board invited Ms. Wolak to join.

1. Discussion Concerning Succession Planning at Weston High School

2. Discussion Concerning the Format for the Evaluation of the Superintendent-Elect

Upon a MOTION by Ms. Miller, second by Ms. Albert, Executive Session adjourned at 5:33 p.m.

Chairperson

Superintendent

Board of Education Regular Meeting

March 15, 2021 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.

Attendance Taken at 6:03 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. RECOGNITION

III.A. Weston High School PTO Gifts

Motion Passed: Move that the Weston Board of Education recognize the gifts to Weston High School on behalf of the Weston High School PTO; passed with a motion by Gina Albert and a second by Taffy Miller.

7 Yeas - 0 Nays.

IV. APPROVAL OF MINUTES

Discussion:

The Board thanked the Weston High School for their generosity to the students of Weston.

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, which is only open 10 minutes before the start of the meeting.

Discussion:

No public comment.

VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

Natalie Haythorn and Ava Pouloupoulos, Weston High School's BOE representatives, briefly let the Board know that the first day of all-in at WHS went well. They were very excited to be back in school.

VII. NEW BUSINESS

VII.A. Social Emotional Learning Update-Ms. Edwards

Discussion:

Ms. Edwards presented an update regarding social emotional learning. She discussed the impact of COVID-19 and the schooling scenarios and what her department has been seeing and doing in response on behalf of the students. She also discussed how the responses has been different due to the health and safety regulations. Each of the schools gave an update to the Board as to what they have been specifically working on.

At HES, SEL is imbedded throughout the day. They continue to implement the RULER curriculum, along with responsive classroom, emotional intelligence resources, parent workshops and PBIS activities.

At WIS, they also use the RULER program and have an emphasis on self-care. They also have assemblies for students on mindfulness and parent workshops.

WMS still builds on the foundations of RULER, studying self-regulation, the mood meter and meta moment. DBT skills and lessons are introduced and continue teaching the skills, making sure staff are on the same page with regard to teaching practices. They hold monthly advisory programs, SEL check-ins with counselors.

Ms. Megan Skelton updated the Board on what WHS has been doing by way of SEL. She noted that everyone has worked so well this year especially. The counselors are conducting check-ins with students. Having students own their emotions has been a large part of the DBT skills everyone has learned. A DBT session for parents will be held in April.

This year has brought mental health to light and we need to capitalize on that and continue the dialog. We will also need to be creative with education and different modalities as well as identifying what one-on-one proactive measures the schools are taking with students.

VII.B. Diversity, Equity and Inclusion Update-Dr. Craw

Discussion:

Dr. Craw presented to the Board an update on diversity, equity and inclusion. He began by outlining the District's goals and desired outcomes. He reviewed the Connecticut Center for School Change's Equity Framework of awareness, capacity and transformation. The Weston Public School's 2020-2021 Equity Framework in Action was reviewed at the individual, school and District levels. The District leadership has been studying the book Unconscious Bias in Schools as part of their professional learning.

Dr. Craw identified ways in which the District is working on the three sections of the CCSC framework. Each of the schools outlined the ways in which work within diversity, equity and inclusion is being implemented in their curriculum and daily schedules.

Both Christine Cincotta (English CIL) and Nick Torres (Social Studies CIL) outlined how both of their specific curriculums have had DEI woven in. The Social Justice Advocacy Group has been established at WHS to help celebrate diversity and foster inclusion. They will work on awareness of justice and equity issues as well as advocate for positive changes.

VII.C. Public Health Guidelines Update-Dr. McKersie

Discussion:

Dr. McKersie briefly updated the Board regarding where we currently stand with regard to the public health guidelines. Within the past week, there has been numerous communications on the topic that were sent to all staff and families. By the time of Spring Break, all staff members within the District will have had the opportunity of being fully vaccinated. He discussed the quarantine times as well.

VII.D. Schooling Scenario Update

VII.D.1. Grade K-5 Update-Ms. Kaddis and Ms. Falber

Discussion:

Both Hurlbutt Elementary and Weston Intermediate have students all-in, and at WIS, they are seeing an increase of VDL students returning.

VII.D.2. Grades 6-8 Update-Mr. Doak

Discussion:

Mr. Doak mentioned that all staff has been getting ready for students to return all-in on Tuesday, March 23, 2021.

VII.D.3. Grades 9-12 Update-Ms. Wolak

Discussion:

As of March 15, Weston High School students are all-in.

VII.D.4. Voluntary Distance Learning

Discussion:

The Board and District leadership discussed the issues that have arisen with VDL and how long students are staying in that mode.

Dr. Craw reviewed the substitute process within the District. He noted that we currently have 17 substitutes, 11 that are new this year and six that returned from last year.

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

VII.E.1. Policy 4116 - Evaluation, Termination, and Non-Renewal of Athletic Coaches - First Reading

Discussion:

There was a first reading of Policy 4116, Evaluation, Termination, and Non-Renewal of Athletic Coaches.

VII.F. Recognitions and Celebrations Discussion

Discussion:

The District is working on plans for celebrating students for accomplishments at the regional level, state level and beyond. There will be a special meeting of the Board via Zoom in June for these recognitions.

VIII. SUPERINTENDENT'S REPORT

VIII.A. District Update

Discussion:

The Board agreed to move the April monthly Board of Education meeting to April 26.

IX. COMMITTEE REPORTS

IX.A. Communications Committee

IX.B. Curriculum Committee

IX.C. Facilities Committee

IX.D. Finance Committee

Discussion:

The Finance Committee will meet on March 26, 2021.

IX.E. Policy Committee

IX.F. Negotiations Committee

IX.G. CES

IX.H. CABE

IX.I. Weston Education Foundation

X. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

X.A. Regular Session on April 19, 2021 at 6:00 p.m.

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

XI. ADJOURNMENT

Discussion:

The meeting adjourned at 10:13 p.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Melissa Walker.

7 Yeas - 0 Nays.

Chairperson

Superintendent

Name	Position	Reasoning
Stefanie Benson	Biology Teacher	Reduction in Force
Katherine Angelidis	Elementary Teacher	Reduction in Force
Marianne Neville	Pre-K Teacher	Reduction in Force
Kristen Hollinger	Elementary Teacher	Long-Term Substitute
Kate Suba	Elementary Teacher	Long-Term Substitute
Maggie Knies	Elementary Teacher	Long-Term Substitute
Kelly Greenfield	Elementary Teacher	Long-Term Substitute
Joshua Meade	Music Teacher	Long-Term Substitute
Thomas Petrahai	Music Teacher	Long-Term Substitute
Mary Doolan	English Teacher	Long-Term Substitute
Paul Ramaley	Physics Teacher	Long-Term Substitute
Christopher Gamble	Project Lead the Way	Long-Term Substitute
Mathew Williams	Social Studies Teacher	Long-Term Substitute
Holly Bunin	Speech and Language Pathologist	Long-Term Substitute
Marissa Zocco	Biology Teacher	Long-Term Substitute
Trinity Klein	English Teacher	Long-Term Substitute
Mayra Montalvan	Spanish Teacher	Long-Term Substitute
Jessica Greco	Building Substitute	Building Substitute
Alison Nevitt	Building Substitute	Building Substitute
Therese Zuch	Building Substitute	Building Substitute
Jill Patterson	Building Substitute	Building Substitute
Eric Peterson	Building Substitute	Building Substitute

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Diversity, Equity and Inclusion Update

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Presentation on WPS Diversity, Equity and Inclusion for discussion on DEI update.

Diversity, Equity and Inclusion

Presentation to the
Weston Board of Education
March 15, 2021



OUTLINE OF PRESENTATION

- I. Goals and Desired Outcomes
- II. Equity Framework
- III. WPS Teaching and Learning
 - Professional Development
 - Inclusive Curriculum
- IV. WPS Efforts to Reduce Racial Isolation
- V. WPS Efforts to Increase Staff Diversity
- VI. District Policy Work and Training
- VII. Efforts at Our Schools



WPS DISTRICT GOAL

To create & sustain a more inclusive school climate that values and supports all students & staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.



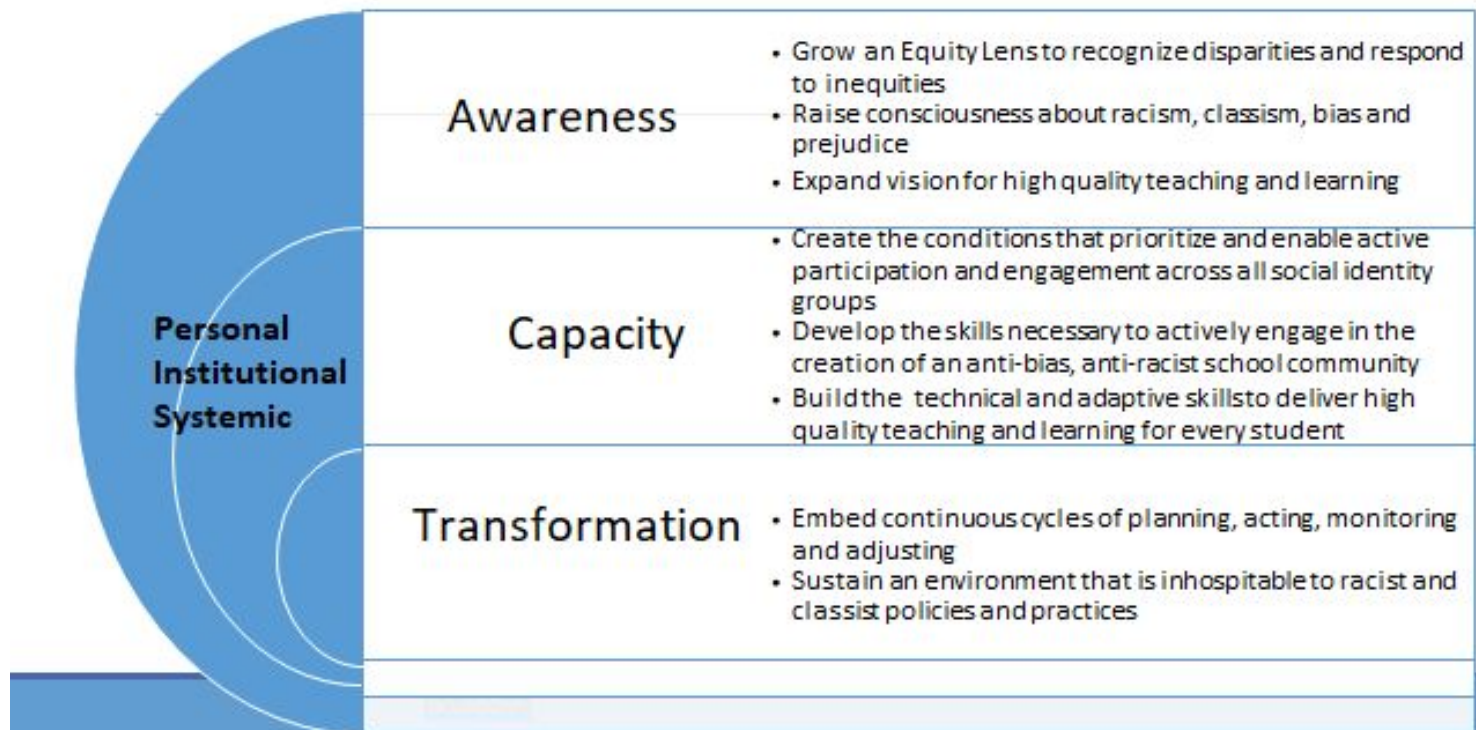
DESIRED OUTCOMES

1. Continuously improve K-12 curriculum to be as inclusive as possible.
2. Build capacity of staff through ongoing professional learning.
3. Reduce racial isolation (student body).
4. Increase diversity of faculty and staff.
5. Review and update district policies related to non-discrimination and enhance workplace training.



CT CENTER FOR SCHOOL CHANGE

CCSC Equity Framework



WPS Equity Framework in Action 2020-21

Levels	Awareness & Capacity	Transformation
Individual	-Faculty book studies -Summer student book groups	-Examples of changes at the classroom level
Institutional (schools)	-WHS PD ongoing -WMS PD ongoing -K-5 PD begins on 3/22	-WHS Social Justice Advocacy Group -Continue commitment to Open Choice program
Systemic (district)	-CCSC ongoing leadership training -BOE Policy Committee policy work	-Introduction of curriculum renewal equity lens -Staff recruitment and retention work

Systemic - District Level



Capacity: DISTRICT LEADERSHIP PROFESSIONAL LEARNING



Ongoing professional learning with the CCSC for all district/school leaders and CILs

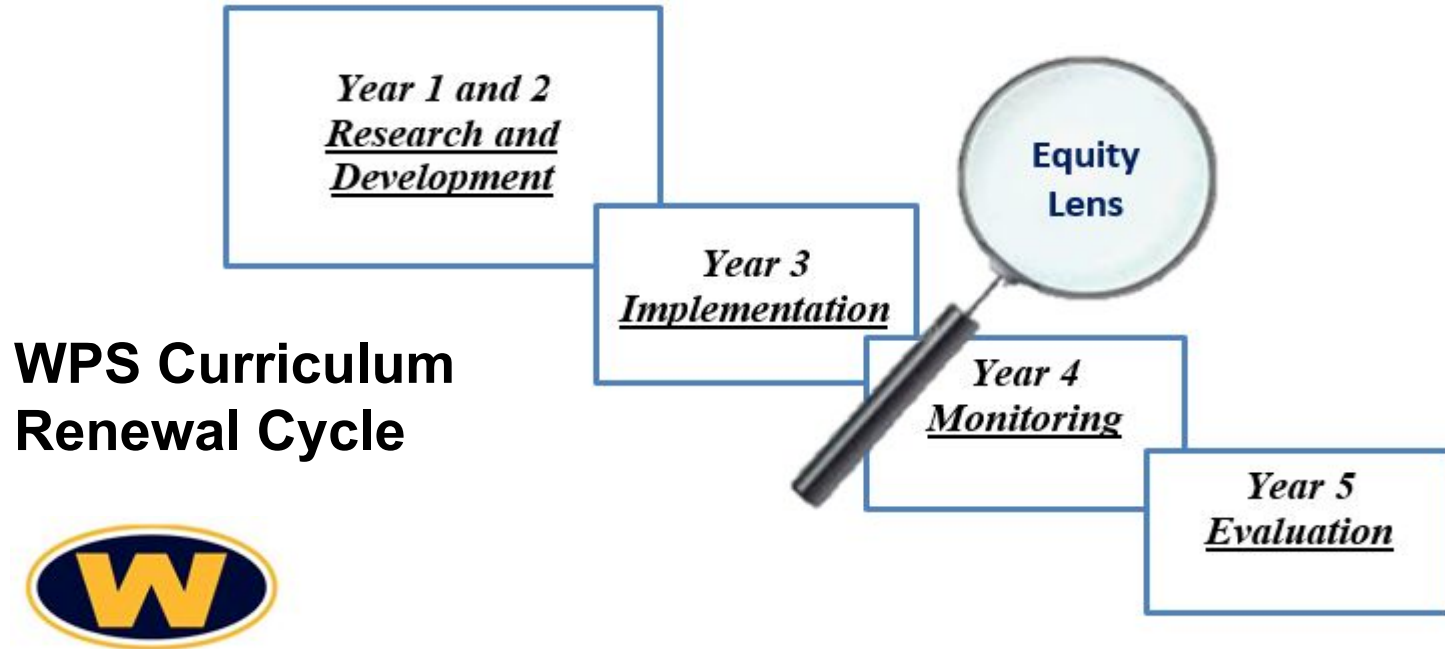
Essential Questions:

How do leaders reduce the effects of bias, in particular racial bias, and “create the conditions for transformational learning to occur?”

How do leaders avoid racial equity detours and proactively disrupt bias, in particular racial bias, in order to “create the conditions for transformational learning to occur?”



Transformational: TOWARD A MORE INCLUSIVE CURRICULUM



Awareness: WPS STUDENT DEMOGRAPHICS

Current as of 3/12/21

Demo-graphic Groups	Asian	Black or African American	White	Hispanic or Latino	Multi-Racial	Did not identify	Total
Total	120	34	1,765	174	144	2	2,239
%	5%	2%	79%	8%	6%	-	100%



Transformational: EFFORTS TO REDUCE STUDENT RACIAL ISOLATION

Open Choice

Weston participates in a regional program through Cooperative Educational Services providing Bridgeport students the opportunity to attend WPS.

28 Open Choice Students

Ongoing WPS BOE and administration commitment to increase the number of Open Choice students attending our schools.



Awareness: WPS STAFF DEMOGRAPHICS

Demographic Groups	Asian	Black or African American	White	Hispanic or Latino	Other	Total
Certified Staff and Administrative Team	2	2	239	4	1	248
All Staff Certified and Non-Certified Staff	3	9	348	15	1	376



Transformational: EFFORTS TO INCREASE STAFF DIVERSITY

WPS BOE and administration strives for diversity in the hiring of teachers, staff and administrators. We are committed to engaging in efforts to recruit and hire outstanding and diverse staff.

- Continue partnership with Diversity Recruitment Partners in Education and other similar organizations.
- Continue collaborating with the CES and CSDE – RESC Alliance in creating Recruitment Plan.
- Explore Teacher Mentorship Programs.



Transformational: TALENT RECRUITMENT

- Job boards - Advertising our job openings with *diversityined.com* and *diversejobs.net*
- In Tri-State area (CT, NY, NJ), reaching out to universities and colleges through the *Handshake* platform.
- Attend more virtual recruitment events to reach a wider audience.
- Establish a dedicated resources page on the WPS Website regarding recruitment and retention of staff of color.



Awareness: DISTRICT POLICIES

BOE Policy Committee has been working on updating district policies.

- Sex Discrimination and Sexual Harassment Policies and Regulations (Personnel 4118.11, Students 5114.6)
- Hate Based Conduct Policy 5114.8

To be reviewed:

- Non-Discrimination Policies and Regulations (Community 1258, Personnel 4118.11/4218.11, Students 5145)
- Disability Accommodations and Discrimination Policy and Regulation 4118.13/4218.13
- Recruitment and Selection Policy and Regulation 4111
- Plan for Minority Recruitment Policy 4111.1



Capacity: **WORKPLACE EDUCATION**

- Providing PD for all staff on diversity, equity and inclusion.
- Review and refine major communication mechanisms (WPS website, WPS social media sites) to ensure representation of all populations and interests within the district.
- Examining job postings and job descriptions - ensuring our postings are inclusive.



Institutional & Personal- School Level



HURLBUTT ELEMENTARY SCHOOL

Accomplishments 2020-2021

K-5 Language Arts CILs attended virtual workshop offered by TC: “Planning and Leading Culturally Responsive Read Alouds and Book Talks.”

- Focus: text selection for read alouds and book talks that promote inclusivity, cultural relevance, and the development of cultural identity.
- Focus: development of lessons that promote discussion of culturally relevant texts.

Emotional Intelligence Work. Teaching students how to recognize, understand and harness the power of their emotions as well as those of others.

Ongoing review and acquisition of additional texts for classroom libraries, read alouds, and book clubs that feature authors and characters of color in classroom libraries and school library.

Language Arts Curriculum focuses on building the communication skills to find their voice as a global citizen.



HURLBUTT ELEMENTARY SCHOOL

Next Steps

- Continued review of materials and resources for classrooms and teachers.
- Professional learning experiences for staff on DEI work and Culturally Relevant Pedagogy.
- Research for upcoming curriculum renewal for social studies. (Curriculum renewal scheduled to start school year 2022-23.)
- Review and reflect on school practices around multicultural learning experiences.
- Return of K-2 World Language Program 2021-22 school year.



K-5 Language Arts and Social Studies Curriculum

*Texts used in read aloud and small group instruction/book clubs featuring diverse characters and backgrounds are embedded throughout all current units

<p>Grade K:</p> <ul style="list-style-type: none"> ● Civics-Importance of rules and why it's important to work with others (SS) ● What makes a community <ul style="list-style-type: none"> □ home, school, town ● Responsive Classroom tenants and Emotional Intelligence program ● Community Service Project (SS) 	<p>Grade 1:</p> <ul style="list-style-type: none"> ● Civics- what makes a community successful ● Roles and responsibilities of all community members ● Culture Quilt project-family heritage, identity and learning about others ● Community Roles and why it is important to participate in the communities we belong to (SS) ● Community Service Project (SS) 	<p>Grade 2:</p> <ul style="list-style-type: none"> ● What is government (at the local level) ● How do individuals and groups make a difference by sharing with others ● Integrated biography unit (ELA and SS) to explore what it means to make a difference in society ● How do American ideals of liberty, freedom, justice, and equality influence how and why people make a difference in society (Bio unit) ● Community Service Project (SS)
<p>Grade 3:</p> <ul style="list-style-type: none"> ● World cultures and ethnicity (LA) ● Native peoples of Connecticut (SS) ● Personal and family heritage, background, identity ● Role of local government 	<p>Grade 4:</p> <ul style="list-style-type: none"> ● Native peoples of the United States: history, culture, discrimination and persecution (LA, SS) ● Laws enacted regarding native peoples and their territory (LA, SS) ● History of native peoples of Connecticut and their interactions/conflicts with European settlers (SS) 	<p>Grade 5:</p> <ul style="list-style-type: none"> ● Rights and responsibilities of the American people ● Civil liberties and citizenship ● How laws of the early US both helped and hindered different groups (native people, people of color, women) ● Study of movements for equality: Civil Rights, Women's Suffrage, Equity in Education

WESTON INTERMEDIATE SCHOOL

Accomplishments 2020-2021

Summer 2020:

- Language arts CIL attended virtual workshop led by TC, “Planning and Leading Culturally Responsive Read Alouds and Book Talks.”
- 46 Students entering grades 3-5 participated in Summer Book Clubs focused on cultural awareness and responsiveness.

School Year 2020-2021:

- Audit of ELA and social studies curriculum to identify further areas of development.
- Acquisition of additional texts for classroom libraries, read alouds, and book clubs that feature authors and characters of color.
- Administrators and CILs participated in professional learning experiences with consultants from CCSC.



