

Board of Education Regular Meeting

Monday, May 17, 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

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. RECOGNITION

V.A. Recognition of Student BOE Representatives Ava Pouloupoulos and Natalie Haythorn

VI. APPROVAL OF MINUTES

VII. PUBLIC COMMENT

VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

IX. NEW BUSINESS

IX.A. Retirements

IX.A.1. Recognize the Retirements of Sydney Girardi, Art Teacher - WHS, Ellen Horowitz, Speech and Language Pathologist - WIS, Penny McNulty, First Grade Teacher- HES, Gary Meunier, School Counselor - WHS, and Patricia Nizlek, Science Teacher - WMS

IX.B. Resignations

IX.B.1. Recognize the Resignation of Meghan Skelton, Social Worker, Weston High School, and Thomas Ragusa, Transition Coordinator, Weston Middle and High School.

IX.C. Update on Staffing for 2021-22 School Year

IX.D. Weston Public Schools District Diversity Recruitment Plan - DRAFT

IX.E. Annual Instructional Update

IX.F. Discussion and Vote on Proposed 2021-2022 Board of Education Meeting Dates

IX.G. 10th FY 2021 Financial Update

IX.H. Weston Board of Education Policies, Regulations, and Bylaws

IX.H.1. Soliciting Prices, 3323

IX.H.2. School Lunch Service, 3542

IX.I. Discussion and Vote on 2021-2022 Out of District Tuition Rates

IX.J. Discussion and Vote on 2021-2022 PreK Tuition Rates

IX.K. Discussion and Vote on 2021-2022 Utility and Facilities Rental Rates

IX.L. Update on ARP ESSER Process and Grant

IX.M. Schooling Scenarios Update

X. Discussion and Vote on Salary and Contract Term for 2021-2022 Unaffiliated Central Office Administrators

X.A. Discussion and Vote on Salary and Contract Term for 2021-2022 for the Assistant Superintendent of Curriculum and Instruction;

X.B. Discussion and Vote on Salary and Contract Term for 2021-2022 for Director of Finance and Operations;

X.C. Discussion and Vote on Salary and Contract Term for 2021-2022 for the Director of Pupil Personnel Services

X.D. Discussion and Vote on Salary and Contract Term for 2021-2022 for the Director of Digital Learning and Technology

X.E. Discussion and Vote on Salary and Contract Term for 2021-2022 for the Director of Facilities

XI. Matters Pertaining to Personnel-Discussion and Vote of salary increases for: Nursing Supervisor; Food Service Director; Confidential Administrative Assistant for the Superintendent; New Hire as of 7/1/21 Administrative Assistant for the Assistant Superintendent of Curriculum & Instruction; Administrative Assistant to Director of PPS/SPED; Finance Coordinator; New Hire TBD Human Resources Manager; New Hire TBD Confidential Finance and Operations Office Manager; Payroll and Benefits Coordinator; Accounts Payable/Accounts Receivable; Student Activities Bookkeeper; Information Technology Coordinator; New Hire TBD District Data Coordinator; Data Analyst; Board Certified Behavioral Analyst (3); Board Certified Analyst;

XII. OLD BUSINESS

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

XII.A.1. Child Sexual Abuse and Assault Policy and Reporting Procedure (5141.45)

XII.A.2. Non-Discrimination (Community, Personnel, Students)

XII.A.3. Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees (4118.25, 5141.4, Policy and Regulation)

XII.B. Discussion and Possible Vote on Modifying
the 2021-2022 WPS Calendar

XII.C. Discussion and vote on proposed 2022-2023
Weston Public Schools Calendar

XIII. **SUPERINTENDENT'S REPORT**

XIII.A. District Update

XIV. **COMMITTEE REPORTS**

XIV.A. Communications Committee

XIV.B. Curriculum Committee

XIV.C. Facilities Committee

XIV.D. Finance Committee

XIV.E. Policy Committee

XIV.F. Negotiations Committee

XIV.G. CES

XIV.H. CABE

XIV.I. Weston Education Foundation

XV. **WRITTEN REPORTS**

XV.A. Principals' Reports

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

XVI.A. Regular Session on June 14, 2021 at 6:00
p.m.

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

XVII. **ADJOURNMENT**

Board of Education Executive Session

April 26, 2021 5:00 PM

Via Zoom

Attendance Taken at 5:01 PM:

Present Board Members:

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

1. Call to Order

Motion Passed: passed with a motion by Taffy Miller and second by Gina Albert.

7 Yeas - 0 Nays

2.A. Matters Pertaining to Personnel - Non-Renewal of Long Term Substitute Teachers

2.B. Matters Pertaining to Personnel - Non-Renewal of Long Term Building Substitute Teachers

2.C. Matters Pertaining to Personnel - Non-Renewal of Reduction in Force-Teachers

Discussion:

The Board invited Lisa Wolak and Jen Ryan to join Executive Session.

III. ADJOURNMENT

Discussion:

The Board adjourned the meeting at 5:12 p.m.

Motion Passed: passed with a motion by Taffy Miller and second by Victor Escandon.

7 Yeas - 0 Nays

Chairperson

Superintendent

Board of Education Regular Meeting

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.

Attendance Taken at 6:00 p.m.

Present Board Members:

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

Discussion:

Dr. Pesco, Board of Education Chairperson, verified that a quorum had been met.

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

Discussion:

Dr. Craw, Assistant Superintendent of Curriculum and Instruction, and Lisa Wolak, Principal of WHS, thanked the PTO for their generous donation in support of the Project Lead the Way program.

Motion Passed: Move that the Weston Board of Education recognize the donation of \$3,680 from the WHS PTO for the purchase of six VEX V5 control systems for the PLTW program; passed with a motion by Melissa Walker and second by Gina Albert.

7 Yeas - 0 Nays

VI. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the minutes from the March 11, 2021 Special Meeting and the March 15, 2021 Executive Session and Regular Session; passed with a motion by Taffy Miller and second by Hillary Koyner.

7 Yeas - 0 Nays

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.

Discussion:

No public comment was put forth.

VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Student Representative, Ava Pouloupoulos, spoke on upcoming Weston High School activities, including the return to full-in learning on May 3, AP exams, and senior internship options. Seniors are also planning their Prom, and other senior activities such as senior picnic, and 'mock homecoming.' She thanked everyone involved in graduation planning.

IX. NEW BUSINESS

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

Discussion:

Dr. Craw recognized the retirement of Kim Kus and thanked her for her dedication and hard work over the years for Weston School District. Dr. Pesco and Ms. Albert recognized Ms. Kus for her grace and dedication and thanked her on behalf of the Board.

Motion Passed: Move that the Weston Board of Education recognize the retirement of Ms. Kimberly Kus, Assistant Principal of Hurlbutt Elementary School; passed with a motion by Gina Albert and second by Hillary Koyner.

7 Yeas - 0 Nays

IX.B. Resignations

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

Discussion:

Dr. Craw acknowledged and thanked the long term substitute teachers for their work especially during this pandemic year.

Motion Passed: Move that the Superintendent of Schools is directed to notify the following long-term substitute teachers that their contract of employment will not be renewed for the 2021-2022 school year (See attached); passed with a motion by Melissa Walker and second by Gina Albert.

7 Yeas - 0 Nays

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

Discussion:

Dr. Craw acknowledged and thanked the building substitutes for their dedication and hard work for this past year.

Motion Passed: Move that the Superintendent of Schools is directed to notify the following long-term building substitute teachers that their contract of employment will not be renewed for the 2021-2022 school year (See attached); passed with a motion by Melissa Walker and second by Taffy Miller.

7 Yeas - 0 Nays

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

Discussion:

There are three teachers for whom the District does not have a position for the coming year due to enrollment and changing needs of the schools. Dr. Craw acknowledged and thanked them for their service.

Motion Passed: Move that the Superintendent of Schools is directed to notify the following teachers that their contract of employment will not be renewed for the 2021-2022 school year (See attached); passed with a motion by Melissa Walker and second by Hillary Koyner.

7 Yeas - 0 Nays

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

Discussion:

No other non-renewals were put forth.

IX.G. Gauging Progress Update

Discussion:

Dr. Craw gave an overview of the upcoming Annual Instructional Update report that will be presented at the Curriculum Committee meeting scheduled for May 12 at 9:00 a.m. Board discussed presenting a summary of the report at the next regular meeting of the Board of Education.

IX.H. Public Health Guidelines Update

Discussion:

Dr. McKersie spoke on the latest Covid-19 metrics from the department of health for the school district and surrounding area. He reported that public health and medical experts expressed concern over upticks in Covid-19 cases in the area but are pleased with the District's mitigating strategies and metrics. Students and staff no longer need to quarantine once they are two weeks out from their vaccination.

IX.I. Schooling Scenario Update

Discussion:

Each of the principals reported on their respective schools. Ms. Wolak spoke on the upcoming schedule change for Weston High School, which is the institution of full day in-person schooling scenario beginning May 3. She also spoke on AP testing, after school clubs and athletics, and the planning for senior activities such as the Senior Prom.