WESTON INTERMEDIATE SCHOOL

Next Steps

- Professional learning experiences for staff on DEI work and Culturally Relevant Pedagogy.
- Continue with text acquisition in an effort to balance classroom libraries with an equitable number of texts that feature authors and characters of color.
- Focus on expanding this work across all curricular units.
- Research for upcoming curriculum renewal for social studies. (Curriculum renewal to start school year 2022-23.)



WESTON MIDDLE SCHOOL

Words Matter

The Holocaust

Holocaust 1933

Amanda Gorman is an inspiration as she overcomes speech and auditory processing challenges

Celebrate Women's History Month

40 Minute Virtual Advisory Lesson

Part 2 WMS 2020

The Danger of a Single Story.

Last time we talked about the danger of identifying you as only **one** of the attributes on your web. Today, we are going to talk about breaking down stereotypes and allowing ourselves to seek out our similarities as well as our differences.



Chimamanda ADICHIE

Who was St. Patrick and Why does he have a day?

Watch this: [Why Do We Celebrate St. Patrick's Day? | National Geographic](#)

Happy Vaisakhi
4/13 2021

What is Vaisakhi & What Does it Mean to Sikhs?

GLSEN'S DAYS OF ACTION

Day of Silence

April 23rd, 2021

What is white privilege?

Watch this: [James Corden Gets a Lesson on White Privilege](#)

What do microaggressions look like and what can you do about it?

WATCH

["You're different for a black guy" | MTV](#)

ACT

Ask clarifying questions to assist with understanding intentions:

- "I want to make sure that I understand what you were saying. Were you saying that...?"
- "Can you tell me what you were hoping to communicate with that comment?"
- "Can you please help me understand what you meant by that?"



HeForShe

Chinese New Year 2021

Check it out! [Bet You Didn't Know Chinese New Year | History](#)

BLACK HISTORY MONTH MONTH OF ACTION

WMS 2021



Supporting Racial Justice

MLK Day 1.18.21 [MLK Day Legacy](#)

What can you do?

Inauguration Day 1.20.21



Kamala Harris - Kida

TIME for Kids | Ruby Bridges

Bria Goeller's image of Kamala Harris in the shadows with the shadow of Ruby Bridges, who integrated New Orleans elementary school in 1960, went viral over the weekend, and took on social media. Image courtesy of Bria Goeller and iTP. Photo: Gabe Truitt

Thinking Questions:

- Why do you think Bria Goeller created this image?
- What is the significance of the two images?
- How does it illustrate our new Vice President?

P.S. the links are clickable for more info

Want more about our different brains, cause they don't all work the same way

What You Need to Know About Neurodiversity

WESTON MIDDLE SCHOOL

We pledge to celebrate and support our diverse school community because...

OUR WORDS MATTER



The photo shows one member of the Little Rock Nine, a group of African American students attempting to enter a school that had previously been racially segregated. This followed the momentous 1954 Supreme Court ruling that ordered the end of segregated public schools. In the picture, Elizabeth Eckford, the black student, is carrying her books and trying to go into the school as Hazel Bryan Massery shouts at her from behind. Examine the photograph.

February 22, 2021

Who is the young woman ahead of the crowd carrying a book?

Why does the crowd behind her seem angry?

What do you think is happening in this photo? Why?

What else do you notice about the photo?

WESTON MIDDLE SCHOOL

- Professional Development: Five 90-minute sessions with facilitators from Connecticut Center for School Change.
- Guiding question for session 1 & 2: What are the assumptions you carry into the classroom based upon your socialization around identity and how does that support valuing diversity, inclusion and equity in the classroom?
- Guiding questions for session 3: How do we critically interrogate the story (historical and personal) to recognize bias and understand its impact in schools?
- Guiding questions for session 4: How does implicit or unconscious bias evolve into normalized practices (institutional and personal) and what is the impact on students and staff in schools?



WESTON MIDDLE SCHOOL: ELA and SS Goal

Engage all students in the study of multicultural and diverse materials to encourage the continued development of their critical reading and thinking skills.

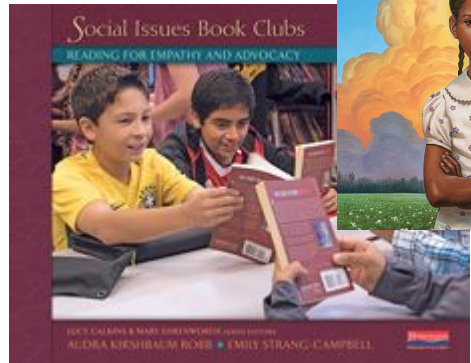
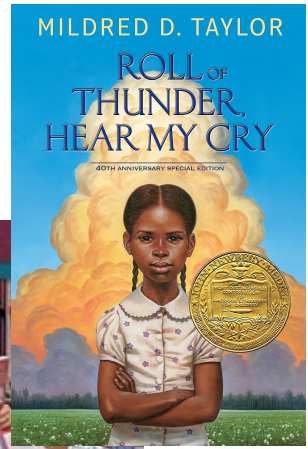
1. Implement the use of multicultural and diverse texts (novels, non-fiction books, short stories, poetry, and film) at scale by grade level to encourage critical reading skills (ELA Department).
2. Expand the use of multicultural primary source materials and make connections between content and current events in order to encourage students' critical thinking on contemporary issues (Social Studies Department).



WMS: English Language Arts

Grade 6

Examining Social Issues through Literature



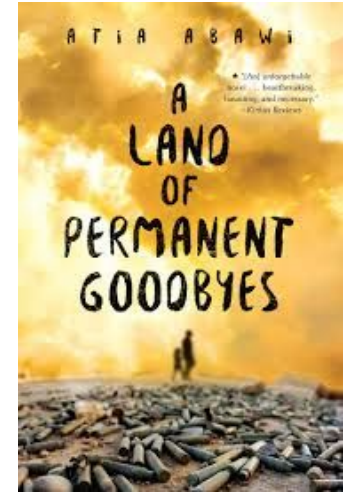
Grade 7

Exploring Identity Through Verse



Grade 8

Building Awareness and Empathy



WMS: Social Studies

Grade 6



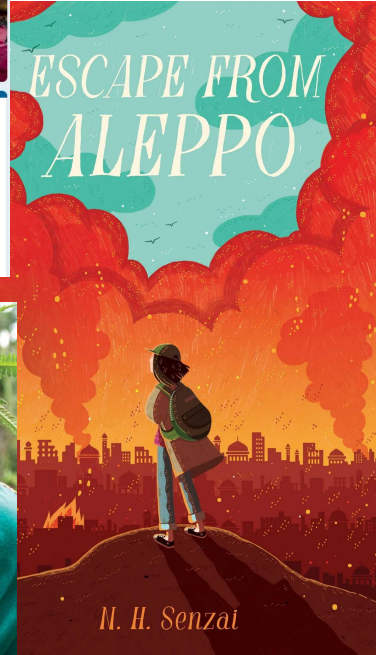
How does geography influence perspectives?

Grade 7



The United Nations Sustainable Development Goals

The United Nations established the seventeen sustainable development goals in order to improve the lives of people around the world by 2030. The goals are presented together, but which do you think should get the highest priority? Select what you see as the three most important goals, and provide an explanation of how you came to your top three SDGs. Use the Sustainable Development Goals website at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> to help inform your decisions.



Grade 8

What is "Progress?"

What did "westward expansion" mean to different groups of people?

Is it possible for one group to improve itself without hurting another group?



The Complete Arkansas Slave Narratives Collection
A Folk History of Slavery in the United States from Interviews with Former Slaves

Works Progress Administration



WHS Social Studies Department

Goal: Engage all students in the issues of discrimination, by connecting history with our current global society.

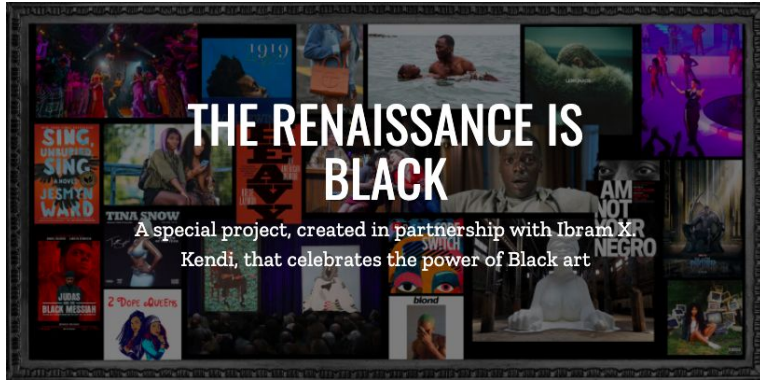
- Identify areas within curriculum where content aligns to issues of race, equity, and social justice.
- Work in curricular groups to build shared activities that address issues of bias, microaggressions, discrimination & their effect on our global society.
- Create a vertical and horizontal timeline by course & year where these tasks are implemented.



WHS SOCIAL STUDIES

MODERN WORLD STUDIES/MODERN WORLD STUDIES (10th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Overarching Themes: Conflicts Over Racist History</u>	<u>Overarching Themes: Peace, War, New Identities</u>	<u>Overarching Theme: Genocide as a Stain on 20th Century History</u>	<u>Overarching Theme: The Future Not Guaranteed</u>
Nationalism	Isolation vs. Cooperation	Ethnic Supremacy	Terrorism
Oppression and Genocide	Personal Experiences in War	Humanitarian Crisis	Resurgence of Nationalism
Legacies of Racism		Prejudice	Environmental Inequities
AMERICAN STUDIES (11th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Overarching Theme: Reconstruction and Race in America</u>	<u>Overarching Theme: Progressivism, Evolving Identities, Racial Tension</u>	<u>Overarching Theme: New Roles, Challenges and Opportunities</u>	<u>Overarching Theme: Modern American Civil Rights Issues</u>
Progress Not Yet Made	Progressivism	Institutional Discrimination	Progress Not Yet Made
Perpetuation of Racist Institutions	Government as a Justice Agent	Patriotism as a Vehicle and Obstacle of Progress	The Civil Rights Movement
America: A Land of Assimilation, Amalgamation, Exclusion	Racial Terror, New African American Identity		Women's Rights in Modern Era
			Environmental Justice

American Studies



THE RENAISSANCE IS BLACK

A special project, created in partnership with Ibram X Kendi, that celebrates the power of Black art

Modern World Studies



WOMEN IN THE WORKFORCE

WHAT STRATEGIES SHOULD BE TAKEN TO ALLEVIATE INEQUALITIES WITH WOMEN IN THE WORKFORCE?

Companies must educate their employees and implement more inclusive measures in order to alleviate inequalities with women in the workforce.

Abigail Cohen

 <p>EDUCATION</p>	<p>INCLUSION</p> 
<p>Unconscious bias: training - Improves short term behavior</p>	<p>Equal pay: - "Equal pay certification" - Created by Kamala Harris, "This plan will finally put the burden of ensuring equal pay on the corporations responsible for gender pay gaps, not the employees being discriminated against."</p>
<p>Educate managers and workers about bias and where it might come into account: - Work with company leaders</p> <p><small>Correll wrote, "I argue that educating about stereotyping and bias and formalizing evaluation processes are two key building blocks crucial for producing sustainable change."</small></p>	<p>Improving culture - Diversity and inclusion objectives - Companies must be assertive about gender diversity - Creates successful workforce</p>

Social Studies Department

World Studies

[At the Intersection of Two Criminalized Identities': Black and Non-Black Muslims Confront a Complicated Relationship With Policing and Anti-Blackness



Several marches, including one made up of Muslim New Yorkers, gathered in Brooklyn, New York on June 5, 2020.

Scout Tufankian—P
BY **SANYA MANS**
UPDATED: SEPT 5
ORIGINALLY PUB
12:47 PM EDT

Before Ja media last mon muslim prayer.

down his son in Kenosha, Wis., he took a moment to say a muslim prayer.



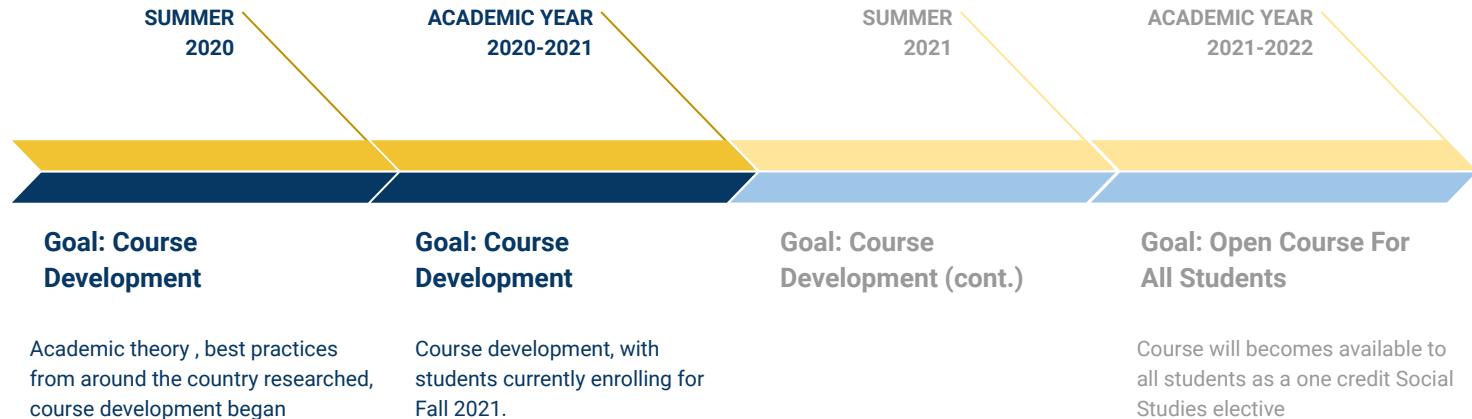
Female Voices of the Renaissance

Sociology

Intro. to Economics

THE AMERICAN TAPESTRY: *MULTICULTURALISM IN THE UNITED STATES*

This course will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years.



English Language Arts

Goal: Refine and strengthen students' critical reading skills through analysis of texts that represent culturally diverse voices.

- Implement [multicultural & diverse texts](#) at scale by grade level.
- Use the [CRC Scorecard](#).
- Explore opportunities for ELA professional learning (diversifying the “literary canon”).
- Survey students for feedback.



WHAT OUR STUDENTS ARE SAYING

- *While I may not be able to completely relate to [the characters], I am able to get an understanding of what it is like from their point of view, which helps me learn about things like police brutality.*
- *After reading these three books, especially The Hate U Give, I am much more comfortable & genuinely able to talk about characters who are different from me & experience different things than I do. I am able to talk about the experiences of these characters while still being sensitive enough.*
- *Diversity in the curriculum diversifies our understanding of the world & make us more complete human beings.*

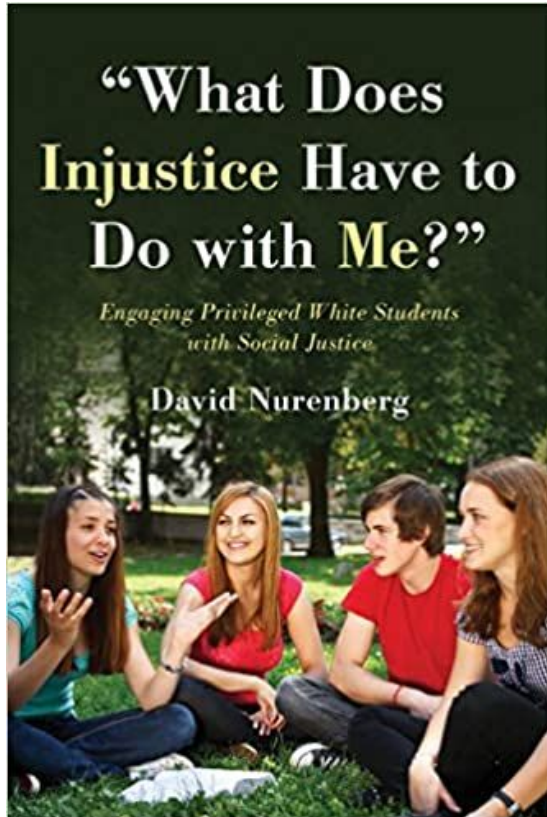


Voices From the Edge: New Course 2021-22

Voices from the Edge is an elective course that encourages students to explore and study diverse voices while honing, discovering, and emboldening their own. Through studying “mirror” texts that reflect their own identities and “window” texts that allow them to gain insight into the identities of others, students will examine and create fiction, non-fiction, poetry, and media that spans genres, modes, and forms.



WHS PROFESSIONAL DEVELOPMENT



- Acknowledge the problem.
- Create a sense of urgency about anti-racism.
- Recognize it is uncomfortable and necessary.
- Share working definition of Culturally Responsive Teaching.
- Recognize race as a social construct.
- Understand and identify implicit bias.
- Examine the concept of white privilege and its negative effects.



DEVELOPING UNDERSTANDINGS

- We have to start with us: Identity Circles.
- Ask yourself what led you to the beliefs you hold.
- Color blind/color mute vs. color brave.
- Understand concepts of windows & mirrors.
- What does inclusive curricula look like?



WHAT THE FACULTY IS SAYING

The question about what defines race--it made me think the hardest.

Understanding tangible ways I can create an inclusive environment.

It was interesting to hear about identity in a different way.

I found myself second-guessing my assumptions.

I really want to learn more about white privilege.



PROFESSIONAL DEVELOPMENT - English



- Centering student voices.
- Focus for staff members to develop and challenge their own understandings.
- Supporting a dialogue on race among colleagues (which then transfers into the classroom).
- Thinking about perception of others and how to honor those perceptions.
- Exploring intersectionality and our approaches in the classroom.



SOCIAL JUSTICE ADVOCACY GROUP

DIVERSITY * EQUITY * INCLUSION * ACTION

- To promote a WHS culture that celebrates diversity and fosters inclusion.
- To raise awareness about critical justice and equity issues at WHS.
- To advocate for positive change in an active, collaborative, and constructive way that is informed by restorative practices in order to foster a safe and supportive school community for all.
- To foster a culture where adult decision is informed by student perspective, experience, and data.
- To maintain effective partnerships with administrators, curriculum instructional leaders, and other faculty stakeholders.



SOCIAL JUSTICE ADVOCACY GROUP

- The intention of the Social Justice Advocacy Group is to be inclusive. The leadership structure allows an organized space for each sub-group's concerns. All subgroup leaders and member advocates can (and are encouraged to) support each other's advocacy efforts.
 - 40+ STUDENTS (Member Advocates)
 - Subgroups based on analysis of data, student perspective, and experience
 - “Working” Student Leadership Structure
 - Racial Justice
 - Procedures, Policies, and Practices
 - Communication and Outreach
 - LGBTQIA+ and Gender Equity
 - Cultural Literacy
 - SJAG Community Facilitation



SOCIAL JUSTICE ADVOCACY FACULTY

- Build an effective youth-adult partnerships.
- Develop an understanding and commitment to social justice ideals and issues among faculty within and beyond the SJAG group.
- Empower and engage students who have a desire to promote equity, diversity, and inclusion with skills and experience to make social change.
- Foster active student leadership capacities in the area of social justice.
- Lead students in a critical reflection on the impact of their work as agents for social change.
- Facilitate productive dialogue to build consensus and to strengthen connections and collaboration within and across interest groups.



QUESTIONS



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Discussion of 21-22 Approved and 22-23 Proposed Calendars

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Dr. McKersie and Dr. Craw will present the recommendations to the 21-22 approved school calendar and the 22-23 proposed 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
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

April 26, 2021

TO: Weston Board of Education

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

RE: Recommendations for Revised and New Calendars (2021-22 and 2022-23)

Background

Following the template used in years past, this memorandum presents recommendations for the Weston Board of Education (BOE) regarding Annual Calendars for the Weston Public Schools.

The recommendations are drawn from the work of the WPS Calendar Committee, a representative body of BOE members, administrators, teachers, staff and parents (listed below). The Calendar Committee met on March 3, 2021 and March 17, 2021. The Committee's charge is to analyze options for future year calendars and advise the Superintendent on recommendations to the BOE.

WPS Calendar Committee 2020-21 Members:

Regina Allan (AFSCME)
Livia Berardinelli (WMS/WHS Parent)
Shannon English (HES/WIS Parent)
Kenneth Crow (WPS)
Shannon English (HES/WIS Parent)
Matt Filip (WAA)
Roxanne Glaser (AFSCME)
Hillary Koyner (Board)
Colleen Lynch (WTA)
William McKersie (Superintendent)
Doug Pregman (WTA)

Overall, the recommendations now presented to the BOE largely continue the design, sequencing and content of the current (2020-21) calendar, which mirrors calendars from recent years. The continuity is based on careful review each year by the Calendar Committee.

This memorandum will refer frequently to two calendars: 2021-22 Approved and 2022-23 Recommended. These calendars can be found at the end of the memorandum.

Recommended Modifications to 2021-22 Calendar

The 2021-22 Calendar was approved by the BOE at its April 27, 2020 meeting. Only one adjustment to the 2021-22 Calendar is needed.

1. Recommendation 1 (2021-22):
 - a. The Calendar Committee's recommendation is to shift the November Conferences from November 1, 3 and 4 to November 3, 4, and 5.

Recommended 2022-23 Calendar

The recommended Calendar for 2022-23 is similar to the 2021-22 Calendar. For ease of review by the BOE, we list essential points for each month of the proposed calendar.

1. August 2022 -
 - a. Three days of teacher preparation (August 29, 30 & 31) precede the first day for students.
 - b. First Day for Students– Thursday, September 1, 2022
2. September 2022 -
 - a. Two School Closure Days
 - i. Labor Day – Monday, September 5
 - ii. Rosh Hashanah – Monday, September 26
3. October 2022 -
 - a. Yom Kippur – Wednesday, October 5
 - b. Columbus Day (District Teacher Day) – Monday, October 10
4. November 2022 -
 - a. K-5 Parent Conference – Delayed Opening – Thursday, November 3
 - b. K-5 Parent Conference – Delayed Opening – Friday, November 4
 - c. K-5 Parent Conference – Early Dismissal –Monday, November 7
 - d. Election Day/Professional Development – Tuesday, November 8
 - e. Extended Thanksgiving Vacation –
 - i. No Students or Teachers, BOE Offices Open - Wednesday, November 23
 - ii. Standard Thanksgiving Break – Thursday, November 24 and Friday, November 25
5. December 2022 -
 - a. Early Dismissal/Professional Development – Wednesday, December 7
 - b. Winter Recess – Friday, December 23, 2020 (early dismissal) – Monday, January 2, 2023

6. January 2023 -
 - a. Dr. Martin Luther King, Jr. Day – Monday, January 16
7. February 2023 -
 - a. February Break – Thursday, February 16 – Monday, February 20
 - i. February 16 & 17 would be full days off (No Students or Teachers, BOE Offices Open). This would provide for a five-day weekend in mid-February, approximating the February Break some districts still provide.
 - ii. Monday, February 20 is Presidents’ Day.
8. March 2023 -
 - a. K-5 Parent Conference – Delayed Opening – Wednesday, March 15
 - b. K-5 Parent Conference – Early Dismissal – Thursday, March 16
 - c. K-5 Parent Conference – Early Dismissal – Friday, March 17
 - d. District Teacher Day (No Students) – Monday, March 20
9. April 2023 -
 - a. Good Friday – April 7
 - b. Spring Recess – Monday, April 10 – Friday, April 14
10. May 2023 -
 - a. Memorial Day – Monday, May 29
11. June 2023 -
 - a. Projected Final Day for Students – Thursday, June 15

Comment: This schedule would provide up to five days for school closures due to inclement weather. Weston typically wants to have students finished before the final week of June, which means the last day of school should be no later than Friday, June 23.

Please note the statement at the bottom of the proposed calendar regarding loss of school days due to inclement weather: “For each lost school day due to inclement weather, we add an additional school day to the end of the year up until June 23, 2023. If additional school days are required, the Superintendent will recommend a solution to the Board of Education that may entail holding school in the last week of June, but only after considering the merits of reducing Professional Development Days or Spring Vacation Days.”

b. District Teacher Day—Friday, June 16

Comment: A full final teacher day has been scheduled the past few years to allow ample time for year-end celebrations and wrap-up after students have departed.

ATTACHMENTS

- 1) Current 2020-21 Calendar (last approved August 10, 2020)
- 2) Approved 2021-22 Calendar (approved April 27, 2020)
- 3) Recommended 2022-23 Calendar
- 4) Memo to Weston Board of Education on Calendar Committee Process and Schedule from February 18, 2021
- 5) Calendar Committee Agendas and Minutes from March 3, 2021 and March 17, 2021

2020-2021 School Calendar—REVISED 3-8-21

Weston Public Schools

- January 1 New Year's Day
- January 6 K-12 Early Dismissal
- January 13 K-12 Early Dismissal
- January 18 Martin Luther King, Jr. Day
- January 28 K-12 Early Dismissal/Professional Development
- February 3 K-12 Early Dismissal
- February 11-12 February Recess
- February 15 Presidents' Day
- February 24 K-12 Early Dismissal
- March 3 K-12 Early Dismissal
- March 10 K-12 Early Dismissal
- March 17 K-12 Early Dismissal/K-5 Parent Conferences
- March 18 K-5 Early Dismissal/Parent Conferences
- March 19 K-5 Early Dismissal/Parent Conferences
- March 22 Professional Development
- March 27 Passover
- April 2 Good Friday
- April 7 K-12 Early Dismissal
- April 12-16 Spring Recess
- April 21 K-12 Early Dismissal
- April 28 K-12 Early Dismissal
- May 5 K-12 Early Dismissal
- May 12 K-12 Early Dismissal
- May 19 K-12 Early Dismissal
- May 26 K-12 Early Dismissal
- May 31 Memorial Day
- June 16 Dismissals: WMS/WHS 11:55 a.m. HES/WIS 12:45 p.m.
- June 17 District's Projected Last Day of School,
- June 18 Dismissals: WMS/WHS: 10:00 a.m. HES/WIS: 10:45 a.m.
District Teacher Day

Scheduled Early Dismissals: WMS/WHS: 11:45 a.m., HES/WIS: 12:35 p.m.

Scheduled Delayed Openings: WMS/WHS: 9:45 a.m., HES/WIS: 10:30 a.m.

177 School Days 187 Teacher Days

**For each lost school day due to inclement weather, we add an additional school day to the end of the year up until June 18, 2021. If additional school days are required, the Superintendent will recommend a solution to the Board of Education that may entail holding school in the last week of June, but only after considering the merits of reducing Professional Development Days or Spring Vacation Days. The Weston Board of Education reserves the right to modify the school calendar. Approved by the Board of Education on April 29, 2019, April 27, 2020, July 27, 2020 and August 10, 2020.

JULY

Su	M	Tu	W	Th	F	Sa
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AUGUST

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SEPTEMBER (16)

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NOVEMBER (17)

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DECEMBER (17)

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JANUARY (19)

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FEBRUARY (16)

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MARCH (22)

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APRIL (16)

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MAY (20)

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JUNE (13)

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27	28	29	30			

First Day of School
 Projected last Day of School
 District Teacher Day — No Students
 No Students or Teachers, BOE Offices Open
 No Students or Teachers, BOE Offices Closed
 Early Dismissal — See Legend at Left
 Delayed Opening — See Legend at Left

2021-2022 School Calendar-REVISED 3-24-21

Weston Public Schools

- July 5 Independence Day Observed
- August 23-25 Professional Development
- August 26 First Day of School
- September 6 Labor Day
- September 7 Rosh Hashanah
- September 16 Yom Kippur
- October 11 Columbus Day
- October 12 Professional Development
- November 1 **K-5** Delayed Opening/Parent Conferences
- November 2 Election Day/Professional Development
- November 3 **K-5** Delayed Opening/Parent Conferences
- November 4 **K-5** Early Dismissal/Parent Conferences
- November 11 Veterans Day
- November 24-26 Thanksgiving Recess
- December 8 **K-12** Early Dismissal/Professional Development
- December 23 **K-12** Early Dismissal-**Students & Staff**
- December 24-January 2 Winter Recess

- January 1 New Year's Day
- January 17 Martin Luther King, Jr. Day
- January 27 **K-12** Early Dismissal/Professional Development
- February 17-18 February Recess
- February 21 Presidents' Day
- March 16 **K-5** Delayed Opening/Parent Conferences
- March 17 **K-5** Early Dismissal/Parent Conferences
- March 18 **K-5** Early Dismissal/Parent Conferences
- March 21 Professional Development

- April 11-15 Spring Recess
- April 15 Good Friday/Passover
- May 30 Memorial Day
- June 8 Special Early Dismissal as Follows:
WMS/WHS 11:55 a.m. Dismissal
HES/WIS 12:45 p.m. Dismissal
- June 9 District's Projected Last Day of School,
Special Early Dismissal as Follows:
WMS and WHS: 10:00 a.m. Dismissal
HES and WIS: 10:45 a.m. Dismissal
- June 10 District Teacher Day

JULY

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AUGUST (4)

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SEPTEMBER (19)

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OCTOBER (19)

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NOVEMBER (18)

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DECEMBER (17)

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JANUARY (20)

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FEBRUARY (17)

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MARCH (22)

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APRIL (16)

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MAY (21)

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JUNE (7)

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19	20	21	22	23	24	25
26	27	28	29	30		

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- District Teacher Day — No Students
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- Delayed Opening — See Legend at Left

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The Weston Board of Education reserves the right to modify the school calendar. Approved by the Board of Education on April 27, 2020.

2022-2023 School Calendar-AS OF 3-29-21

Weston Public Schools

July 4 Independence Day Observed

August 29-31

Professional Development

September 1

First Day of School

September 5

Labor Day

September 26

Rosh Hashanah

October 5

Yom Kippur

October 10

Columbus Day/Professional Development

November 3

K-5 Delayed Opening/Parent Conferences

November 4

K-5 Delayed Opening/Parent Conferences

November 7

K-5 Early Dismissal/Parent Conferences

November 8

Election Day/Professional Development

November 11

Veterans Day

November 23-25

Thanksgiving Recess

December 7

K-12 Early Dismissal/Professional Development

December 23

K-12 Early Dismissal

December 24-January 2

Winter Recess

January 1

New Year's Day

January 16

Martin Luther King, Jr. Day

February 16-17

February Recess

February 20

Presidents' Day

March 15

K-5 Delayed Opening/Parent Conferences

March 16

K-5 Early Dismissal/Parent Conferences

March 17

K-5 Early Dismissal/Parent Conferences

March 20

Professional Development

April 7

Good Friday/Passover

April 10-14

Spring Recess

May 29

Memorial Day

June 14

Special Early Dismissal as Follows:

WMS/WHS 11:55 a.m. Dismissal

HES/WIS 12:45 p.m. Dismissal

District's Projected Last Day of School,

Special Early Dismissal as Follows:

WMS and WHS: 10:00 a.m. Dismissal

HES and WIS: 10:45 a.m. Dismissal

District Teacher Day

June 16

No Students or Teachers, BOE Offices Open

Projected last Day of School

No Students or Teachers, BOE Offices Closed

District Teacher Day — No Students

Early Dismissal — See Legend at Left

First Day of School

Delayed Opening — See Legend at Left

Projected last Day of School

Delayed Opening — See Legend at Left

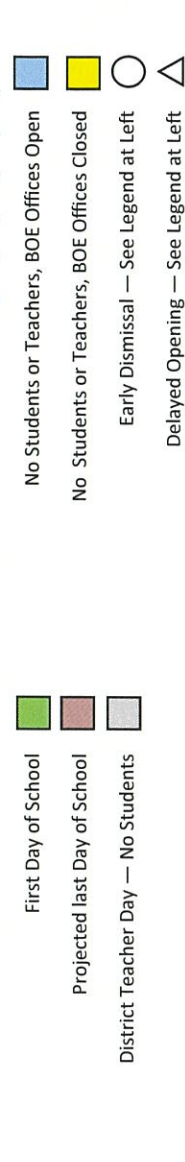
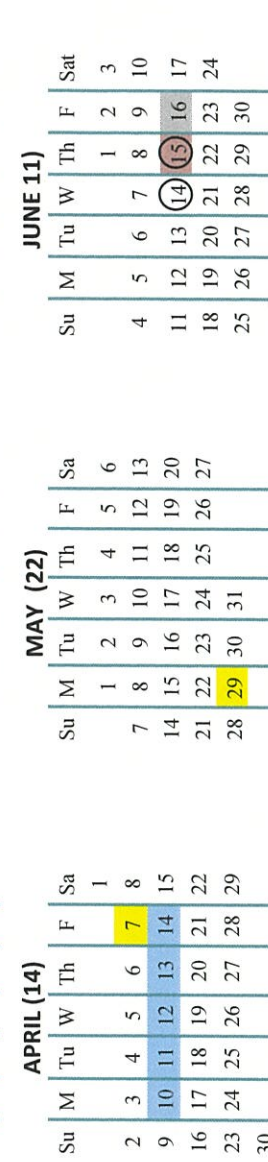
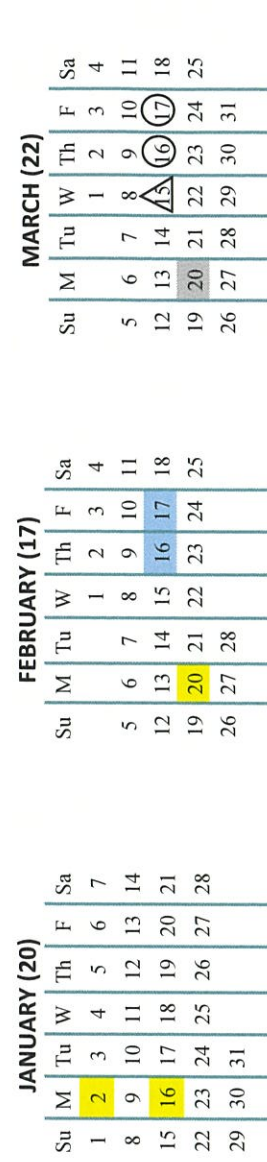
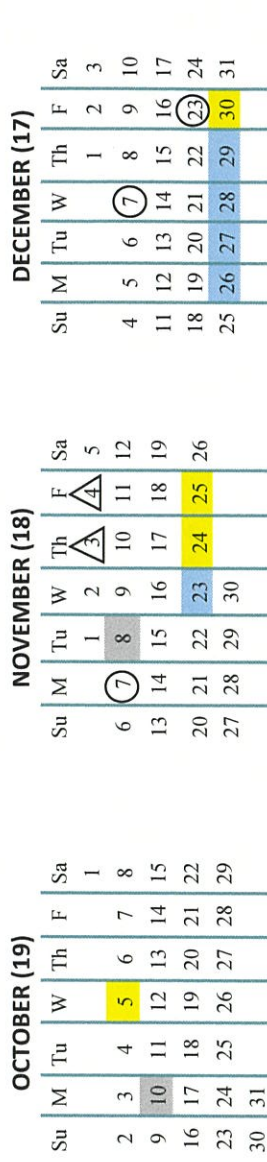
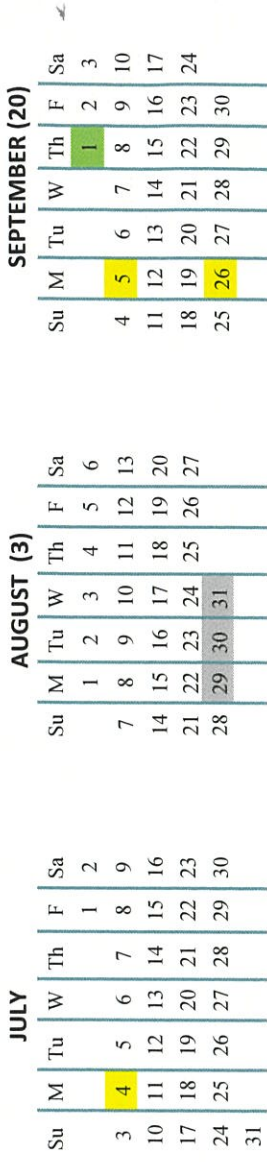
Scheduled Early Dismissals: WMS/WHS: 11:45 a.m., HES/WIS: 12:35 p.m.

Scheduled Delayed Openings: WMS/WHS: 9:45 a.m., HES/WIS: 10:30 a.m.

180 School Days 187 Teacher Days

The Weston Board of Education reserves the right to modify the school calendar.

**For each lost school day due to inclement weather, we add an additional school day to the end of the year up until June 23, 2023. If additional school days are required, the Superintendent will recommend a solution to the Board of Education that may entail holding school in the last week of June, but only after considering the merits of reducing Professional Development Days or Spring Vacation Days.





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

MEMORANDUM

February 18, 2021

TO: Weston Board of Education
FROM: William S. McKersie, Ph.D.
RE: WPS Calendar Committee Process and Schedule for 2021-22

Background

An important responsibility of the Board of Education (BOE) is to review and formally adopt the annual school calendar. This memorandum outlines the process and timeline for developing and finalizing the annual school calendar.

Typically, the BOE votes early each spring on school calendars two years ahead of implementation. During the annual review, the BOE may also revise the already approved school calendar for the upcoming year. Thus, in Spring 2021, the BOE will adopt the annual school calendar for 2022-2023, and will consider any necessary modifications for the already approved 2021-2022 calendar.

Process

The Superintendent establishes a Calendar Committee each year to recommend an annual school calendar. The 2021-22 Calendar Committee will have two charges:

1. Consider necessary modifications to the Approved 2021-2022 Calendar. Modifications to existing calendars are made only for major, widely recognized reasons.
2. Develop the Proposed 2022-2023 Calendar for review and adoption by the BOE.

The Calendar Committee includes the following members:

- Superintendent, Chair of the Committee
- Assistant Superintendent for Curriculum & Instruction
- Two Parent Representatives (selected by the PTO)
- Two WTA Representatives (selected by the WTA)
- Two AFSCME Representatives (selected by AFSCME)
- One WAA Representative (selected by WAA)
- One BOE Representative (appointed by BOE Chair)

Schedule

The school calendar will be developed based on the following timeline.

February:

- Request representatives from each group listed as Committee Members.

March:

- Schedule two meetings of the 2021-22 Calendar Committee March to review any potential changes to the Approved 2021-2022 Calendar and to develop the Proposed 2022-2023 Calendar. The Calendar Committee may be called back for a final meeting in Late April/Early May to resolve BOE questions raised at its April 19, 2021 meeting.

April 19, 2021 BOE Meeting:

- Discussion of Approved 2021-2022 Calendar and Proposed 2022-2023 Calendar

May 17, 2021 BOE Meeting:

- Discussion and Vote on Adds/Deletes/Changes to 2021-2022 Approved Calendar
- Discussion and Vote on Proposed 2022-2023 Calendar

Preliminary Analysis

The Calendar Committee will fully review the Current 2020-21 Calendar for guidance in considering revisions to the Approved 2021-2022 and developing the Proposed 2022-2023 Calendar. At present, the majority of feedback to the Superintendent supports using the Current 2020-21 Calendar as a good model in terms of start and end dates, vacation days, professional development days, delayed/early releases for parent conferences, and incorporation of estimated inclement weather days (seven days). Per state statute, we must provide 180 days of school sessions (defined as even a partial day of school). Consideration will be given to the Approved 2021-22 Calendar regarding COVID-19 and any potential changes or additions that may need to be incorporated based on this year.

The Superintendent would be interested in hearing any preliminary feedback at the February 22, 2021 BOE meeting about possible changes to the annual school calendar. This input would help guide the work of the 2021-22 Calendar Committee in producing an acceptable final product.

**Weston Public Schools
Calendar Committee Meeting**

Wednesday, March 3, 2021

1:30 p.m.

Via Zoom

Team Members: Regina Allen (AFSCME), Livia Berardinelli (WMS/WHS Parent), Kenneth Crow (WPS), Shannon English (HES/WIS Parent), Matt Filip (WAA), Roxanne Glaser (AFSCME), Hillary Koyner (Board), Colleen Lynch (WTA), William McKersie (Superintendent), Doug Pregman (WTA)

Agenda Items

1. Welcome and Overview
2. 2021-2022 Approved Calendar Review
3. 2022-2023 Proposed Calendar Review
4. Next Meeting: March 17, 2021 at 1:30 p.m. via Zoom

Weston Public Schools
Calendar Committee Meeting Minutes

Wednesday, March 3, 2021
Via Zoom, 1:30 p.m.

Team Members in Attendance: Regina Allan (AFSCME), Livia Berardinelli (WMS/WHS Parent), Kenneth Craw (WPS), Matt Filip (WAA), Roxanne Glaser (AFSCME), Shannon English (HES/WIS), Hillary Koyner (Board), Colleen Lynch (WTA), Doug Pregman (WTA)

1. Welcome and Overview

Dr. Craw welcomed the Committee Members and each took a moment to introduce themselves and what group they represent.

Dr. Craw mentioned that we have 180 required days for students, 187 required days for members of WTA, and 182 required days for members of AFSCME.

A question was asked as to whether or not parent-teacher conferences could be held via Zoom or in-person. This is something that will be discussed outside of the Calendar Committee.

Dr. Craw would like to look at an additional one or two early release professional development days to the 2021-2022 calendar. Possible days would be September 30 and May 5. Doug Pregman stated that professional development release days might be better if scheduled in September or in late October.

2. 2021-2022 Approved Calendar Review

Dr. Craw reviewed the 2021-2022 Approved Calendar by month.

November:

Parent-Teacher conference days (3). Should conference days be November 1, 3, 4 or 3, 4, 5? *Feedback results will be reviewed at the next meeting as to which three days' work best for conferences.

3. 2022-2023 Proposed Calendar Review

The proposed 2022-2023 Calendar was reviewed by month, detailing specific events that take place. The following are the items that were discussed:

August:

Potentially moving the teacher days to August 29, 30 and 31. This would move the last day of school to June 15. *Feedback results will be reviewed at the next meeting as to staff professional development days and first day of school.

Colleen Lynch mentioned that beginning the year with a full week of school is very hard for elementary students.

September:

Noted both Jewish holidays as District closed.

October:

Columbus Day on October 10 is a full-day professional development day for staff.

November:

Parent-Teacher conference days (3). *Feedback results will be reviewed at the next meeting as to which three days' work best for conferences.

December:

An early dismissal day for all students and staff for December 23.

January:

As January 1 falls on a Sunday, January 2 will be observed as New Year's Day.

February:

The Committee discussed the possibility of a longer February break. *Both WTA and PTO reps will discuss feedback results at the next meeting.

March:

The Committee agreed that the dates for the Parent-Teacher conference days were appropriate.

April:

A discussion was had amongst Committee members regarding a possible March break instead of a full week in April. *Feedback results will be reviewed at the next meeting as to thoughts on vacation/long weekends during the March and April months.

May:

Memorial Day is the only day off in the month of May.

June:

Depending on how decisions are made with regard to school vacations/long weekends, the last day of school for students may shift.

4. Next Meeting: March 17, 2021 at 1:30 p.m. via Zoom

The meeting was adjourned at 2:35 p.m.