At Weston Intermediate School the VDL metric is down to 10%, as the school has been back to full day in-person scenario for some time. Mrs. Falber reported on State testing in May, incoming student and transitioning student activities and

end of year celebrations. In response to a question about current 2021-22 enrollment, she stated that with new students moving into the district and anticipating the return of all grade 2 homeschooled students, grade 3 will be close to 24 in each classroom.

Mrs. Kaddis, Principal of Hurlbutt Elementary School, spoke on end-of-year celebrations, reported on new enrollments, and families re-enrolling from homeschooling for the remainder of this year and the next year. She stated the school's VDL metric is down to 10% and anticipates it to decrease more.

Mr. Doak, Principal of Weston Middle School, spoke on end-of-year planning and activities, activities for rising sixth graders, as well as decreasing VDL rosters.

Overall the District has had a 41% reduction of VDL students.

IX.J. Diversity, Equity and Inclusion Update

Discussion:

The Weston Board of Education held a DEI planning workshop on April 23. The Board started creating its DEI statement at the workshop. The summer workshops will be focused on setting DEI goals.

IX.K. Discussion on Adds/Deletes/Changes to 2021-2022 Approved Calendar

Discussion:

The Board discussed the date of the start of the school year and if it were possible to change the start date to after Labor Day. When setting the date for the beginning of the school year, ending the school year before the last week of June is taken into account including the possibility of snow days. The Board asked if remote learning could take the place of snow days in the coming year. The State has not yet approved the use of remote learning on inclement weather days as part of fulfilling the 180 day requirement. Dr. McKersie noted that most schools in Fairfield County will start before Labor Day this year.

IX.L. Discussion on Proposed 2022-2023 Calendar

Discussion:

Dr. Craw spoke on the 2022-23 calendar. September 1 was chosen as the first day of school, as there was extensive discussion in Calendar Committee on having a short week to start in consideration of our youngest students. The Calendar Committee had considered some alternatives for long breaks but came back with the typical pattern of a long weekend in February and full week in April. The Board asked questions and had further discussion on the scheduling of breaks in February, March and April.

Ms. Koyner noted that a professional development date that was discussed in Committee was missing from the calendar. This oversight was noted and a revision will be made to the document.

Ms. Hedge returned to the question of when the State would vote on using remote learning for inclement weather days and asked to reconsider the start date of the upcoming 2021-22 school year. A possible change to the start date will be discussed in the next meeting.

IX.M. Discussion/action: Possible revocation of Retirement Incentive Program for eligible members of the Weston Teachers' Association.

Discussion:

Dr. McKersie spoke on the discussions that took place in Finance Committee to consider an Early Retirement Incentive Program (ERIP) for WTA members. A plan was put together with a MOA. This is a benefit to the WTA and to the district. There are seven teachers who will be taking advantage of this plan.

Phil Cross, Director of Finance and Operations, reviewed for the Board how ERIP savings work and reviewed the schedule of payment for this plan and how turnover savings work.

There was no request from AFSME for ERIP. There was a request from WAA, but the District felt it could not afford it.

IX.N. FY20 End of Year Update

Discussion:

Dr. McKersie discussed having a Zoom-based celebration in June for student and staff recognitions.

IX.O. FY22 Budget Mitigation Update

Discussion:

Mr. Cross first discussed FY20 budget mitigation. As discussed in the last Finance Committee meeting, for FY20 the Board of Education has \$116,000 less expenditures because the District received a reimbursement from the Corona Virus Relief Fund in the amount of \$41,885, and a release of \$75,000 of encumbrances. Of the \$116,885 the District requested a larger portion for the non-lapsing account, but the Board of Finance agreed on \$26,120 to mitigate a budget item for FY22. The difference of \$90,765 will be returned to the town to the unassigned funds balance.

Mr. Cross moved on to discuss the FY22 budget mitigating plan. Based on a surplus for 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.

Dr. Pesco asked for further clarification of available grants. The District has recently submitted the ESSER II grant application. The plan is to use these funds to assist in addressing learning loss in math and reading for FY22. Another grant application, American Rescue Plan/ESSER grant, has not opened yet but the District anticipates \$200,000 in funding. The ESSER III grant, a.k.a. ARP/ESSER, will address year two of the learning loss mitigation plan.

IX.P. Ninth FY 2021 Financial Update

Mr. Cross presented the FY21 financial update. As of March 23, 2021, there is a projected surplus of \$340,456. Surplus assumes that funds are not drawing from the non-lapsing account.