**Weston Public Schools
Calendar Committee Meeting**

Wednesday, March 17, 2021
1:30 p.m.
Via Zoom

Team Members: Regina Allen (AFSCME), Livia Berardinelli (WMS/WHS Parent), Kenneth Crow (WPS), Matt Filip (WAA), Roxanne Glaser (AFSCME), Shannon English (HES/WIS), Hillary Koyner (Board), Colleen Lynch (WTA), William McKersie (Superintendent), Doug Pregman (WTA)

Agenda Items

1. Welcome and Overview
2. 2021-2022 Calendar Decision Points
 - a. Addition of 1 or 2 Early Release Days for Professional Development
 - b. November 2021 Parent/Teacher Conference Days
3. 2022-2023 Calendar Decision Points
 - a. Start of Professional Development Days for Staff and First Student Day
November 2022 Parent/Teacher Conference Days
 - b. Discussion on Length of February Recess
 - c. Discussion on Length of March Recess and April Recess
 - d. December 24 early dismissal for December Recess
4. Next Steps
 - a. April Monthly Board of Education Meeting Presentation
 - b. May Monthly Board of Education Meeting Vote
5. Meeting Adjournment

**Weston Public Schools
Calendar Committee Meeting Minutes**

Wednesday, March 17, 2021
Via Zoom, 1:30 p.m.

Team Members in Attendance: Hillary Koyner (Board), Kenneth Crow (WPS), Matt Filip (WAA) Regina Allen (AFSME), Roxanne Glaser (AFSME), Livia Berardinelli (WMS/WHS Parent), Sharon English (HES/WIS), Doug Pregman (WTA)

1. Approval of Minutes

Minutes from the March 3, 2021 were approved with a motion by Doug Pregman and second by Roxanne Glaser.

8 – Yeas, 0 – Nays

2. Review of 2021-2022 Approved Calendar

Committee members reported feedback from stakeholder groups regarding the dates of the November parent/teacher conferences. After reviewing the feedback, Committee recommends to move the dates of the conferences to November 3-5.

Matt Filip noted that a communication should go out to parents regarding the rationale of teachers holding the conferences even though all reported data for the trimester may not be finalized.

3. Review of 2022-2023 Proposed Calendar

The proposed start date of September 1 and end date of June 9 was discussed. Doug Pregman reported that teachers prefer the professional development at the beginning of the year and the two-day starting week (as opposed to a full week to start for students). The lower and upper school PTO representatives agreed with the two-day start week.

The proposed November parent/teacher conferences days (3) were discussed. The recommendation was to leave the calendar as is—two delayed opening days November 3 and 4 and one early dismissal day November 7.

The Committee discussed the various scenarios regarding extending the February break or moving the April break to March. Livia Berardinelli reported that there were mixed opinions regarding a two vs. five-day February break and suggested doing a parent survey on this subject. Members deliberated on these March vs. April break scenarios and voted to leave the April break where it is.

These recommendations will go to the April Board meeting.

The meeting was adjourned at 2:15 p.m.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Discussion/action: Possible revocation of Retirement Incentive Program for eligible members of the Weston Teachers' Association.

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

We are providing an update for the Board of Education on the new Early Retirement Incentive Program (ERIP). A decision and vote by the BOE is not required. The ERIP may proceed based on administration action.

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

April 26, 2021

TO: WPS Board of Education

FROM: Bill McKersie, Phil Cross and Ken Craw

RE: Update on the New Early Retirement Incentive Program (ERIP) -- FY 22

We are providing an update for the Board of Education on the new Early Retirement Incentive Program (ERIP). A decision and vote by the BOE is not required. The ERIP may proceed based on administration action.

Background

The Weston Teachers Association (WTA) leadership approached the administration in February 2021 with the suggestion that the district offer a new Early Retirement Incentive Program (ERIP). The WTA was prompted to bring the idea forward based on BOE discussions during the FY 22 budget deliberations about the seniority of staff and whether there are ways to arrive at more even distribution across years of service. The WTA also senses that the difficulty of work during the Pandemic may prompt staff to seek an early retirement option. Nevertheless, the WTA was not able to provide specific estimates as to how many of their members might take advantage of a new ERIP.

In keeping with our due diligence in considering financial savings, and in the spirit of collaboration with the WTA, the administration analyzed offering a new ERIP. The new ERIP was discussed with the BOE Finance Committee during March 2021. Based on the encouragement of the Finance Committee, the administration proceeded with offering the new ERIP. An MOA was struck with the Weston Teachers Association (WTA). The MOA had an enrollment deadline of Friday, April 23, 2021.

ERIP Offered to WTA Members

We reviewed the ERIP plan with the BOE Finance Committee on March 26, 2021. The consensus of the Finance Committee was that we should proceed with offering the ERIP. While the net budget savings are modest, the program provides a human resources benefit for the district and WTA members. It allows WTA members who are prepared to retire a way to do so with a near-term timeframe. In turn, it allows the district to modify the balance of teachers across the service spectrum in a supportive manner.

The ERIP was formally offered to WTA members following the Finance Committee meeting on March 26, 2021. We have attached a copy of the guiding documents for the new ERIP 21-22. Please note that the ERIP involves a MOA between the WPS and WTA, since ERIPs are an item required by CT to be handled as a collective bargaining topic.

As of the deadline for enrollment (April 23 at 4:00 p.m.), we had seven WTA members commit to the program. With a count of seven, the estimated net savings for the new ERIP is now achievable (bearing in mind that it ultimately depends on the cost of new employees for the open positions).

Financial Analysis

We modeled a new ERIP on the current ERIP, both for the financial incentive and what it has indicated about the extent of typical staff interest in early retirement options.

1. The parameters as to who would be eligible matches the 2018 ERIP: Age and years of service in WPS must total at least 74.5 as of June 30, 2021. This generated a potential pool of 37 WTA staff members.
2. The financial incentive is based on the same structure as the current ERIP:
 - a. Each participant is paid incentive compensation equal to 50 percent of his/her pensionable salary rate for the 2020-21 school year as reported by the WPS to the CT Teachers Retirement Board (TRB).
 - b. The incentive compensation would be paid in three equal annual installments—September 1, 2021; September 1, 2022; and, September 1, 2023.
 - c. Participation would be signified by a signed letter of resignation and completion of plan enrollment forms, which would not be revocable after April 23, 2021.
 - d. As of the enrollment deadline of Friday, April 23, 2021, seven staff have enrolled in the program. The estimated net budget savings for FY 22 is \$35,540. While the total savings for FY 22 would be \$150,540, the proposed operating budget already has an estimated \$115,000 in turnover savings, resulting in a net gain of \$35,540 with the new ERIP. Of course, the net savings would increase for each additional participant above seven.

Next Steps

Following this update for the BOE, we will proceed with launching the ERIP for participants. The Superintendent will write individually to the seven participants on Tuesday, April 27, 2021 to accept their resignation effective the last day of school for staff in June 2021. The payout schedule summarized above will be launched. Lastly, we will keep the BOE informed of the financial impact of the ERIP as part of the monthly Finance Committee meetings.

Attachments:

- 1) Financial Analysis of New ERIP
- 2) Documentation of 21-22 ERIP Program

FY 21-22 EARLY RETIEMENT INCENTIVE PLAN (ERIP)

# Of Enrolled Employees	FY 21 Salary	Budgeted FY22 Salary	Anticipated Replacement Salary	Salary Savings Before ERIP Payment	Annual ERIP Payment	Net Savings
1	107,178	109,000	72,475	36,525	17,863	18,662
2	115,426	117,388	72,475	44,913	19,238	25,675
3	112,672	114,587	72,475	42,112	18,779	23,333
4	104,431	106,206	72,475	33,731	17,405	16,326
5	115,426	117,388	72,475	44,913	19,238	25,675
6	112,672	114,587	72,475	42,112	18,779	23,333
7	112,672	114,587	72,475	42,112	18,779	23,333
Total Salaries	780,477	793,743	507,325	286,418	130,080	156,339
Payroll Taxes	11,317	11,509	7,356	4,153	9,951	(5,798)
Total Salaries & Payroll Taxes	791,794	805,252	514,681	290,571	140,031	150,540
FY 22 Budgeted Turnover Savings						(115,000)
Net Savings						35,540
Percentage of YoY Budget		1.49%	0.95%	0.54%	0.26%	0.07%

Notes:

- ERIP is based on FY21 salaries
- Salary savings is based on FY22 budgeted salaries
- Assumes that new staff will be hired at MA step 7
- Does not assume any change in employee health insurance package

WESTON BOARD OF EDUCATION RETIREMENT INCENTIVE PROGRAM

APRIL 6, 2021

The Weston Board of Education (“the Board”) and the Weston Teachers’ Association (the “WTA”) agree to the terms set forth below regarding a Retirement Incentive Program (“the Program”) to members of the WTA bargaining unit employed by the Board under the following terms and conditions:

1. Eligible staff members will include any member of the Weston Teachers’ Association bargaining group whose age and years of teaching with Weston Public Schools total at least 74.5 as of June 30, 2021 and who have not previously notified the Superintendent of Schools prior to October 1, 2020 regarding their intention to retire, effective on or about June 30, 2021 (“Eligible Staff Member(s)”). Years of teaching with Weston Public Schools shall be that service recognized by the Connecticut Teacher Retirement Board as having taken place in Weston. Participants will not be required to retire from teaching. Staff members who have previously submitted their resignation pursuant to a settlement agreement are not eligible to participate.
2. Eligible Staff Members must submit an election to participate in the Program in writing to the Weston Public Schools Human Resources Office on or before **Friday, April 23, 2021 at 4:00 p.m.** At the time of the election to participate in the Program, and no later than **Friday, April 23 2021 at 4:00 p.m.**, the participant must provide a voluntary letter of resignation effective June 30, 2021, which letter shall be revocable only as set forth below. Participants will not be permitted to return to employment with the Board without the specific written permission of the Superintendent of Schools. The election to participate in the Program, and the voluntary letter of resignation, must be completed on the attached form and must be received by the Human Resources Office no later than **Friday, April 23, 2021 at 4:00 p.m.** The election to participate and resignation of employment may be delivered by hand to the Human Resources Office or emailed to Jen Ryan, jenryan@westonps.org.
3. The Board reserves the right to revoke the Program pursuant to paragraph 8 below. In the event the Board decides to revoke the Program, letters of resignation provided to the Human Resources Office pursuant to paragraph 2 will be null and void, teachers who submitted letters of resignation may either return to teaching or separately submit a new letter of resignation, and the Board will have no obligation to make the Annual Payments below to those formerly Eligible Staff Members.
4. The total number of teachers eligible to participate in the Program shall be subject to a maximum of ten (10) Eligible Staff Members, unless the Board, in its sole discretion, increases and/or eliminates such maximum. In the event that more than ten (10) Eligible Staff Members apply to participate in the Program, the ten (10) Eligible Staff Members

with the greatest total age and years of teaching with Weston Public Schools as of June 30, 2021 will be permitted to participate in the Program. The letters of resignation of those teachers who are not permitted to participate in the Program in accordance with this paragraph 4 will be null and void, and such teachers may either return to teaching or separately submit a new letter of resignation. The Board will have no obligation to make the Annual Payments below to such teachers.

5. Each participant in the Program shall be paid incentive compensation equal to fifty-percent (50%) of his/her pensionable salary rate for the 2020-2021 school year as reported by the Weston Board of Education to the Connecticut Teachers' Retirement Board. This incentive compensation will be paid in three (3) equal annual installments ("Annual Payments"). The Annual Payments shall commence on September 1, 2021 and each succeeding September 1 through September 1, 2023.

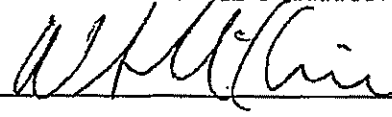
(Example: Annual Salary = \$102,000. Total incentive compensation = \$51,000. The \$51,000 will be paid in three (3) equal gross Annual Payments of \$17,000).

6. In the event of the death of the participant prior to the completion of the full Annual Payments due under the Program, the Board agrees to continue annual payments to the participant's spouse for the balance of the payments due at the time of death. In the absence of a surviving spouse, a lump sum payment of the balance due shall be paid to the participant's estate.
7. The election to participate in the Program, and the letter of resignation, may be revoked, provided such written notice is received by the Weston Public Schools Human Resources Office by **Friday, April 23, 2021 at 4:00 p.m.** Such election and resignation shall be irrevocable after that date and time. Revocation of the election and resignation must be made on the attached form, must be received and date-stamped by the Weston Public Schools Human Resources Office by **Friday, April 23, 2021 at 4:00 p.m.**, and may not be delivered to the Human Resources Office by facsimile or other electronic means. In the event that an Eligible Staff Member revokes his/her election to participate in the Program and letter of resignation, such election and resignation will be null and void and the Board will have no obligation to make the Annual Payments to that Eligible Staff Member.
8. Notwithstanding the foregoing, the Board may elect to revoke the Program if it determines, in its sole discretion that the offering of the Program is not in the best interest of Weston Public Schools. The Board may revoke the Program at any time before May 10, 2021 at 4:00 p.m. With the agreement of the Weston Teachers' Association, the Board may also amend the Program at any time before May 10, 2021, at 4:00 p.m. In the event the Board decides to revoke the Program, elections to participate and letters of resignation provided to the Human Resources Office pursuant to paragraph 2 will be null and void, teachers who submitted such letters may either return to teaching or separately submit a new letter of resignation, and the Board will have no obligation to make the Annual Payments above to those formerly Eligible Staff Members. If any formerly Eligible Staff Members are rendered ineligible as a result of an amendment to the

Program made as described above, those formerly Eligible Staff Members' letters of resignation provided pursuant to paragraph 2 will be null and void and will be returned to the teacher, and the Board will have no obligation to make the Annual Payments above to those formerly Eligible Staff Members.

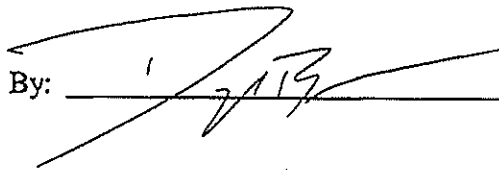
9. Eligible Staff Members will also be permitted to participate in the Early Retirement Incentive Plan described in Article XXXIII of the collective bargaining agreement between the Board and the Weston Teachers' Association ("ERIP") under the following conditions:
 - a. The Eligible Staff Member elects to participate in the Program and to voluntarily resign his/her employment as described in paragraph 2 above and does not revoke such election to participate and resignation in accordance with paragraph 7 above.
 - b. The Eligible Staff Member meets the eligibility requirements of the ERIP.
 - c. The election to participate in the Program and resignation of employment described in paragraph 2 above will take the place of the "notice of election to retire" described in Article XXXIII, Section 2.
 - d. Notwithstanding the provisions of Article XXXIII, Section 2 of the collective bargaining agreement, an Eligible Staff Member may not request that the Board rescind his her or election to retire by appealing to the Board. If the Eligible Staff Member wishes to rescind their notice of election to retire under Article XXXIII, Section 2, they must do so by submitting the attached Revocation of Election and Resignation Form by **Friday, April 23, 2021 at 4:00 p.m.** as provided in paragraph 7 above.
10. The Board and the WTA understand that this Program is a one-time opportunity, and that the Board's offer of this Program shall not establish a past practice or precedent for any purpose.
11. Any Board decision under this Program is final and is not subject to the grievance and/or arbitration procedure set forth in the collective bargaining agreement between the Board and the WTA.

WESTON BOARD OF EDUCATION

By: 

Date: 4/6/2021

WESTON TEACHERS' ASSOCIATION

By: 

Date: 4.6.2021

WESTON BOARD OF EDUCATION RETIREMENT INCENTIVE PROGRAM

ELECTION AND VOLUNTARY RESIGNATION FORM

Election Form

I, _____, hereby elect to participate in the Weston Board of Education Retirement Incentive Program. I understand that this form must be received by the Weston Public Schools Human Resources Office by **4:00 p.m. on Friday, April 23, 2021**. I further understand that following **4:00 p.m. on Friday, April 23, 2021**, this election will be **IRREVOCABLE**.

Name:

Date:

Resignation Form

I, _____, hereby voluntarily resign my employment with the Weston Board of Education effective June 30, 2021. I am submitting this irrevocable resignation in order to comply with the terms of the Weston Board of Education Retirement Incentive Program, and I understand that this resignation must be received by the Weston Public Schools Human Resources Office by **4:00 p.m. on Friday, April 23, 2021**. I further understand that following **4:00 p.m. on Friday, April 23, 2021**, this resignation will be **IRREVOCABLE**.

Name:

Date:

Pursuant to the terms of the Weston Board of Education Retirement Incentive Program (“The Program”), the above election to participate in the Program and resignation of your employment will be IRREVOCABLE after Friday, April 23, 2021 at 4:00 p.m. If you choose to revoke your election and resignation, you must do so by that time on the form provided. The election and resignation, and any revocation thereof, may be delivered by hand to the Human Resources Office or emailed to Jen Ryan, jenryan@westonps.org.

**WESTON BOARD OF EDUCATION RETIREMENT INCENTIVE
PROGRAM**

REVOCAION OF ELECTION AND RESIGNATION FORM

I, _____, hereby REVOKE my election to participate in the Weston Board of Education Retirement Incentive Program. In addition, I REVOKE my resignation of employment. I understand that this form must be received and date-stamped by the Weston Public Schools Human Resources Office **by 4:00 p.m. on Friday, April 23, 2021**. I further understand that if this revocation is not received by the Weston Public Schools Human Resources Office **by 4:00 p.m. on Friday, April 23, 2021**, this revocation WILL NOT be accepted.

Name:
Date:

Pursuant to the terms of the Weston Board of Education Retirement Incentive Program (“the Program”), your election to participate in the Program, and the resignation of your employment, will be IRREVOCABLE after Friday, April 23, 2021 at 4:00 p.m. If you chose to revoke your election and resignation, you must do so by that time on this form. The election to participate and resignation of employment may be delivered by hand to the Human Resources Office or emailed to Jen Ryan, jenryan@westonps.org.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 4/26/21

Information Only

Action Requested

Agenda Item Subject: FY20 End of Year Update

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

We are recommending that the Board of Education approve the use of the revised end-of-year FY20 budget balance as outlined in the following report, up to the limit approved by the Board of Finance of \$26,120.

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



March 26, 2021

TO: WPS BOE Finance Committee

FROM: Phil Cross

RE: FY20 End of Year (EoY) Update

In October we reported a revised end of year balance of \$824,918 with a continuing appropriation of \$178,921. Since then, there has been new developments.

- 1) To help mitigate the impact of the corona virus, the coronavirus relief fund (CRF) grant/CARES Act was enacted. This grant allows for reimbursement of expenditures incurred between March 1 and December 30, 2020. In FY20 the district incurred necessary expenditures due to the public health emergency. Because expenditures were incurred during the covered period, we have requested a reimbursement in the amount of \$41,885.
- 2) \$75,000 of our requested continuing appropriation has not been used. As a result, we are releasing this appropriation.

Based on the above, we are revising/increasing our available FY20 year balance by \$116,885 to \$941,803.

You may recall that the available balance as of October was \$824,918. From this amount \$600,000 was returned to the Town and \$177,568 was used to fund a non-lapsing account – in accordance with C.G.S. 10-248a. The BOE approved an additional request of \$47,350 to be added to the non-lapsing account. This request has not been voted on by the BOF.

Non-Lapsing Account

The intent of the non-lapsing account was to fund Covid related expenditures. Based on our year end projection, we will not need to draw funds from the account. To mitigate the FY 22 requested budget I am recommending the following:

- 1) Request a new MOU for the non-lapsing account that will assist with future unanticipated expenditures.
- 2) Request that the CRF reimbursement of \$41,885 be added to the non-lapsing account.
- 3) Request the FY 22 non-recurring contingent liability of \$203,688 be paid from this account. This will reduce the FY 22 budget by 0.38%
- 4) Return the \$75,000 unused continuing appropriation to the Town.

FY 20 - Revised EoY Balance

3/26/2021

Item Description	FY 20 As of 10-9-20	FY 20 W. Adjustments
FY 21 Budget	53,073,710	53,073,710
Expended	(52,069,872)	(52,069,872)
Continuing Appropriation	<u>(178,921)</u>	<u>(178,921)</u>
Available Balance	824,918	824,918
<i>Adjustment:</i>		
CRF Grant Reimbursement		41,885
Released Encumbrance		<u>75,000</u>
Total Adjustment	-	116,885
Ending Balance after adjustment	<u>824,918</u>	<u>941,803</u>
<u>Allocation of Ending Balance</u>		
Return to Town	600,000	600,000
BoF Approved Non-Lapsing Account	177,568	177,568
Additional Non-lapsing Pending BoF Approval	47,350	47,350
Additional to Return to Town or Non-Lapsing Account	-	116,985
Total	<u>824,918</u>	<u>941,903</u>
Additional Non-lapsing Pending BoF Approval	824,918	824,918
Additional to Return to Town or Non-Lapsing account	-	<u>116,885</u>
	<u>824,918</u>	<u>941,803</u>
<u>Proposed Non-Lapsing Account</u>		
BoF Approved Non-Lapsing Account	177,568	
Additional Non-lapsing (previous request)	47,350	
Addition to Non-Lapsing Account (new request)	<u>41,885</u>	
Total Available	266,803	
FY22 Contingent Liability	<u>(203,688)</u>	
Available balance	<u>63,115</u>	

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 4/26/21

Information Only

Action Requested

Agenda Item Subject: FY22 Budget Mitigation Update

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a mitigating plan that will reduce the requested FY22 budget by \$542,966, or 1%. The capital budget will be reduced by \$56,540, and the FY22 capital request is now \$675,860.

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



April 9, 2021

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY 22 Budget Update

Operating

At our March 26 meeting we discussed a mitigating plan that would reduce the requested FY22 budget by \$542,966, or 1%. On April 6, 2021, the Board of Finance (BoF) voted to accept the BOE's FY22 operating mitigating plan. The approved FY 22 operating budget is \$55,070,090. This is a \$908,647 or 1.68% increase over FY21.

Capital

The BoE also presented a mitigating plan that would reduce the capital budget by \$256,540. The plan had two parts:

- 1) \$56,540 to be paid from the BoE FY21 surplus
- 2) \$200,000 to be paid from the ARP ESSER grant

The BoF voted to accept the \$56,540 reduction. Because the grant detail and approval is relatively uncertain, the \$200,000 to partially pay for the old gym air handler replacement was not reduced from the capital request. Instead, the BoE will reimburse the Town when the grant request is approved and when funds are received.

In addition to the above items, the BoF reduced the WMS HVAC repairs contingency from \$100,000 to \$25,000. This was done with the understanding that if any repairs or replacements exceed that amount the BoE would seek a special appropriation.

The approved FY22 capital request is \$675,860 or a reduction of \$131,400 from the requested.

Non-Lapsing Account

We requested that the BoF repurpose the use of the non-lapsing to allow us to pay for general expenditures. In addition, we also requested the following:

- 1) An approval of our previous request to increase the account by \$47,350

- 2) Increase the account by an additional \$41,885. This amount represents reimbursement from the CRF grant for FY20 expenditures relating to covid-19.

The BoF voted to repurpose the account but to restrict the account to only pay for the anticipated FY22 contingent liability of \$203,688. Thus, the account will only be increased by \$26,120. The remaining \$63,115 will revert to the Town.

FY 22 BoF Approved Budget 4-6-21

OPERATING BUDGET:

FY 21 Adopted Budget	54,161,443	
FY 22 BOE requested Budget	55,613,056	2.68%

Mitigating Reduction:

<u>Non-Lapsing Account</u>		
Contingent Liability (ERIP)	(203,688)	-0.38%

Pre-Purchase/Pay from FY 21 Unexpended Funds:

Curriculum & Instruction Books

Renew Grade 8 Spanish digital licenses	(15,834)	
French 5Honors and AP Digital License	(1,510)	
Math in Focus Grade 7 online renewal	(20,507)	
Grade 3 Math in Focus	(24,307)	
Grade 4 Math in Focus	(28,315)	
	(90,473)	
 Prepay FY 22 contractual ERIP	 (145,507)	
	(235,980)	-0.44%
 <u>Other</u>		
Health Insurance	(64,751)	
Superintendent Turnover Savings	(38,547)	
	(103,298)	-0.19%
 Total Reduction	 (542,966)	 -1.00%

FY 22 BOF Approved Operating Budget	\$ 55,070,090	1.68%
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YOY increase	\$ 908,647	1.68%
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FY 22 BoF Approved Budget 4-6-21

CAPITAL BUDGET

Requested Capital 807,400

Purchase/Pay from FY 21 Unexpended Funds:

WHS - Installation of Concrete Pad Over Oil Tank (Item 1) (26,700)

WMS - Sound Dampening of Music Rooms (Item 8) (19,840)

Bus Garage -Purchase & Installation of Back-up Generators (Item 9) (10,000)

(56,540)

Bof Reduction

Contingency for WMS HVAC Repairs (75,000)

BoF Approved Capital Request

\$ 675,860

Total Operating & Capital Reductions \$ (674,506)

OTHER CAPITAL

Pending grant approval :

Partial Fund old gym air handler replacement from grant (Item 2) \$ 200,000

FY 22 BoF Approved Budget 4-6-21

Non-Lapsing Account

BoF Approved Non-Lapsing Account	177,568
4-6-21 Approved Addition	<u>26,120</u>
Total Available	203,688
FY22 Contingent Liability	<u>(203,688)</u>
Available balance	<u><u>-</u></u>

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 4/26/21

Information Only

Action Requested

Agenda Item Subject: Approval of the February/March 2021 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the combined eight and ninth FY21 (February/March 2021) 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>



March 26, 2021

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY 20-21 Financial Report as of March 23, 2021

Below is a summary report of the FY 21 Budget through March 23, 2021.

Object Series	FY 21 Adjusted Budget	FY 21 YTD Actuals	FY 21 Encumbrance	FY 21 Anticipated	FY 21 Projected to EOY	FY 21 Balance Available	Previous Month Balance
Salaries (1000's)	33,082,118	20,131,739	11,680,083	862,314	32,674,137	407,981	284,117
Benefits (2000's)	9,666,960	7,054,093	2,218,542	360,684	9,633,319	33,641	31,555
Professional Services	1,517,445	781,621	559,087	240,574	1,581,283	(63,838)	(103,838)
Property Services	2,139,034	1,084,378	744,958	351,193	2,180,528	(41,494)	(68,820)
Other Services (5000s)	5,858,228	3,786,152	1,821,154	108,267	5,715,572	142,656	82,761
Supplies (6000s)	2,691,613	1,664,052	744,936	349,953	2,758,941	(67,329)	(67,329)
Equipment (7000s)	219,008	260,492	8,823	23,062	292,377	(73,369)	(73,369)
Other Objects (8000s)	119,424	88,500	11,623	19,300	119,424	-	-
Revenue (9000s)	(1,132,387)	(712,904)	(7,140)	(414,551)	(1,134,595)	2,207	214,648
Total	\$54,161,443	\$34,138,123	\$17,782,067	\$1,900,797	\$53,820,988	\$340,456	\$299,725

Month over Month Changes:

Based on current trends and anticipated expenditures through year end we have further reduced the expenditures through year. We continue to be cautiously optimistic that the projection will hold. The net month over month change is \$40,730 as outlined below.

Salaries – \$123,864:

- FML savings – \$49,897
- Other coverage and duties – (\$28,271)
- Certified Athletics Stipends- \$18,700
- Homebound Tutor - \$20,000
- Daily Substitutes - \$35,000
- Building Substitute \$10,000
- Summer Work -Certified Staff – (\$34,757)
- Degree Level Change - \$63,520
- Long Term Substitutes – (\$90,704)
- Secretarial Vacancy - \$10,000
- Bus Aides - \$10,000
- Safety Monitors - \$473
- Summer Work Non-Cert - \$60,000

Benefits – \$2,086

- Medicare – \$2,086

Professional Services - \$40,000

- Contracted Services Educational - \$30,000
- Consulting - \$10,000

Property Services - \$27,326

- Contracted Services - \$25,000
- Snow Plowing - \$3,050
- Other (\$724)

Other Services – \$59,895

- Transportation - \$81,256
- Out of District Tuition – (\$31,197)
- Travel & Conference - \$10,000
- Postage - (\$164)

Revenue Offset- (\$212,441)

- Reduction in anticipated participation fee (\$15,090)

- Transportation credit for remote learning days and combined runs - \$28,767
- FY 21 Carryover funds – (\$224,918) – Based on the projected year-end balance we do not anticipate using the non-lapsing account in FY21.

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Mar-21

Period: 8 of 12

2017-2018	2018-2019	2019-2020	Object	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
Year-End	Year-End	Year-End	Code	Adopted	Budget	Adjusted	YTD	Encumbered	Anticipated	Projected	Balance	
Expense	Expense	Expense	Description	Budget	Transfers	Budget	Expended			To EOY	Available	
			Salaries & Wages (1000s)									
2,710,109	2,958,120	2,940,692	1110	Administrators	2,832,305	15,933	2,848,238	1,989,710	731,531		2,721,241	126,997
13,752,057	14,000,983	14,458,759	1111	Regular Ed. Teachers	14,375,732		14,375,732	8,405,093	5,676,754	13,016	14,094,863	280,869
2,226,605	2,261,144	2,279,850	1112	Special Ed. Teachers	2,364,062		2,364,062	1,407,183	965,557	-	2,372,739	(8,677)
1,096,676	1,100,515	1,020,707	1113	Guidance	1,061,845		1,061,845	596,873	435,026	-	1,031,899	29,946
442,412	441,883	472,621	1114	Psychologist	535,766		535,766	299,392	203,744	-	503,136	32,630
70,541	146,140	193,946	1115	Social Worker	161,848		161,848	101,724	60,659	-	162,383	(535)
514,611	544,236	517,368	1116	Speech & Hearing	591,674		591,674	349,023	207,361	-	556,383	35,291
712,850	766,769	758,161	1117	Academic Assistants	1,139,153		1,139,153	616,202	422,969	10,845	1,050,016	89,137
198,176	201,820	205,471	1118	Talented & Gifted	198,569		198,569	133,138	77,149	-	210,287	(11,718)
386,123	508,457	399,004	1119	Library/Media	412,193		412,193	250,196	161,998	0	412,193	-
116,665	117,832	59,505	1135	Transition Coordinator	60,457		60,457	28,899	21,193	-	50,092	10,365
817,750	827,912	824,102	1139	Certified Stipends	878,090		878,090	409,581	71,237	326,768	807,586	70,504
570,587	557,734	584,428	1140	Academic Leader (CIL's)	583,975		583,975	348,560	235,415	-	583,975	-
3,550	1,136	371	1141	Mentor Teacher	3,000		3,000	0	0	3,000	3,000	-
180,922	260,096	272,612	1142	Behavioral Analyst	277,765		277,765	175,507	102,400	0	277,908	(143)
-	-	44,359	1145	English Language Learner	45,069		45,069	26,001	19,068	-	45,069	-
\$ 23,799,635	\$ 24,694,776	\$ 25,031,956		Sub-Total Certified Salaries	\$ 25,521,503	\$ 15,933	\$ 25,537,436	\$ 15,137,081	\$ 9,392,059	\$ 353,629	\$ 24,882,769	654,667
					1.96%			59.3%	36.8%	1.4%	97.4%	2.6%
				Other Certified Salaries								
105,560	78,442	55,905	1131	Homebound Tutor	114,500		114,500	11,389	-	27,631	39,020	75,480
-	-	-	1136	Degree Level Change	63,520		63,520	-	-	-	-	63,520
242,496	235,636	147,029	1137	Substitute Teacher	296,801		296,801	82,070	-	89,731	171,801	125,000
157,440	174,525	185,735	1138	Summer Work -Certified Staff	162,300		162,300	232,110	-	-	232,110	(69,810)
122,719	137,378	136,838	1143	Building Substitutes	203,175		203,175	62,975	52,150	38,050	153,175	50,000
207,673	108,364	208,344	1144	Long term Substitute	-		-	328,810	253,788	-	582,598	(582,598)
\$ 835,889	\$ 734,345	\$ 733,851		Sub-Total Other Certified Salaries	\$ 840,296	\$ -	\$ 840,296	\$ 717,354	\$ 305,938	\$ 155,412	\$ 1,178,704	\$ (338,408)

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Mar-21

Period: 8 of 12

2017-2018 Year-End Expense	2018-2019 Year-End Expense	2019-2020 Year-End Expense	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	2020-2021 Balance Available
				Non-Certified Salaries								
433,451	402,812	406,422	1210	Non-Cert. Supervisors	386,318	1,503	387,821	260,252	112,859	14,710	387,821	-
207,030	165,325	215,220	1211	Nurses	214,994	7,363	222,357	145,776	76,581	-	222,357	-
276,310	282,664	295,567	1215	Occupational Therapist	300,400	6,193	306,593	187,207	119,386	-	306,593	-
1,418,767	1,385,590	1,267,185	1221	Secretarial	1,207,649	31,124	1,238,773	803,273	360,688	37,246	1,201,207	37,566
1,600,146	1,681,669	1,761,865	1231	Para Educators	1,787,821	63,724	1,851,545	1,187,295	639,243	25,008	1,851,545	-
173,417	185,209	165,721	1234	Bus Aides	200,000		200,000	77,175	0	67,825	145,000	55,000
459,069	523,875	525,426	1235	Technicians	475,183	16,486	491,669	417,599	176,311	-	593,910	(102,241)
57,251	58,429	61,021	1237	Vocational Specialist	61,196		61,196	38,359	22,829	-	61,188	7.80
308,175	236,482	239,373	1241	Safety Monitors	246,804		246,804	159,340	86,991	-	246,331	472.80
501,950	483,773	476,898	1251	Custodians	495,354	5,975	501,329	334,320	164,294	-	498,614	2,715
505,234	538,862	455,850	1261	Maintenance Mechanics & Grounds	528,562		528,562	325,618	167,423	-	493,041	35,521
233,526	231,798	241,248	1269/80	Non Certified Stipends	269,493		269,493	146,283	55,481	67,730	269,493	-
\$ 6,174,327	\$ 6,176,488	\$ 6,111,794		Sub-Total Non-Certified Salaries	\$ 6,173,774	\$ 132,368	\$ 6,306,142	\$ 4,082,497	\$ 1,982,086	\$ 212,518	\$ 6,277,101	\$ 29,041
								64.7%	31.4%	3.4%	99.5%	0.5%
				Other Non-Certified Salaries								
53,161	77,702	50,209	1213/1223/ 1233	Non-Certified Substitutes	42,500		42,500	13,277	-	21,612	34,889	7,611
199,304	217,202	163,643	1212/22/38 /42/52/62	Overtime	203,700		203,700	77,785	-	110,915	188,700	15,000
106,823	121,616	155,964	1268	Summer Work-Non-Cert.	171,974		171,974	103,745	-	8,229	111,974	60,000
-	-	-	1160	Turnover Savings	(51,736)		(51,736)	-	-	-	-	(51,736)
-	-	-	1270	Salary Differential	180,107	(148,301)	31,806	-	-	-	-	31,806
192,114	264,365	202	1295	School Van Drivers	-	-	-	-	-	-	-	-
\$ 551,402	\$ 680,885	\$ 370,019		Sub-Total Other Salaries	\$ 546,545	\$ (148,301)	\$ 398,244	\$ 194,807	\$ -	\$ 140,756	\$ 335,563	62,681
								48.9%	0.0%	35.3%	84.3%	15.7%
\$ 31,361,252	\$ 32,286,495	\$ 32,247,621		TOTAL SALARIES	\$ 33,082,118	\$ -	\$ 33,082,118	\$ 20,131,739	\$ 11,680,083	\$ 862,314	\$ 32,674,137	\$ 407,981
					2.59%			60.9%	35.3%	2.6%	98.8%	1.2%

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Mar-21

Period: 8 of 12

2017-2018	2018-2019	2019-2020	Object		2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
Year-End	Year-End	Year-End	Code	Description	Adopted	Budget	Adjusted	YTD	Encumbered	Anticipated	Projected	Balance
Expense	Expense	Expense			Budget	Transfers	Budget	Expended		To EOY	Available	
				Benefits (2000's)								
6,774,346	7,478,831	7,790,363	2000	Health Insurance	8,427,683		8,427,683	6,222,066	2,158,894	46,723	8,427,683	-
-	(1,302,538)	(1,361,419)	2022	Premium Cost Share	(1,456,511)		(1,456,511)	(968,296)	-	(488,215)	(1,456,511)	-
531,929	575,004	552,072	2001	Social Security	568,052		568,052	355,494	-	212,558	568,052	-
437,603	465,995	460,986	2002	Medicare	475,994		475,994	286,644	-	189,350	475,994	-
185,677	248,136	205,411	2003	Workers Compensation	210,420		210,420	175,279	6,500	-	181,779	28,641
10,934	7,395	60,043	2004	Unemployment Compensation	49,066		49,066	45,577	3,489	-	49,066	-
167,347	247,561	315,665	2005	Early Retirement Incentive	193,508		193,508	192,995	-	513	193,508	-
897,648	922,605	1,088,303	2007	Pension Contributions	1,006,596		1,006,596	696,810	30,030	279,756	1,006,596	-
57,711	70,000	58,565	2010	Tuition Reimbursement	80,000		80,000	-	-	75,000	75,000	5,000
91,559	59,261	58,635	2011	Life Insurance	59,652		59,652	43,261	16,391	-	59,652	-
18,551	4,607	6,290	2012	Disability Insurance	7,500		7,500	4,262	3,238	-	7,500	-
81,600	-	24,556	2014	Sick Bank	45,000		45,000	-	-	45,000	45,000	-
\$9,254,905	8,776,857	\$9,259,470		TOTAL BENEFITS	\$9,666,960	\$0	\$9,666,960	\$7,054,093	\$2,218,542	\$360,684	\$9,633,319	\$33,641
					4.40%			73.0%	22.9%	3.7%	99.7%	
				Professional & Technical Services (3000s)								
352,315	271,992	195,184	3210	Contracted Services Educational	335,700		335,700	130,012	84,331	46,357	260,700	75,000
148,499	141,932	265,218	3220/3221	Consulting Services	276,130		276,130	98,596	58,837	61,736	219,168	56,962
97,163	92,231	80,956	3235	Testing	97,450		97,450	32,320	29,026	36,104	97,450	-
169,507	183,616	217,617	3239	Other Pupil Services	182,085		182,085	129,403	31,565	21,117	182,085	-
17,421	75,010	72,230	3303	Management Services	66,205		66,205	48,248	120,867	2,091	171,205	(105,000)
2,965	4,615	2,335	3304	License Fees-Facilities	3,500		3,500	1,135	1,440	925	3,500	-
73,720	95,587	186,270	3306	Legal Fees- Districtwide	130,000		130,000	98,257	51,743	-	150,000	(20,000)
94,710	197,578	237,145		Legal Fees-SPED	150,000		150,000	135,789	105,011	-	240,800	(90,800)
58,414	88,934	68,638	3308	Police/Fire	104,230		104,230	34,453	63,088	6,689	104,230	-
98,758	169,754	148,442	3309	Professional Technical Services	120,228		120,228	51,492	13,181	55,556	120,228	-
47,439	48,649	52,049	3310	Sports Officials	51,917		51,917	21,917	-	10,000	31,917	20,000
\$ 1,160,911	1,369,896	\$ 1,526,084		TOTAL PROF. & TECH SERVICES	\$ 1,517,445	\$ -	\$ 1,517,445	\$ 781,621	\$ 559,087	\$ 240,574	\$ 1,581,283	\$ (63,838)
								51.5%	36.8%	15.9%	104.2%	

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Mar-21

Period: 8 of 12

2017-2018	2018-2019	2019-2020	Object		2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
Year-End	Year-End	Year-End	Code	Description	Adopted	Budget	Adjusted	YTD	Encumbered	Anticipated	Projected	Balance
Expense	Expense	Expense			Budget	Transfers	Budget	Expended		To EOY	Available	
				Property Services (4000s)								
591,856	597,775	746,875	4200	Cleaning Services	806,715		806,715	489,608	372,337	13,590	875,535	(68,820)
48,424	49,293	40,741	4202	Rubbish Removal	57,771		57,771	27,055	22,420	8,296	57,771	-
136,937	106,598	95,688	4302	Equipment Repairs	152,922		152,922	23,362	31,184	58,763	113,309	39,613
477,495	386,336	260,100	4400	Equipment Rental	135,325		135,325	91,163	62,802	-	153,965	(18,640)
4,156	4,277	4,397	4401	Rental of Facilities	4,675		4,675	3,500	972	203	4,675	-
183,339	210,868	198,222	4500	Repair Allowance	213,000		213,000	8,723	2,860	157,252	168,835	44,165
40,667	571,695	122,560	4509	Septic Cleaning	40,000		40,000	22,094	62,071	-	84,165	(44,165)
1,440	-	-	4510	Asbestos Abatement	-		-	-	-	-	-	-
30,156	41,369	30,540	4514	Fire Alarm System	27,000		27,000	43,158	2,571	-	45,729	(18,729)
127,771	89,579	93,262	4518	Sewer System Plant Maintenance	96,889		96,889	64,593	32,296	-	96,889	-
50,729	50,316	120,757	4520	Service Contracts	142,688		142,688	82,176	52,412	8,101	142,688	-
58,329	64,609	60,393	4530	Parks & Recreation	67,579		67,579	14,575	53,004	-	67,579	-
1,234	8,550	2,010	4533	Glass Replacement	-		-	-	-	-	-	-
12,535	13,330	0	4534	Roof Repair	17,000		17,000	-	-	17,000	17,000	-
20,310	21,020	21,756	4539	Energy Management System	22,517		22,517	22,817	-	-	22,817	(300)
2,944	13,366	145,134	4540	Athletic Facilities Repairs	20,000		20,000	2,087	3,365	14,548	20,000	-
28,851	125,157	181,299	42/4550	Contracted Services	204,270		204,270	101,635	33,133	44,502	179,270	25,000
11,300	10,500	4,800	4543	Paving	11,300		11,300	-	-	11,300	11,300	-
13,456	39,151	17,370	4600	Special Projects	-		-	-	-	-	-	-
6,316	9,456	12,730	4602	Tree Service	7,500		7,500	3,075	-	4,425	7,500	-
-	-	9,032	4604	Snow Plowing	12,500		12,500	7,425	2,025	-	9,450	3,050
270	1,178	1,081	4605	Signage	2,500		2,500	1,184	87	1,229	2,500	-
(1,331)	(1,331)	8,011	4606	Sprinkler Repairs	9,500		9,500	3,075	-	6,425	9,500	-
1,840	334	7,398	4610	Playground Repairs	-		-	-	-	-	-	-
24,135	20,031	81,552	4701	Security System Monitoring	78,883		78,883	70,136	11,416	-	81,552	(2,669)
3,632	5,620	9,966	4702	Locks/Keys	8,500		8,500	2,936	4	5,560	8,500	-
\$ 1,876,793	2,439,077	\$ 2,275,674		TOTAL PROPERTY SERVICES	\$ 2,139,034	\$ -	\$ 2,139,034	\$ 1,084,378	\$ 744,958	\$ 351,193	\$ 2,180,528	\$ (41,494)
								50.7%	34.8%	16.4%	101.9%	