The Internal Services fund was discussed. It is projected that the Board of Education will end the year with a surplus of \$780,000.

Motion Passed: Move that the Weston Board of Education approve the Ninth Fiscal Year 2021 Update as presented by Mr. Cross; passed with a motion by Gina Albert and by Ruby Hedge.

7 Yeas - 0 Nays

IX.Q. Weston Board of Education Policies, Regulations, and Bylaws

IX.Q.1. Child Sexual Abuse and Assault Policy and Reporting Procedure (5141.45)

Discussion:

Ms. Walker spoke on the policy updates. The policies were reviewed by Tracy Edwards, Director of Pupil Personnel Services, and discussed in the Policy Committee. The changes for the Child Sexual Abuse and Assault Policy and Reporting Procedure, and Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees Policies are changing essentially to using names of titles instead of names of individuals in the policies.

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)

Discussion:

As noted above.

IX.Q.3. Non-Discrimination (Community, Personnel, Students)

Discussion:

The Non-discrimination policy changes are also name and title changes; but are also changing to comport with federal guidelines and Title VII in terms of how the federal government wants to classify protected classes. Another recent Connecticut State law has been added to Weston's non-discrimination policy that includes protecting certain ethnic traits and hairstyles from discrimination. Changes are reviewed by our outside counsel.

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

Discussion:

Ms. Walker spoke on the second read of this policy, which confirms that the superintendent has the ultimate authority with respect to evaluating, terminating and non-renewal of athletic coaches.

Motion Passed: Move that the Weston Board of Education approve Policy/Administrative Regulation 4116, Evaluation, Termination, and Non-Renewal of Athletic Coaches; passed with a motion by Ruby Hedge and second by Gina Albert.

7 Yeas - 0 Nays

XI. SUPERINTENDENT'S REPORT

XI.A. District Update

Discussion:

Dan DiVito, Director of Digital Learning and Technology, spoke on the updates to the District meeting software platform. The current platform that Weston subscribes to, CABA, is changing their meeting software as of July 1. There will be a transition period where all meetings will be migrated. CABA will provide training for users of the new site. Mr. DiVito explained that it is still the best and least expensive software.

Dr. McKersie spoke on activities planned for Teacher Appreciation week.

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. CABA

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

Discussion:

The regular monthly Board of Education session will meet at 6:00 p.m. via Zoom. Dr. Pesco noted they will likely have an executive session at 5:00 pm.

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

XIV. ADJOURNMENT

Discussion:

The meeting was adjourned at 7:53 p.m.

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

7 Yeas - 0 Nays

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Update on Staffing for 2021-22 School Year

Submitted by: Lisa Wolak

Document Summary/Purpose and/or Recommended Action:

Memo from WIS Principal, Pattie Falber; spreadsheets containing HES, WIS AND WMS current enrollment as of 5-14-2021 and M & M 10-Year enrollment projections for Board discussion on class sections and staffing for fall 2021.

Weston Public Schools



PATTIE FALBER, Principal
pattiefalber@westonps.org
NICOLE WILHELM, Asst. Principal
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Weston, Connecticut 06883-1699

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TO: Dr. William McKersie, Dr. Kenneth Craw, Ms. Lisa Wolak
FROM : Pattie Falber
RE: 2021-2022 Weston Intermediate School Enrollment
DATE: May 14, 2021

I have been actively monitoring the upcoming enrollment for the 2021-2022 school year. All grades are seeing an increase of new students, which is good news. However, grade three continues to be a concern as this is the grade where we reduced a section and we are seeing that the number of students enrolling for the Fall continues to climb; possibly resulting in class sizes above Board of Ed. guidelines.

As of Friday, May 12, we currently have 143 students projected to be enrolled in the Fall in grade three. This means that with only six sections of grade three, we will already have five classes with 24 students, which is at the top of the Board of Ed guidelines, and one class of 23. This is especially concerning as it is only the middle of May, and we know that families continue to enroll their children throughout the summer. Here is the current breakdown of the enrollment so far:

- 126 -- Current Grade 2 HES students
- 8 -- New Students already enrolled for the fall
- 9 -- HES Grade 2 students who opted for Homeschooling this year with most indicating that they will be returning to WPS in the fall

This brings us to a total of 143, which leaves one available spot before classes start to go above the BOE guidelines of 20-24 students. Going above this number is particularly concerning in grade three as not only is this a transition year, academically as well as physically, but poses a concern if we need to continue to follow the state mandated recommendations of physical distancing that we needed to follow this year. The size of our classrooms and the number of desks we would need would not allow for the recommended spacing between students.