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Mar-21

Period: 8 of 12

2017-2018	2018-2019	2019-2020	Object		2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
Year-End	Year-End	Year-End	Code	Description	Adopted	Budget	Adjusted	YTD			Projected	Balance
Expense	Expense	Expense			Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Available
				Other Services (5000s)								
1,259,414	1,305,393	1,252,415	5100	Regular Transportation	1,521,003		1,521,003	1,468,248	25,671	12,084	1,506,003	15,000
99,873	85,138	685,161	5101	SPED Transportation	761,568		761,568	328,372	287,118	37,168	652,658	108,910
86,523	90,340	61,557	5104	Athletic Transportation	95,587		95,587	31,607	54,593	-	86,200	9,387
8,322	11,237	6,816	5105	Extra Curricular Transportation	12,938		12,938	-	-	6,469	6,469	6,469
108,543	93,719	70,605	5200	General Liability Insurance	93,508		93,508	89,784	-	-	89,784	3,724
24,322	22,529	16,650	5202	Athletic Insurance	19,242		19,242	16,650	-	-	16,650	2,592
104,074	110,645	96,485	5205	Property Insurance	108,581		108,581	97,536	-	-	97,536	11,045
170,078	115,430	91,922	5300	Communications	91,355		91,355	54,145	37,026	184	91,355	-
28,367	28,676	32,786	5400	Postage	33,137		33,137	23,022	10,279	-	33,301	(164)
2,365	4,099	5,964	5500	Advertising	6,000		6,000	2,387	649	2,964	6,000	-
15,602	14,991	16,281	5501	Printing	29,545		29,545	8,206	3,954	17,385	29,545	-
3,074,632	2,784,992	2,386,297	5600	Tuition - Out of District	2,726,060		2,726,060	1,416,911	1,340,346	-	2,757,257	(31,197)
275,000	280,500	286,110	5605	Tuition - ESS Contract	293,000		293,000	228,888	57,222	-	286,110	6,890
34,747	41,687	44,827	5800,5802-5880	Travel & Conference	47,919		47,919	13,835	3,446	20,638	37,919	10,000
26,429	12,868	8,258	5801	Mileage Reimbursement	11,365		11,365	4,106	-	7,259	11,365	-
25,175	15,172	2,528	5900	Other Purchased Services	7,421		7,421	2,454	850	4,117	7,421	-
\$ 5,343,467	5,017,416	\$ 5,064,662		TOAL OTHER SERVICES	\$ 5,858,228	\$ -	\$ 5,858,228	\$ 3,786,152	\$ 1,821,154	\$ 108,267	\$ 5,715,572	\$ 142,656
								64.6%	31.1%	1.8%	97.6%	
				Supplies & Materials (6000's)								
389,792	490,336	449,521	6110	Materials	479,278		479,278	241,125	93,438	177,931	512,494	(33,216)
29,378	26,770	21,452	6120	Office Materials	35,326		35,326	10,744	7,761	16,821	35,326	-
145,563	183,156	143,209	6130	Maintenance Materials	181,624		181,624	58,228	46,556	76,840	181,624	-
80,236	59,514	88,739	6131	Custodial Materials	78,348		78,348	26,204	32,693	19,451	78,348	-
20,229	18,616	16,200	6132	Security Materials	20,684		20,684	6,958	1,545	12,181	20,684	-
382,771	463,940	467,463	6140	Software	511,112		511,112	480,779	29,885	27,979	538,643	(27,531)
78,212	103,121	91,051	6270	Diesel Fuel	78,092		78,092	29,934	55,940	-	85,874	(7,782)
143,439	153,849	163,396	6410	Books	170,536		170,536	138,405	15,994	16,137	170,536	-
409,902	379,379	338,642	6510	Heating Oil	402,574		402,574	241,330	158,809	2,435	402,574	-
845,158	646,742	619,849	6520	Electricity	730,039		730,039	429,209	300,651	179	730,039	-
3,707	1,988	1,745	6530	Propane gas	4,000		4,000	1,136	1,664	-	2,800	1,200
\$ 2,528,387	2,527,412	\$ 2,401,268		TOTAL SUPPLIES & MATERIALS	\$ 2,691,613	\$ -	\$ 2,691,613	\$ 1,664,052	\$ 744,936	\$ 349,953	\$ 2,758,941	\$ (67,329)
								61.8%	27.7%	13.0%	102.5%	

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Mar-21

Period: 8 of 12

2017-2018 Year-End Expense	2018-2019 Year-End Expense	2019-2020 Year-End Expense	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	2020-2021 Balance Available
				Equipment (7000's)								
419,131	491,849	472,391	7300	Equipment	219,008		219,008	260,492	8,823	23,062	292,377	(73,369)
\$ 419,131	\$ 491,849	\$ 472,391		TOTAL EQUIPMENT	\$ 219,008	\$ -	\$ 219,008	\$ 260,492	\$ 8,823	\$ 23,062	\$ 292,377	\$ (73,369)
				Other Objects (8000's)				118.9%	4.0%	10.5%	133.5%	
83,509	80,845	91,658	8100	Dues, Fees and Memberships	92,029		92,029	75,510	2,915	13,604	92,029	-
19,461	25,969	21,888	8900	Other Objects	27,395		27,395	12,990	8,708	5,696	27,395	-
\$ 102,970	\$ 106,814	\$ 113,546		TOTAL OTHER OBJECTS	\$ 119,424	\$ -	\$ 119,424	\$ 88,500	\$ 11,623	\$ 19,300	\$ 119,424	\$ -
				Revenues (9000's)				74.1%	9.7%	16.2%	100.0%	
(62,086)	(124,228)	(102,106)	9200	Technology Revenue	(74,207)		(74,207)	(19,906)	0	(7,339)	(27,245)	(46,962)
(77,102)	(73,440)	(60,515)	9201	Participation Fees, Athletics	(86,490)		(86,490)	(41,400)	(7,140)	(22,860)	(71,400)	(15,090)
(16,318)	(20,127)	(15,914)	9202	Gate Receipts, Athletics	(14,500)		(14,500)	-	0	-	0	(14,500)
-	-	-	9204	Transportation Credits	-		-	(134,377)	0	-	(134,377)	134,377
(706,015)	(578,611)	(655,410)	9205	Excess Cost SPED	(650,455)		(650,455)	(376,376)	0	(274,079)	(650,455)	0
(87,500)	(87,101)	(89,626)	9206	Pre School Tuition SPED	(105,000)		(105,000)	(74,625)	0	0	(74,625)	(30,375)
(43,584)	(28,822)	(68,171)	9207	Regular Ed. Tuition	(30,304)		(30,304)	(49,535)	0	(26,851)	(76,386)	46,082
(38,350)	(44,580)	(46,817)	9208	Revenue from Town for Fields	(42,681)		(42,681)	(9,939)	0	(32,742)	(42,681)	0
(30,000)	(30,000)	(39,600)	9209	Parking Fees	(45,000)		(45,000)	0	0	(22,500)	(22,500)	(22,500)
-	(65,983)	(24,112)	9210	Theater Receipts	(60,250)		(60,250)	(2,182)	0	(27,943)	(30,125)	(30,125)
(17,500)	(15,500)	(2,706)	9212	Facility Use Rental	(17,500)		(17,500)	0	0	0	0	(17,500)
-	(690)	(6,947)	9215	Medicaid Revenue	(6,000)		(6,000)	(4,564)	0	(236)	(4,800)	(1,200)
				FY21 carryover funds								
(\$1,078,455)	(\$1,069,082)	(\$1,111,924)			(\$1,132,387)	\$0	(\$1,132,387)	(\$712,904)	(\$7,140)	(\$414,551)	(\$1,134,595)	\$2,207
\$ 50,969,360	51,946,734	\$ 52,248,792		GRAND TOTAL	\$ 54,161,443	\$ -	\$ 54,161,443	\$ 34,138,123	\$ 17,782,067	\$ 1,900,797	\$ 53,820,988	\$ 340,456
								63.03%	32.83%	3.51%	99.37%	0.63%

WESTON PUBLIC SCHOOLS		
INTERNAL SERVICES FUND		
FOR HEALTH BENEFITS PROGRAM		
		3/26/2021
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)		<u>\$ -</u>
Budgeted Expenditures		
Delta Dental:		
Claims		\$ 374,355
Administrative Fees		\$ 22,545
Total Health Plan Costs (B)		<u>\$ 396,900</u>
Net Change (A-B)		<u>\$ (396,900)</u>
Fund balance June 30, 2021 (Estimated)		\$ 760,606
Delta Dental- Actual Claims		
Month	Claims & Fees	
July	26,882	
August	29,651	
September	28,020	
October	30,374	
November	24,830	
December	25,407	
January	26,305	
February	34,399	
March	14,744	
Total	\$ 240,613	
Actual YTD Spend Rate	60.6%	
Theoretical YTD Spend Rate	70.8%	
YTD Theoretical variance %	-10.2%	

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Child Sexual Abuse and Assault Policy and Reporting Procedure (5141.45)

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is a first reading, changes to reflect title/staff updates and suggested changes by Shipman and Goodwin.

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

Students**Child Sexual Abuse and Assault – Policy and Reporting Procedure**

The Weston Board of Education has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program.

I. Procedures for Reporting of Child Sexual Abuse and Sexual Assault

- A. Parents (or guardians) of students may file a written report of suspected child sexual abuse and/or sexual assault pertaining to any student enrolled in Weston Public Schools. The written report of suspected child sexual abuse and/or sexual assault shall be reasonably specific as to the basis for the report, including the time and place of the suspected abuse and/or sexual assault, the number of incidents, the victim of the child sexual abuse and/or sexual assault, and the names of potential witnesses or others with pertinent information. Such written reports may be filed with any building or central office administrator. All reports shall be forwarded to the Safe School Climate Specialist for the school in which the student is enrolled. The Safe School Climate Specialist or designee shall cause such reports to be reviewed and actions taken consistent with this policy.
- B. Any adult affiliated with the school community may file a written report of suspected child sexual abuse and/or sexual assault pertaining to any student enrolled in Weston Public Schools. The written report of suspected child sexual abuse and/or sexual assault shall be reasonably specific as to the basis for the report, including the time and place of the suspected abuse and/or sexual assault, the number of incidents, the victim of the child sexual abuse and/or sexual assault, and the names of potential witnesses or others with pertinent information. Such written reports may be filed with any building or central office administrator. All reports shall be forwarded to the Safe School Climate Specialist for the school in which the student is enrolled. The Safe School Climate Specialist or designee shall cause such reports to be reviewed and actions taken consistent with this policy.
- C. Students may make written or verbal reports of child sexual abuse and/or sexual assault to any school employee. All reports shall be forwarded to the Safe School Climate Specialist for the school in which the student is enrolled. The Safe School Climate Specialist or designee shall cause such reports to be reviewed and actions taken consistent with this policy.
- D. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the appropriate

authority in accordance with Board Policy 4118.25/5141.4, pertaining to Reports of Suspected Abuse or Neglect of Children.

II. Procedures for Review of Reports of Child Sexual Abuse and/or Assault

- A. The Safe School Climate Specialist or designee for the school in which the student is enrolled shall be responsible for reviewing any reports of suspected child sexual abuse and/or sexual assault. In the event that the suspected child sexual abuse and/or sexual assault has not yet been reported to the appropriate authority in accordance with Board Policy 4118.25/5141.4, pertaining to Reports of Suspected Abuse and/or Neglect of Children, the Safe School Climate Specialist or designee shall promptly cause such a report to be made.
- B. If/when such report alleges that an employee of the Board of Education or other individual under the control of the Board is the perpetrator of child sexual abuse and/or sexual assault, the Safe School Climate Specialist or designee shall immediately notify the Superintendent of Schools, who shall cause such report to be investigated in accordance with Board Policy 4118.25/5141.4, pertaining to Reports of Suspected Abuse and/or Neglect of Children.
- C. The Safe School Climate Specialist or designee shall also promptly notify the parents or guardians of the student about whom a report of suspected child sexual abuse and/or sexual assault has been made. The notification requirement shall not apply if a parent or guardian is the individual suspected of perpetrating the child sexual abuse and/or sexual assault. The Safe School Climate Specialist or designee shall offer to meet with the parents or guardians of the student about whom a report of suspected child sexual abuse and/or sexual assault has been made, in order to discuss the district's review and support procedures, including but not limited to: 1) actions that child victims of sexual abuse and/or sexual assault and their families may take to obtain assistance, 2) intervention and counseling options for child victims of sexual abuse and/or assault, and 3) access to educational resources to enable child victims of sexual abuse and/or sexual assault to succeed in school. If either a Department of Children and Families ("DCF") investigation or a police investigation is pending pertaining to the report of suspected child sexual abuse and/or sexual assault, the Safe School Climate Specialist or designee shall obtain the permission of DCF and/or the police department conducting the investigation prior to informing the parents/guardians of the report.
- D. In the event that the report of suspected child sexual abuse and/or sexual assault alleges that another student enrolled in Weston Public Schools is the perpetrator of the sexual abuse and/or sexual assault, the Safe School Climate Specialist or designee shall also take appropriate action to

investigate or cause such a report to be investigated, and appropriate remedial actions taken, in accordance with Board Policy 4118.25/5141.4, pertaining to Report of Suspected Abuse and/or Neglect of Children. Board Policy 5131.911, pertaining to Bullying Prevention and Intervention, and Board Policy 5114.6, Sex Discrimination and Sexual Harassment. In the event either a DCF investigation or police investigation is pending pertaining to the report of suspected child sexual abuse and/or sexual assault, the Safe School Climate Specialist shall coordinate investigatory activities with DCF and/or police in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate and permitted by law.

- E. The Safe School Climate Specialist or designee shall develop a student support plan for any student who has been a victim of child sexual abuse and/or sexual assault. The report of suspected sexual abuse and/or assault need not be verified prior to the implementation of a support plan. The elements of the support plan shall be determined in the discretion of the Safe School Climate Specialist or designee, and shall be designed to support the student victim's ability to access the school environment.

III. Support Strategies

- A. Child sexual abuse and/or sexual assault can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to child sexual abuse and/or sexual assault.
- B. The following sets forth possible interventions and supports which may be utilized to support individual student victims of child sexual abuse and/or sexual assault:
 - 1. Referral to a school counselor, psychologist or other appropriate social or mental health service.
 - 2. Encouragement of the student victim to seek help when feeling overwhelmed or anxious in the school environment.
 - 3. Facilitated peer support groups.
 - 4. Designation of a specific adult in the school setting for the student victim to seek out for assistance.
 - 5. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the victim of sexual abuse and assault.

- C. The following sets forth possible interventions and supports which may be utilized systemically as prevention and intervention strategies pertaining to child sexual abuse and/or sexual assault:
1. School rules prohibiting sexual assault and establishing appropriate consequences for those who engage in such acts.
 2. School-wide training related to prevention and identification of, and response to, child sexual abuse and/or sexual assault.
 3. Age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and sexual assault awareness and prevention that will include information pertaining to, and support for, disclosures of sexual abuse and sexual assault, including but not limited to:
 - (a) the skills to recognize child sexual abuse and sexual assault, boundary violations and unwanted forms of touching and contact, and the ways offenders groom or desensitize victims; and
 - (b) strategies to promote disclosure, reduce self-blame and mobilize bystanders.
 4. Promotion of parent involvement in child sexual abuse and sexual assault prevention and awareness through individual or team participation in meetings, trainings and individual interventions.
 5. Respectful and supportive responses to disclosures of child sexual abuse and/or sexual assault by students.
 6. Use of peers to help ameliorate the plight of victims and include them in group activities.
 7. Continuing awareness and involvement on the part of students, school employees and parents/guardians with regard to prevention and intervention strategies.

IV. Safe School Climate Specialists

The Safe School Climate Specialists for the Weston Public Schools are:

Kim KHus – Assistant Principal, Hurlbutt Elementary School
Nicole Wilhelm – Assistant Principal, Weston Intermediate School
Dru Walters, Assistant Principal, Weston Middle School
Matthew Filip, Assistant Principal, Weston High School

The Safe School Climate Coordinator for Weston Public Schools is ~~Lois Pernice~~, the Director of Pupil Personnel Services

V. Community Resources

The Board of Education recognizes that prevention of child sexual abuse and sexual assault requires a community approach. Supports for victims and families will include both school and community sources. The national, state and local resources below may be accessed by families at any time, without the need to involve school personnel.

A. National Resources:

National Center for Missing & Exploited Children Resource Center

<http://www.missingkids.com/Publications>

~~699 Prince Street~~ 333 John Caryle Street, Suite #125, Alexandria, Virginia 22314-3175

24-hour call center: 1-800-843-5678

- Online resource center contains publications on child safety and abuse prevention, child sexual exploitation, and missing children.

National Children's Advocacy Center

www.nationalcac.org

210 Pratt Ave., Huntsville, Alabama 35801

Telephone: (256) 533-5437

National Child Traumatic Stress Network

www.nctsn.org

General information on childhood trauma, including information on child sexual abuse.

- NCCTS — Duke University
1121 West Chapel Hill Street Suite 201
Durham, NC 27701
Telephone: (919) 682-1552

National Sexual Violence Resource Center (Includes Multilingual Access)

<http://www.nsvrc.org/projects/multilingual-access/multilingual-access>

~~123 North Enola Drive~~

~~Enola~~ 2101 N. Front Street

Governor's Plaza North, Building #2

Harrisburg, PA 17025

Toll Free Telephone: 877-739-3895

Darkness to Light

<http://www.d2l.org>

Grassroots national non-profit organization to educate adults to prevent, recognize and react responsibly to child sexual abuse.

1064 Gardner Road, Suite 210

Charleston, SC 29407

National Helpline: (866) FOR-LIGHT

Administrative Office: (843) 965-5444

B. Statewide Resources:

Department of Children and Families

<http://www.ct.gov/dcf/site/default.asp>

Connecticut agency responsible for protecting children who are abused or neglected

505 Hudson Street

Hartford, Connecticut 06106

Child Abuse and Neglect Careline: 1-800-842-2288

Telephone, Central Office: (860) 550-6300

- FAQs About Reporting Suspected Abuse and Neglect:
<http://www.ct.gov/dcf/cwp/view.asp?a=2534&Q=314388&dcfNav=>

The Connecticut Alliance to End Sexual Violence

<http://EndSexualViolenceCT.org/>

Telephone: (860) 282-9881

24-hour toll-free hotline: 1-888-999-5545 English/1-888-568-8332 Espanol

Statewide coalition of community-based sexual assault crisis service programs working to end sexual violence through victim assistance, public policy advocacy, and prevention education training. Each member center provides free and confidential 24/7 hotline services in English and Spanish, individual crisis counseling, support groups, accompaniment and support in hospitals, police stations, and courts, referral information, and other services to anyone in need.

- *To find a Connecticut Alliance to End Sexual Violence member program please visit: <http://endsexualviolencect.org/who-we-are/our-members/>*

Connecticut Children's Alliance

www.ctchildrensalliance.org

75 Charter Oak Ave Suite 1-309

Hartford, Connecticut 06106

Phone: (860) 610-6041

CCA is a statewide coalition of Child Advocacy Centers and Multidisciplinary Teams.

Connecticut Network of Care

<http://connecticut.networkofcare.org>

Connecticut Network of Care is an online information portal listing programs and support groups for sexual assault and abuse in Connecticut.

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C. Local Resources:

Town of Weston
Youth Services
24 School Road
Weston, CT 06883
(203) 222-2586

Legal References:

| [Conn. Gen. Stat s. 17a-101b, Report by mandated reporter.](#)

Conn. Gen. Stat s. 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

ADOPTED: June 19, 2017

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees (4118.25, 5141.4, Policy and Regulation)

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is a first reading, changes to reflect title/staff updates and suggested changes by Shipman and Goodwin.

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4118.25
5141.4

Personnel
Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees

Connecticut General Statute Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that a child under eighteen has been abused or neglected, has had a non-accidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System technical high school or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority.

In furtherance of this statute and its purpose, it is the policy of the Weston Board of Education (“the Board”) to require ALL EMPLOYEES of the Board to report suspected abuse and/or neglect, or imminent risk of serious harm, or sexual assault by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, non-accidental physical injury, imminent risk of serious harm, or sexual assault by a student by a school employee, but to **ALL EMPLOYEES** of the Board.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his wellbeing, or (d) has been abused.

“School employee” means (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school para-educator professional, or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person, who, in the performance of his or her

duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Weston Public Schools ("District"), pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by mandatory reporting laws and this policy.

"Statutorily mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletic and is eighteen years of age or older.

3. What Must Be Reported

- a) A report must be made when any employee of the Board in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
 - i) has been abused or neglected;
 - ii) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
 - iii) is placed at imminent risk of serious harm; or

- b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System ~~technical high school system~~ or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
 - i) sexual assault in the first degree;
 - ii) aggravated sexual assault in the first degree;
 - iii) sexual assault in the second degree;
 - iv) sexual assault in the third degree;

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- v) sexual assault in the third degree with a firearm; or
- vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutorily Mandated Reporters

The following procedures apply only to statutorily mandated reporters, as defined above.

(a) When an employee of the Board who is a statutorily mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as describe-d in paragraph 3 above, the following steps shall be taken:

- (1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee.

(a) An oral report shall be made by telephone or in person to the Commissioner of ~~Children and Families~~ DCF or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.

(b) An electronic report shall be made in the manner prescribed by the Commissioner of ~~Children and Families~~ DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or the Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect

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or sexual assault of a student, then the employee shall notify the Superintendent or the Superintendent's designee directly.

(3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.

(4) Not later than forty-eight hours of making an oral report the employee shall submit a written or electronic report to the Commissioner of ~~Children and Families~~DCF or the Commissioner's designee containing all of the required information. The written report or electronic report should be submitted in the manner prescribed by the Commission of ~~Children and Families~~DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of ~~Children and Families~~DCF or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

(5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of ~~Children and Families~~DCF, (his/her designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees and Independent Contractors Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as defined above.

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a) When an employee or independent contractor who is not a statutorily mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3 above, the following steps shall be taken:

(1) The employee or independent contractor shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee or independent

contractor has reasonable cause to suspect or believe that a child has been abused or neglected, placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected, placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, the Superintendent or his/her designee, in coordination with the reporting employee or independent contractor, shall cause reports to be made in accordance with the procedures set forth above for statutorily mandated reporters.

- b) Nothing in this policy shall be construed to preclude an employee or independent contractor reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child* and his/her parents or other persons responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purpose of this Paragraph, the term “child” includes any victim of sexual assault by a school employee, as described in paragraph 3, above.

7. Investigation of the Report

- (a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board or other individual under control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families (“DCF”). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.
- (b) Recognizing the fact that the DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student’s sexual assault by school employees, the Superintendent’s investigation shall permit and give priority to any investigation conducted by the Commissioner of ~~Children and Families~~ DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the District’s investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of ~~Children and Families~~ DCF or the appropriate local law enforcement agency that the District’s investigation will not interfere with the investigation of the Commissioner of ~~Children and Families~~ DCF or the local law enforcement agency.
- (c) The Superintendent, or his/her designee, shall coordinate investigatory activities in or to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
- (d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

(e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault by an employee of the Board or other individual under the control of the Board, the Superintendent’s investigation shall include an opportunity for the individual suspected of abuse or neglect or sexual assault to be heard with respect to the allegations contained within the report.

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— During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District, pending the outcome of the investigation.

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

- ~~(a)~~ If, upon completion of the investigation by the Commissioner of ~~Children and Families~~ DCF ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that (1) a child has been abused or neglected by a school employee as defined above, and has recommended that such employee be placed on the ~~DCF eChild Abuse and Neglect r~~Registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
- (b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
- (c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
- (d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the

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Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

- (e) Regardless of the outcome of any investigation by the Commissioner of ~~Children and Families-DCF~~ and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected or that the students has been a victim of sexual assault by a school employee.
- (f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 3 of this policy.

9. Evidence of Abuse or Neglect by an Independent Contractor of the Board

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from contact with students enrolled in the District.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 3, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-discrimination Policy/Prohibition Against Retaliation

The Board expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, ~~or in good faith does not make~~, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee

15. Distribution of Policy and Posting of Careline Information

This policy shall be distributed annually to all school employees employed by the Board. The Superintendent or his/her designee shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. The Board shall post the Internet web site address and telephone number for the Department of Children and Families' Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.
- b) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least

once every three years.

- c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

17. Records

- a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined above, employed by the Board or that a student has been a victim of sexual assault by a school employee, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of ~~Children and Families~~DCF, upon request and for the purposes of an investigation by the Commissioner of ~~Children and Families~~DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program, as outlined in Board Policy **5141.45, Child Sexual Abuse and Assault Policy and Reporting Procedure**. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe School Climate Coordinator in addition to complying with his/her obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 10-221s

Section 17a-101 *et seq.*

Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

Section 17a-103

Section 46b-120

Section 53a-65

Public Act 18-17, “An Act Requiring Behavior Analysts to be Mandated Reporters of Suspected Child Abuse and Neglect.”

Public Act 18-67, “An Act Concerning Minor Revisions to the Statutes of the Department of Children and Families and Establishing a Pilot Program to Permit Electronic Reporting by Mandated Reporters

Policy Adopted: July 16, 1990

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Policy Revised: March 15, 2010

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Policy Revised: August 26, 2019

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Appendix A

RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the ~~technical high school system~~ Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

"Intimate Parts" (Conn. Gen. Stat. § 53a-65)

"Intimate parts" means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

"Sexual Intercourse" (Conn. Gen. Stat. § 53a-65)

"Sexual intercourse" means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. ~~Its meaning is limited to persons not married to each other.~~ Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

"Sexual Contact" (Conn. Gen. Stat. § 53a-65)

"Sexual contact" means any contact with the intimate parts of a person ~~not married to the actor~~ for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating

such person or any contact of the intimate parts of the actor with a person ~~not married to the actor~~ for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70)

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former

patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) ~~subjects another person to sexual contact and such other person is mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or~~ (3) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) ~~mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or~~ (D) physically helpless, or (E) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the

general supervision of such other person's welfare, or (~~FE~~) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

[Appendices B and C are optional to include with the policy, however they may be useful as part of training for staff members in identifying the signs of abuse and/or neglect of children.]

APPENDIX B

Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut DCF.

For the purposes of these operational definitions,

- A person responsible for a child's health, welfare or care means:
 - the child's parent, guardian, or foster parent; an employee of a public or private residential home, agency or institution or other person legally responsible under

State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.

- A person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child.
- A person entrusted with the care of a child is a person who is given access to a child by a person responsible for the health, welfare or care of a child for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- Note: Only a "child" as defined in the policy above may be classified as a victim of child abuse and/or neglect; only a "person responsible," "person given access," or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.
 - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

Physical Abuse

A child may be found to have been physically abused who:

has been inflicted with physical injury or injuries other than by accidental means,

is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or

has injuries at variance with the history given of them.

Evidence of physical abuse includes, but is not limited to the following:

excessive physical punishment;

bruises, scratches, lacerations;

burns, and/or scalds;

reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.;

injuries to bone, muscle, cartilage, ligaments;
fractures, dislocations, sprains, strains, displacements, hematomas, etc.;

head injuries;

internal injuries;

death;

misuse of medical treatments or therapies;

malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion;

deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child; and/or

cruel punishment.

Sexual Abuse/Exploitation Sexual Abuse/Exploitation

Sexual Abuse/Exploitation is any incident involving a child's non-accidental exposure to sexual behavior.

Evidence of sexual abuse includes, but is not limited to the following:

rape;

penetration: digital, penile, or foreign objects;

oral / genital contact;

indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

incest;

fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

sexual exploitation, including possession, manufacture, or distribution of child pornography, online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website;

coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior;

disease or condition that arises from sexual transmission; and/or

other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2251 Sexual Exploitation of Children.

Emotional Maltreatment-Abuse

Emotional Maltreatment-Abuse is an:

act(s), statement(s), or threat(s), which

has had, or is likely to have an adverse impact on the child; and/or

interferes with a child's positive emotional development.

Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:

rejecting;

degrading;

isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or

exposing the child to brutal or intimidating acts or statements.

Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;

sleep disturbances;

somatic complaints with no medical basis;

inappropriate behavior for age or development;

suicidal ideations or attempts;

extreme dependence;

academic regression; and/or

trust issues.

Physical Neglect

A child may be found neglected who:

has been abandoned;

is being denied proper care and attention physically, educationally, emotionally, or morally;

is being permitted to live under conditions, circumstances or associations injurious

to his well-being; and/or

has been abused.

Evidence of physical neglect includes, but is not limited to:

inadequate food;

malnutrition;

inadequate clothing;

inadequate housing or shelter;

erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;

permitting the child to live under conditions, circumstances or associations injurious to his well-being including, but not limited to, the following:

substance abuse by caregiver, which adversely impacts the child physically;

substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs;

psychiatric problem of the caregiver which adversely impacts the child physically;

exposure to family violence which adversely impacts the child physically;

exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety;

non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances;

voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g., persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry;

non-accidental or negligent exposure to pornography or sexual acts;

inability to consistently provide the minimum of child-caring tasks;

inability to provide or maintain a safe living environment;

action/inaction resulting in death;

abandonment:

action/inaction resulting in the child's failure to thrive:

transience:

inadequate supervision:

creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities:

holding the child responsible for the care of siblings or others beyond the child's ability; and/or

failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

Note:

- Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.
- Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level.
- Adverse impact may not be required if the action/inaction is a single incident that demonstrates a serious disregard for the child's welfare.

Medical Neglect

Medical Neglect is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to

seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

Evidence of medical neglect includes, but is not limited to:

frequently missed appointments, therapies or other necessary medical and/or mental health treatments;

withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or

withholding medically indicated treatment from disabled infants with life-threatening conditions.

Note: Failure to provide the child with immunizations or routine well-child care in and of itself does not constitute medical neglect.

Educational Neglect

Except as noted below, Educational Neglect occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

Definition of School-Aged Child: Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate. Note: Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

Criteria:

- **For children school-aged to age 12, excessive absenteeism** may be indicative of the parent's or caregiver's failure to meet the educational needs of a student.
- **For children older than age 12, excessive absenteeism,** coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.

- For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather, this is truancy, which is handled through the school district.

Child's Characteristics. In determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the social worker:

- Age;
- Health;
- Level of functioning;
- Academic standing; and
- Dependency on parent or caregiver

Parent or Caregiver's Characteristics. In determining the criteria for excessive absenteeism, the following characteristics of the parent or caregiver shall be considered by the social worker:

- Rationale provided for the absences;
- Efforts to communicate and engage with the educational provider; and
- Failure to enroll a school-aged child in appropriate educational programming (including homeschooling)

Exceptions (in accordance with Conn. Gen. Stat. § 10-184):

1. A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.
2. A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

Note: Failure to sign a registration option form for such child is not in and of itself educational neglect.

Emotional Neglect

Emotional Neglect is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person

given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

Note: Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level. Adverse impact is not required if the action/inaction is a single incident which demonstrates a serious disregard for the child's welfare.

Note: The adverse impact may result from a single event and/or from a consistent pattern of behavior and may be currently observed or predicted as supported by evidence-based practice.

Evidence of emotional neglect includes, but is not limited to, the following:

inappropriate expectations of the child given the child's developmental level;

failure to provide the child with appropriate support, attention and affection;

permitting the child to live under conditions, circumstances or associations;

injurious to his well-being including, but not limited to, the following:

substance abuse by caregiver, which adversely impacts the child emotionally;

psychiatric problem of the caregiver, which adversely impacts the child emotionally; and/or

exposure to family violence which adversely impacts the child emotionally.

Indicators may include, but are not limited to, the following:

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;

sleep disturbances;

somatic complaints with no medical basis;

inappropriate behavior for age or development;

suicidal ideations or attempts;

extreme dependence;

academic regression; and/or

trust issues.

Moral Neglect

Moral Neglect: Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

Evidence of Moral Neglect includes but is not limited to:

stealing;

using drugs and/or alcohol; and/or

involving a child in the commission of a crime, directly or by caregiver indifference.

Appendix C

INDICATORS OF CHILD ABUSE AND NEGLECT

Indicators of Physical Abuse

HISTORICAL

Delay in seeking appropriate care after injury

No witnesses

Inconsistent or changing descriptions of accident by child and/or parent

Child's developmental level inconsistent with history

History of prior "accidents"

Absence of parental concern

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent

Unexplained school absenteeism

History of precipitating crisis

PHYSICAL

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso

Clusters of skin lesions; regular patterns consistent with an implement

Shape of lesions inconsistent with accidental bruise

Bruises/welts in various stages of healing

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges

Fractures/dislocations inconsistent with history

Laceration of mouth, lips, gums or eyes

Bald patches on scalp

Abdominal swelling or vomiting

Adult-size human bite mark(s)

Fading cutaneous lesions noted after weekends or absences

Rope marks

BEHAVIORAL

Wary of physical contact with adults

Affection inappropriate for age

Extremes in behavior, aggressiveness/withdrawal

Expresses fear of parents

Reports injury by parent

Reluctance to go home

Feels responsible (punishment "deserved")

Poor self-esteem

Clothing covers arms and legs even in hot weather

Indicators of Sexual Abuse

HISTORICAL

Vague somatic complaint

Excessive school absences

Inadequate supervision at home

History of urinary tract infection or vaginitis

Complaint of pain; genital, anal or lower back/abdominal

Complaint of genital itching

Any disclosure of sexual activity, even if contradictory

PHYSICAL

Discomfort in walking, sitting

Evidence of trauma or lesions in and around mouth

Vaginal discharge/vaginitis

Vaginal or rectal bleeding

Bruises, swelling or lacerations around genitalia, inner thighs

Dysuria

Vulvitis

Any other signs or symptoms of sexually transmitted disease

Pregnancy

BEHAVIORAL

Low self-esteem

Change in eating pattern

Unusual new fears

Regressive behaviors

Personality changes (hostile/aggressive or extreme compliance)

Depression

Decline in school achievement

Social withdrawal or poor peer relationships

Indicates sophisticated or unusual sexual knowledge for age

Seductive behavior, promiscuity or prostitution

Substance abuse

Suicide ideation or attempt

Runaway

Indicators of Emotional Abuse

HISTORICAL

Parent ignores/isolates/belittles/rejects/scapegoats child

Parent's expectations inappropriate to child's development

Prior episode(s) of physical abuse

Parent perceives child as "different"

PHYSICAL

(Frequently none)

Failure to thrive

Speech disorder

Lag in physical development

Signs/symptoms of physical abuse

BEHAVIORAL

Poor self-esteem

Regressive behavior (sucking, rocking, enuresis)

Sleep disorders

Adult behaviors (parenting sibling)

Antisocial behavior

Emotional or cognitive developmental delay

Extremes in behavior - overly aggressive/compliant

Depression

Suicide ideation/attempt

Indicators of Physical Neglect

HISTORICAL

High rate of school absenteeism

Frequent visits to school nurse with nonspecific complaints

Inadequate supervision, especially for long periods and for dangerous activities

Child frequently unattended; locked out of house

Parental inattention to recommended medical care

No food intake for 24 hours

Home substandard (no windows, doors, heat), dirty, infested, obvious hazards

Family member addicted to drugs/alcohol

PHYSICAL

Hunger, dehydration

Poor personal hygiene, unkempt, dirty

Dental cavities/poor oral hygiene

Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day

Constant fatigue or listlessness

Unattended physical or health care needs

Infestations

Multiple skin lesions/sores from infection

BEHAVIORAL

Comes to school early, leaves late

Frequent sleeping in class

Begging for/stealing food

Adult behavior/maturity (parenting siblings)

Delinquent behaviors

Drug/alcohol use/abuse

Students

Reporting of Suspected Child Abuse and Neglect

The Board of Education (“the Board”) recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board realizes the importance of identifying students who may be suffering from abuse, neglect, or placed in imminent danger of serious harm or who has been the victim of sexual assault by a school employee

When any (A) teacher, substitute teacher, school based administrator, district administrator, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; (B) any other person, who, in the performance of his or her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board; or (C) any employee or independent contractor of the Board not listed in (A) or (B) above has reasonable cause to suspect or believe a student under the age of eighteen (18) has been abused or neglected or has been placed in imminent risk of serious harm, or a student, regardless of age, has been the victim of sexual assault by a school employee, he/she shall report such abuse, neglect, or risk of imminent risk of serious harm as required by Board Policy 4118.25/5141.4.

Penalty

Under state law, any person who is: (A) a teacher, substitute teacher, school based administrator, district administrator, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; (B) any other person, who, in the performance of his or her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board and who fails to make such a report shall be subject to criminal penalties and disciplinary action by the District. Likewise, under state law, any person who knowingly makes a false report of child abuse or neglect shall be subject to criminal penalties and disciplinary action by the District.

Protection for Good Faith Reporting

Under state law, any person who in good faith makes a report of suspected child abuse/neglect is immune from any civil or criminal liability.

Emergency Health Care and Reasonable Inquiry

When reasonable cause to suspect or believe that a child has been abused, neglected or is

placed in serious risk of imminent harm or when a child has a visible injury, or that a student has been the victim of sexual assault by a school employee, school personnel may make reasonable inquiry of the child regarding such suspicion or visible injury. If a school nurse is not readily available and the rendering of emergency first aid is necessary, 911 must be called immediately. If the administration did not initiate the 911 call, an administrator must be notified of the 911 call as soon as possible after the 911 call is made.

Removal of Clothing

In the event that visual confirmation of injury or neglect is necessary, only a school nurse may request or remove the child's clothing. A school nurse may request that a child remove clothing when the following three (3) conditions exist:

1. A child, by word or action, has identified a particular injury, the extent of which can only be determined by removing the child's clothing.
2. The examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse.
3. The request is made in such a manner that the child clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.

In addition to a school nurse, a staff member of the same sex as the child, who, if possible, is known to the child, will be present during such an examination.

A school nurse may not remove or insist that a child remove clothing to confirm suspected abuse or neglect, except in those circumstances where there is a need of emergency medical treatment.

Interviewing the Child

Public school personnel who believe that an interview in the school setting may be necessary in order to protect the child must notify DCF as early in the day as possible to provide both DCF and the school administration ample time to coordinate appropriate activities and actions. Upon receipt of such notice, DCF will advise school personnel whether the child must be interviewed in the school. If school personnel decide to retain the child after the scheduled school day in order to ensure an interview by DCF or local or state police, school personnel must attempt to notify the parents or guardians of the child, except where the alleged abuse involves the parents or guardians.

Preparation for the Interview

If DCF determines that a school interview is appropriate, the DCF social worker shall be required to notify the Director of Pupil Personnel Services prior to the school visit with as much advance notice as possible. The DCF social worker shall provide the ~~Assistant Superintendent~~ Director of Pupil Personnel Services or Building Administration with DCF

identification and the administration shall retain a copy of such identification. If the DCF social worker is not known to school personnel, a verifying call to the local DCF office shall be made. If deemed appropriate by DCF or the administration, the parent or guardian of the child will be notified prior to the interview. DCF personnel are solely responsible for scheduling such interviews. If the DCF social worker does not arrive as scheduled and school personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, school personnel must attempt to notify the parents or guardians of the child that the child will be late, except where the alleged abuse involves the parents or guardians.

The Interview

To ensure confidential communication, the school administration shall provide a private place to interview the child. As part of the investigative process, the DCF social worker may request that school personnel be present during the interview. In all cases, the school administration shall request that an appropriate staff member (as assigned by the school principal or his/her designee) be present during the interview. The investigation is to be conducted solely by the DCF social worker.

Legal References:

Section 10-151

Section 17a-101 *et seq.*

Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

Section 17a-103

Section 46b-120

Section 53a-65

Public Act 18-17, "An Act Requiring Behavior Analysts to be Mandated Reporters of Suspected Child Abuse and Neglect."

Public Act 18-67, "An Act Concerning Minor Revisions to the Statutes of the Department of Children and Families and Establishing a Pilot Program to Permit Electronic Reporting by Mandated Reporters"

Policy References:

Policy 4118.25/5141.4

Regulations revised: December 16, 2002

June 15, 2015

August 26, 2019

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Non-Discrimination (Community, Personnel, Students)

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is a first reading, changes to reflect title/staff updates and suggested changes by Shipman and Goodwin, as well as provide cohesiveness throughout all policies and regulations.

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

Personnel - Certified/Non-Certified

NON-DISCRIMINATION

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status (including civil union partners), sexual orientation, ethnicity, alienage, ancestry, national origin, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, veteran status, or gender identity and expression, transgender status, or any other basis prohibited by state or federal law, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, age, sex, marital status (including civil union partners), sexual orientation, ethnicity, alienage, ancestry, national origin, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, veteran status, or gender identity and expression, transgender status, or any other basis prohibited by state or federal law is prohibited, whether by Board employees, the Board, students, or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and co-curricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of the protected characteristics listed above.

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

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not

limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps, and hairstyles such as individual braids, cornrows, locs, teists, Bantu knots, afros and afro puffs.

Any employee wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Personnel. These regulations accompany this Board Policy #4118.11/4218.11 and are available online at <http://www.westonps.org/page.cfm?p=2775> or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy #4118.12/4218.12, Sex Discrimination and Sexual Harassment in the Workplace; Policy 4118.13, Disability Accommodations and Discrimination).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

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

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

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

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

Connecticut Commission on Human Rights and Opportunities

450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

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

The Human Resources Manager

Lewis D. Brey
Director of Human Resources and Internal Counsel
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

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

Lewis D. Brey
Director of Human Resources and Internal Counsel
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

The Director of Special Education

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

The Human Resources Manager

Lewis D. Brey
Director of Human Resources and Internal Counsel
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*

Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110
233, 42 USC 2000ff; 34 CFR 1635
Connecticut Fair Employment Practices Act, Connecticut General
Statutes § 46a-60
Connecticut General Statutes § 10-153. Discrimination on basis of
marital status
Connecticut General Statutes § 46a-81a Discrimination on basis of
sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination:
Employment.
Public Act 05-10: An Act Concerning Civil Unions
Public Act 11-55, An Act Concerning Discrimination.
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans,
Leaves of Absence for National Guard Members, Application for Certain Medicaid
Programs, and Disclosure of Certain Records to Federal Military Law Enforcement.

Policy References:

Policy and Regulation 4111, Recruitment and Selection, Certified
Policy 4111.1, Minority Staff Recruitment
Policy and Regulation 4118.12/4218.12, Sex Discrimination and Sexual Harassment
Policy and Regulation 4118.13, Disability Accommodations and Discrimination
Policy 4211, Recruitment and Selection, Non-certified

Policy Adopted: July 16, 1990
Policy Revised: February 24, 1992
Policy Revised: October 6, 2005
Policy Revised: November 21, 2005
Policy Revised: December 15, 2008
Policy Revised: February 25, 2014
Policy Revised: March 19, 2018

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Personnel – Certified/Non-Certified

**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION
COMPLAINTS (PERSONNEL)**

It is the policy of the Weston Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, marital status ~~(including civil union partners)~~, sexual orientation, national origin, ethnicity, ancestry, **alienage**, **learning disability**, ~~past or present history of mental disability, intellectual disability, physical disability~~, pregnancy, genetic information, gender identity or expression, transgender status, or any other basis prohibited by state or federal law is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of employees.

It is the express policy of the Weston Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status ~~(including civil unions)~~, sexual orientation, national origin, ethnicity, ancestry, **alienage**, **learning disability**, ~~past or present history of mental disability, intellectual disability, physical disability~~, pregnancy, genetic information, gender identity or expression, transgender status, or any other protected characteristic as provided by state or federal law.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy #4118.12/4218.12, Sex Discrimination/Harassment in the Workplace (Personnel) and Policy #4118.13/4218.13, Section 504/ADA (Personnel)).

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

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

The school district will periodically provide staff development for district administrators and periodically distribute this policy and implementing administrative regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on gender/sex or disability, the Superintendent or designee shall follow the procedures identified in the appropriate Board policies ((e.g., Policy #4118.12/4218.12, Sex Discrimination/Harassment in the Workplace (Personnel); and Policy #4118.13/4218.13, Section 504/ADA (Personnel)), where applicable, rather than the complaint procedures provided in this policy.

The complaint should state the:

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

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

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

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

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

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

~~In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:~~

~~**Director of Human Resources
Weston Public Schools
24 School Road
Weston, Connecticut 06883**~~

~~Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.~~

~~Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.~~

~~Specifically, upon receipt of a written complaint of discrimination, **Director of Human Resources** should:~~

- ~~10. offer to meet with the complainant to discuss the nature of his/her complaint;~~
- ~~11. provide the complainant with a copy of the Board's anti-discrimination policy and
—— accompanying regulations;~~
- ~~12. investigate the factual basis of the complaint, including, as applicable,
—— conducting
—— interviews with individuals deemed relevant to the complaint;~~
- ~~13. conduct the investigation in a confidential manner, to the extent practicable,
—— adhering to the requirements of state and federal law;~~
- ~~14. communicate the findings and/or results of any investigation to the complainant;
—— and~~
- ~~15. take appropriate corrective and disciplinary action, as deemed appropriate by the
—— Superintendent, following consultation with the Director of Human Resources.~~

~~If the complaint involves an allegation of discrimination based on sexual harassment, the complainant should also be referred to the Board's policies and procedures related to sexual harassment (See Policy and Administration Regulation 4218.11).~~

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Office of Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Tel. (617) 289-0111
ocr.boston@ed.gov
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

A complainant may also file a complaint with the:

Connecticut Commission on Human Rights and Opportunities, Southwest Region Office, 350 Fairfield Avenue, 6th Floor, Bridgeport, CT 06604 (Telephone Number: 203-579-6246)

and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (Telephone Number: 800-669-4000).

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

Human Resources Manager

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

Director of Special Education

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

Human Resources Manager

Regulation Approved: December 15, 2008
Regulation Revised: March 17, 2014

WESTON PUBLIC SCHOOLS
Weston, Connecticut

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, marital status (including civil union partners), sexual orientation, national origin, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, ~~or~~ gender identity or expression, transgender status, or any other protected characteristic as provided by state or federal law)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

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

Location where such discrimination/harassment occurred _____

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

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

Proposed remedy _____

Community/Board Operation

Non-Discrimination

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, [ancestry](#), [alienage](#), sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, [ancestry](#), [alienage](#), disability (including pregnancy), genetic information, gender identity or expression, or veteran status.

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

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

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

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

hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form which are included in the Board’s Administrative Regulations Regarding Non-Discrimination. These regulations accompany this policy and are available online www.westonps.org or upon request from the main office of any district school.

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

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

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

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

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

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

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center

Boston, MA 02203
(800-669-4000)

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

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

The Human Resources Manager

Lewis D. Brey
Director of Human Resources and Internal Counsel
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

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

The Director of Special Education

Lewis D. Brey
Director of Human Resources and Internal Counsel
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

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

The Human Resources Manager

Lewis D. Brey
Director of Human Resources and Internal Counsel
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.
Connecticut General Statutes § 10-153. Discrimination on basis of marital
status
Connecticut Fair Employment Practices Act, Connecticut General Statutes
§ 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual
orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination:
Employment.
Public Act 17-127, An Act Concerning Discriminatory Practices Against
Veterans, Leaves of Absence for National Guard Members, Application
for Certain Medicaid Programs, and Disclosure of Certain Records to
Federal Military Law Enforcement

Policy Adopted: January 22, 2018

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Community/Board Operation

Non-Discrimination (Complaint Procedure)

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

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, [alienage](#), [ancestry](#), disability (including pregnancy), genetic information, gender identity or expression, or veteran status.

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

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

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

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

Complaint Procedure

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

The complaint should state the:

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

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

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

all persons involved in the investigation to the extent possible, as determined by the investigator.

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

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see subparagraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

A complainant alleging race, color, national origin, [alienage](#), [ancestry](#), sex, disability or age discrimination may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).

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

Regulation Adopted _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

DISCRIMINATION COMPLAINT FORM

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

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

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

Location where such discrimination/harassment occurred _____

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

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

Proposed remedy: _____

Students

NON-DISCRIMINATION (STUDENTS)

The Board of Education complies with all federal, state, and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, alienage, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and or expression, or veteran status, transgender status, or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, alienage, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and or expression, or veteran status, transgender status, or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law is prohibited, whether by students, Board employees, the Board, or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, non-academic and ~~ee~~ extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of the protected characteristics listed above.

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.

For the purposes of this policy, “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board’s complaint procedures and complaint form which are included in the Board’s Administrative Regulations Regarding Non-Discrimination. These regulations accompany this policy and are available online www.westonps.org or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy #5114.6, Students/Sex Discrimination and Harassment; Policy #4118.13/4218.13, Section 504/ADA).

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109-3921

(617-289-0111)

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities

450 Columbus Blvd.

Hartford, CT 06103-1835

(800-477-5737)

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

The Director of Special Education

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

The Director of Special Education

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

The Director of Special Education

Legal References:

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.

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

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

Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined

Connecticut General Statutes § 10-15c

Connecticut General Statutes § 46a-51, Definitions

Connecticut General Statutes § 46a-58, Deprivation of rights

Connecticut General Statutes § 46a-81a, et seq.

Legal References:

~~Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.~~

~~Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d, et seq.~~

Americans with Disabilities Act, 42 U.S.C. § 12101

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

Regulation Adopted: May 04, 1992

Regulation Revised: April 21, 2014

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Administrative Regulations Regarding Discrimination Complaints (Students)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, alienage, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and or expression, transgender status, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community. or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law is prohibited, whether by students, Board employees, the Board, or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and co-curricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of the protected characteristics listed above.

If the complaint involves an allegation of discrimination based on sex or sexual harassment, the complainant should also be referred to the Board's policies and procedures related to sexual harassment (See Policy and Administration Regulation 5114.6).

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

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

The district will periodically provide staff development for district administrators and periodically distribute these Administrative Regulations and the related Policy to staff and students in an effort to maintain an environment free of harassment and discrimination.

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, alienage, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and or expression, transgender status, or veteran status or any other basis

prohibited by state or federal law, he/she should make a written complaint to the Superintendent of Schools as noted above or to the building principal, or his/her designee. Written complaints may also be submitted to the District Title IX Coordinator ~~or the individual school Title IX Coordinator~~. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

- a. Name of the complainant,
- b. Date of the complaint,
- c. Date(s) of alleged harassment/discrimination,
- d. Name(s) of the alleged harasser(s) or discriminator(s),
- e. Location where such alleged harassment/discrimination occurred,
- f. Names of any witness(es) to the alleged harassment/discrimination, and
- g. Detailed statement of the circumstances constituting the alleged harassment/discrimination.
- h. Proposed remedy.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and the related policy and will be requested to make a written complaint pursuant to the above procedure-

If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (or individual acting on behalf of the student) in completing the written complaint form.

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

Upon receipt of a written complaint of discrimination, the investigator shall:

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
~~offer to meet with the complainant and parent(s)/guardian to discuss the nature of his/her complaint, identify the individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;~~
2. provide the complainant and parent(s)/guardian with a copy of the Board's anti-discrimination policy and accompanying regulations;

investigate the factual basis of the complaint, including, as applicable, conducting interviews with all individuals deemed relevant to the complaint;
3. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
4. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) 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 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 or harassment, adhering to the requirements of state and federal law;
5. 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, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 4);
6. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
7. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent of Schools within thirty (30) calendar days of receiving the findings.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed. Notification will be made to the parent(s) or guardian or other person(s) responsible for the child if a child abuse report is completed.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, alienage, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and or expression, transgender status, or veteran status or any other basis prohibited by state or federal law. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Superintendent, who shall review the building principal's or designee's written report, the information collected by the building principal or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes discrimination. The Superintendent may also investigate the complaint further. After completing this review, the Superintendent shall respond to the complainant, in writing, as soon as possible.

For allegations pertaining to race, color or national origin discrimination or harassment, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Boston Office
Office of Civil Rights
U.S. Department of Education, 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Tel. (617) 289-0111
ocr.boston@ed.gov

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

The Director of Special Education

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

The Director of Special Education

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator:

The Director of Special Education

Copies of this regulation will be distributed to all students.

Regulation Adopted: June 18, 2007
Regulation Revised: May 17, 2010
April 21, 2014

WESTON PUBLIC SCHOOLS
Weston, Connecticut

**WESTON PUBLIC SCHOOLS
DISCRIMINATION COMPLAINT FORM**

(For Complaints Based on Race, Color, Religion, National Origin, Sex, Sexual Orientation, Marital Status (Including Civil Union Partners), Age, Ethnicity, Alienage, Ancestry, Learning Disability, Past or Present History of Mental Disability, Intellectual Disability, Physical Disability, Pregnancy, Gender Identity and or Expression, Transgender Status, or veteran status or any other Basis Prohibited by State or Federal Law)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

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

Location where such alleged discrimination/harassment occurred

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

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

Proposed remedy _____

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 20, 2021

Information Only

Action Requested

Agenda Item Subject: Evaluation, Termination, and Non-Renewal of Athletic Coaches (4116)

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is a second reading for Policy 4116. All updates and changes suggested by Shipman and Goodwin.

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

Personnel

Evaluation, Termination, and Non-Renewal of Athletic Coaches

It is the policy of the Weston Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) shall conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department of Education who is hired by the Board to act as a coach for a sport season and shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)). The term “athletic coach” shall not include other assistant coaches and volunteer coaches. However, other assistant coaches and volunteer coaches must also adhere to the expectations listed above.

For purposes of this policy, the term “athletic director” means an individual responsible for administrating the athletic program of a school district under the jurisdiction of the Board, and who is responsible for the supervision of athletic coaches.

The Superintendent of Schools may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific athletic coaching positions may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years.

- B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such athletic coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.
- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
 - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
 - 2) because the sport has been canceled.
- D. If a decision to terminate an athletic coach's employment is made during the athletic season, the Superintendent shall remove the athletic coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures:

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause

shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The athletic coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the athletic coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e [Policy on evaluation and termination of athletic coaches.](#)
 Conn. Gen. Stat. § 10-149d [Athletic directors. Definitions, Qualifications and hiring. Duties.](#)

ADOPTED: December 18, 2017
REVISED:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Communications Committee Meeting

February 25, 2021 11:00 AM

Via Zoom

Dial In: 646-558-8656 Passcode: 442397

Attendance Taken at 11:00 AM:

Present Board Members:

Ruby Hedge

Hillary Koyner

Taffy Miller

1. Call to Order

2. Approval of Minutes

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

3 Yeas - 0 Nays.

3. Website Update

Discussion:

Mr. DiVito has reached out to Jennifer Derosa regarding plans for website cleanup and additional web services.

4. Other Business

Discussion:

Dr. McKersie updated Committee regarding the COVID communications that were being sent on behalf of the District. The decision was made to do a single daily District roundup, of which its contents contain enough information for parents.

It was asked if the District could cross promote events that are outside of WPS. It was agreed that events being held by the PTO, WEF and Town departments would be able to be cross promoted. The District could point families and others to events by the use of a community tab that would have links to other events.

A Diversity, Equity and Inclusion vision statement is currently being worked on and would like to see the statement located on the front page of the District website.

The Back to School button on the front page of the website should be renamed Student Resources. The team will work on having posts to Facebook include celebratory and inspiring information about students and other District-level accomplishments.

Mr. DiVito will be working on the look of the District website when viewing using cell phones. If the Committee encounters any issues, he asks for the information be emailed to him for review.

Dr. McKersie updated the Committee on the upcoming COVID vaccinations in coordination with three other school districts.

5. Adjournment

Discussion:

Ms. Miller left the meeting at 11:43 a.m.

The meeting was adjourned at 11:57 a.m.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 26, 2021

Information Only

Action Requested

Agenda Item Subject: Curriculum Committee Meeting Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

March Curriculum Committee Meeting minutes from for Board review.

Curriculum Committee Meeting

March 10, 2021 9:00 a.m.

Via Zoom Dial In: 1 646-558-8656 Code: 958388

1. Call to Order

The meeting was called to order at 9:01 am

Present Committee Members:

Taffy Miller (Chairperson), Gina Albert, Hillary Koyner

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Tracy Edwards, Director of PPS; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Dan DiVito, Director of Digital Learning & Technology; Alex Bluestein, CIL K-5 ELA and SS; Andrea Noble, CIL K-5 ELA and SS; Carolyn Vinton, CIL L-5 Math and Science, Christine Cincotta, CIL 6-8 ELA, Janine Russo, CIL 6-8 Math; Mercedes Fernandes, CIL K-12 World Language

Members of the Public:

Ruby Hedge, Kristana Esslinger

2. Information and update regarding Special Education

Discussion:

- Ms. Edwards spoke on the Connecticut's State Performance Plan/Annual Performance Report (SPP/APR) regarding special education access. She reported on two items that were flagged by the State as out of the norm and addressed questions from Committee members and laid out the next steps to address these concerns.

3. Presentation and update regarding student progress and next steps

Discussion:

- Dr. Craw presented on WPS student progress for the 2020-21 school year to date. The report presented a snapshot of student performance comparing 2021 to 2020 school years. The report focuses on Math and ELA achievements using benchmark assessments and MAP testing for grades K-5, MAP testing for grades 6-8, and quarterly grades for grades 9-12.
- CILs Andrea Noble and Alex Bluestein addressed questions regarding K-5 ELA. Although there is some learning lag, overall the assessments show there is learning growth for students. Scientific Research Based Intervention (SRBI) has been in place for students who are struggling; the number of SRBI students is not significantly higher than 2020. It was noted that Mrs. Noble took steps in advance to mitigate learning lag in reading. Also noted, teachers are in constant contact with parents regarding benchmark performance.

- CILs Carolyn Vinton and Janine Russo spoke on the math assessment results for WIS and WMS. Assessments provide necessary data for targeted intervention for students.
- WHS data was presented as an overall grades comparison for Quarter 1 and Quarter 2 of 2021 as compared with 2020.
- Ms. Cincotta added that all WHS CILs and teachers met to identify students who were struggling and devised individual plans for students.
- Dr. Craw concluded the presentation by reviewing a list of action steps including a Summer Academy for students targeted for SRBI.

4. Follow up on K-12 World Language curriculum renewal

Discussion:

In follow up to the world language presentation last month, Mrs. Fernandes was tasked with putting together a wish list for the program. She cited the following:

- Increase the number of minutes for world language instruction at HES and WIS; such as instruction four to five times per week at WIS and every day for sixth grade.
- Continue to support programs with up-to-date print and digital materials
- Increase opportunities for student engagement in communities near and far.
- Explore increasing world language offerings and modalities at WMS and WHS.
- Continue to support teacher professional development.
- Explore how to personalize the offerings for students from heritage families.

5. Approval of February 2021 Minutes

Motion Passed: With a motion Taffy Miller and second by Hillary Koyner the February 2021 minutes were approved.

3 Yeas - 0 Nays.

6. Other curricular issues

Discussion:

No other items were put forth for discussion. Meeting was adjourned at 10:55 a.m.

Respectfully submitted,

June Curiano

**Minutes
Facilities Committee
April 1, 2021**

Present:

Ruby Hedge, Committee Member
Victor Escandon, Committee Member
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Absent:

Tony Pesco, Committee Chair
Dr. William McKersie, Superintendent of Schools

Guests:

Lisa Wolak, Weston High School Principal
Richard Wolf, Weston Building Committee

The meeting was called to order by Ms. Hedge at 9:04 a.m.

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

- Mr. DelMastro reported that with the high and middle schools coming back in full-time, the custodial staff has been busy prepping classrooms for the return. The grounds department has been busy preparing the fields for spring sports, as well as building a bullpen for the JV baseball field. There have been some leaks and pump failures district-wide, but nothing serious, and these have all been fixed. The maintenance department has also been prepping the chillers and condensers for the warm weather. During spring break, all filters will be changed for the final time this school year. Some condensers in the Dectron unit – the unit that heats and cools the pool – have been tripping, so the maintenance staff are currently repairing them. The maintenance department is also getting ready to bring electrical power to Revson field in order to run the batting and pitching machines, as well as power to the dugouts. This project will be completed by District staff over the summer.

- Ms. Wolak reported that graduation will be held on Thursday, June 17th at 6:00 pm on the Weston High School stadium field. The evening of Friday, June 18th will be held as a rain date.

- Mr. Cross reported that due to the favorable end-of-year balance, the District will be upgrading some of the equipment in the weight room.

The Committee discussed the following items regarding capital projects:

- Mr. DelMastro informed the Committee that regarding the intermediate school window sill repair project, the architect had originally suggested that it might require only a couple of the windows being repaired this year, and then next year, once it's determined that the repair was successful, then the rest of the windows will be repaired. After further review, the architect has determined that the entire project can be completed this year. This means that summer school will not be able to be held in the intermediate school this year.
- Regarding the high school old gym air handler project, Mr. Wolf informed the Committee that the next step is to speak to the engineer to have him come up with a break out of design and construction costs. He also reported that the Building Committee is not in agreement with the Board of Education's direction for the project, and feels that the air conditioning component should be added back into the project. Mr. Cross added that the project, as it is now, is the best option as the Board could not afford the project as it was originally bid. Additionally, the old gym is relatively lightly used, and if air conditioning is going to be installed in the school, it would be more beneficial to have it installed in some of the classrooms that are currently not air conditioned. Mr. DelMastro added that air conditioning can still be added to the old gym at a future date if necessary, and that the current specs for the project were created with the recommendation of a building committee member. The Committee agreed to move forward with the project as it is currently described.

The Committee discussed the following items regarding the Town of Weston Optimization Committee:

- Mr. Wolf reported that the six proposals have been received, ranging in price from about \$75,000 to \$250,000. He is still uncertain if the Board of Finance will approve funding to complete the study.

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

- The Committee approved the March minutes.

There being no further business to discuss, the Committee adjourned at 10:06 a.m.

Respectfully submitted,
Andrew Galli
Administrative Assistant to the Director of Finance and Operations

DRAFT

**Minutes
Finance Committee
April 9, 2021**

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:

Anthony Pesco, Weston Resident

The meeting was called to order by Ms. Albert at 9:02 a.m.

The Committee discussed the following items regarding the FY22 budget update:

- Mr. Cross reported that the Board of Finance approved the Board of Education's FY22 budget mitigation plan. This reduced the FY22 budget by \$542,966 or 1%. The approved FY22 operating budget is now \$55,070,090. This is a \$908,647, or 1.68%, increase over FY21.
- The District also presented to the Board of Finance a mitigating plan that would reduce the capital budget by \$256,540. The plan called for \$56,540 to be paid from the Board of Education's FY21 surplus, and \$200,000 to be paid from the ARP/ESSER grant. The Board of Finance voted to accept the \$56,540 reduction. The Board of Finance did not accept the \$200,000 from the ARP/ESSER grant as presented. Instead, the Board of Education will reimburse the Town when the grant request is approved and when funds are received.
- The Board of Finance also reduced the WMS HVAC repairs contingency from \$100,000 to \$25,000. This was done with the understanding that if any repairs or replacements exceed that amount, the BoE would seek a special appropriation. The approved FY22 capital request is \$675,860 or a reduction of \$131,400 from the requested.
- Mr. Cross informed the Committee that the Board of Finance agreed to the District's request to repurpose the non-lapsing account to pay for general expenditures, but restricted the account to only pay for the anticipated FY22 contingent liability of

\$203,688. So the account will only be increased by \$26,120. The remaining funds will revert to the Town's unassigned fund balance.

- Mr. Escandon added that he disagreed with the District's decision not to release the excess funds from the Internal Services Fund back to the Town. His concern is that if the funds remain in the account, the District will continue to use the funds to reduce its budget, which was not the original intention of the ISF.

The Committee discussed the following items regarding the ESSER 2 and Summer Academy budget:

- Mr. Cross informed the Committee that he met with the Curriculum Committee where they discussed the need to address learning loss for FY22 and beyond. The focus would be in the areas of math and reading. Mr. Cross reported that the District would like to use the ESSER 2 grant to cover this cost. Additionally, the District will be receiving an estimated \$500,000 from the ESSER 3 grant that can also be used. The District would also like to pay for Math in Focus for grades K-2 with funds from this year. The cost is approximately \$77,000, and Mr. Cross will bring forward a plan cover this cost in May.
- Regarding the Summer Academy, Mr. Cross reported that he expects the program to pay for itself, but if needed, some of the ESSER 2 grant can be used to cover any additional costs.

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

- The Committee approved the March minutes.

The Committee discussed the following regarding other business:

- Dr. McKersie reported that the Weston Administrators Association came forward with an early retirement request, but given the small size of that particular union, the District would lose money if they made the offer, so the plan will not be put forward.

There being no further business to discuss, the meeting adjourned at 9:34 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Policy Committee Meeting

March 9, 2021 - Via Zoom

Members Present:

Melissa Walker

Hillary Koyner

1. Call to Order

Melissa Walker called the meeting to order at 10:04am. In attendance, William McKersie, Ph.D., Superintendent of Schools, and Jen Ryan, HR Manager

2. Approval of Minutes

Discussion:

February Minutes were approved.

3. Discussion of policies, regulations, and bylaws

Discussion began by Ms. Walker about the District's current DEI policies and the creation of the Districtwide DEI policy to encompass all areas. Ms. Walker then asked about the Complaint policy and process.

3.A. Evaluation, Termination, and Non-Renewal of Athletic Coaches (4116)

Discussion: Ms. Ryan introduced the Shipman and Goodwin changes to policy 4116. After a discussion, it was asked that Mr. Mark Berkowitz (Athletic Director) receive the policy to review it, and then forward on to a first reading in the March Board meeting.

3.B. Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees (4118.25, 5141.4)

Discussion: Ms. Ryan introduced the Shipman and Goodwin changes to the policies and regulations, including the internal updating of coordinator titles. The committee asked that Ms. Tracy Edwards (Director of PPS/SPED) review the changes and then have the committee review again.

3.C. List of policies and regulations that need title/name updates

Discussion: Ms. Ryan explained that the list provided was a comprehensive list of all policies and regulations that referred to a specific title and/or employee name. Not all on the list needed to be updated but the list was a good reference for future changes.

Discussion of policies, regulations, and bylaws in future meetings

Discussion: The committee was presented with a list of policies and regulations that Shipman and Goodwin suggests updates to. The committee decided to focus on the following for the next few meetings:

- Sustainability Policy Update (New)
- Non-Discrimination (Community, Personnel, and Students)
- Use of School Facilities
- Employee use of District Computers

5. Adjourn 10:55 am