We will continue to monitor the enrollment and I will keep you informed as the numbers change.

Thank you so much.

10-Yr Projections Milone & MacBroom Hurlbutt

School Year	Birth Year	Births	Pre-K	Pre-K sec	Avg #	K	K Sec	Avg #	Gr 1	Gr 1 Sec	Avg #	Gr 2	Gr 2 Sec	Avg #	Total # Sections	Total PK-2
2020-21	2015		31	3	10.3	130	7	18.6	144	8	18	126	6	21	24	431
PROJECTIONS																
2020-21	2015	62	24	3	8	122	7	17.4	142	8	17.8	131	6	21.8	24	419
2021-22	2016	54	24	3	8	127	7	18.1	145	8	18.1	152	7	21.7	25	448
2022-23	2017	60	24	3	8	123	7	17.6	140	7	20	156	7	22.3	24	443
2023-24	2018	59	24	3	8	122	7	17.4	136	7	19.4	150	7	21.4	24	432
2024-25	2019	66	24	3	8	129	7	18.4	135	7	19.3	146	7	20.8	24	434
2025-26	2020	78	24	3	8	140	8	17.5	142	8	17.8	145	7	20.7	26	451
2026-27	2021	63	24	3	8	127	7	18.1	155	8	19.3	152	7	21.7	25	458
2027-28	2022	65	24	3	8	130	7	18.6	140	8	17.5	166	7	23.7	25	460
2028-29	2023	66	24	3	8	131	7	18.7	143	8	17.9	150	7	21.4	25	448
2029-30	2024	68	24	3	8	133	7	19	145	8	18.1	154	7	22	25	456
2030-31	2025	68	24	3	8	134	7	19.1	147	8	18.4	155	7	22.1	25	460

Actual 2020-21

Projected 2021-22

10-Yr Projections Milone & MacBroom WIS

School Year	Grade 3	Gr 3 Sec	Avg #	Grade 4	Gr 4 Sec	Avg #	Grade 5	Gr 5 Sec	Avg #	Total # Sections	Total 3-5
2020-21	145	7	20.7	178	8	22.3	175	8	21.8	23	498
PROJECTIONS											
2020-21	145	7	20.7	176	8	22	172	8	21.5	23	493
2021-22	143	6 (7)	23.8/20.4	155	7	22.1	181	8	22.6	21/22	479
2022-23	163	7	23.2	160	7	22.8	159	8	19.9	22	482
2023-24	167	7	23.8	174	8	21.8	164	8	20.5	23	505
2024-25	161	7	23	178	8	22.3	179	8	22.4	23	518
2025-26	156	7	22.2	172	8	21.5	183	8	22.9	23	511
2026-27	155	7	22.1	166	7	23.7	177	8	22.1	22	498
2027-28	163	7	23.2	166	7	23.7	171	8	21.4	22	500
2028-29	178	8	22.3	174	8	21.8	170	8	21.3	24	522
2029-30	161	7	23	190	8	23.8	179	8	22.4	23	530
2030-31	165	7	23.5	172	8	21.5	195	10	19.5	25	532

2020-21 actual as of 5-14-21

projected 2021-22

10-Yr Projections Milone & MacBroom WMS

School Year	Birth Year	Gr 6	Gr 6 sec	Avg #	Gr 7	Gr 7 sec	Avg #	Gr 8	Gr 8 sec	Avg #	Total # sections	Total 6-8
2020-21	2015	173	8	21.6	191	9	21.2	195	9	21.7	26	558
PROJECTIONS												
2020-21	2015	172	8	21.5	190	9	21.1	196	9	21.8	26	558
2021-22	2016	178	8	22.3	173	8	21.6	195	9	21.7	25	546
2022-23	2017	188	8	23.5	179	8	22.4	178	8	22.3	24	545
2023-24	2018	165	7	23.6	189	8	23.6	184	8	23	23	538
2024-25	2019	170	8	21.3	166	7	23.7	194	9	21.6	24	530
2025-26	2020	186	8	23.3	171	8	21.4	171	8	21.4	24	528
2026-27	2021	190	8	23.8	187	8	23.4	176	8	22	24	553
2027-28	2022	184	8	23	191	8	23.9	192	8	24	24	567
2028-29	2023	177	8	22.1	185	8	23.1	196	9	21.8	25	558
2029-30	2024	176	8	22	178	8	22.3	190	8	23.8	24	544
2030-31	2025	186	8	23.3	177	8	22.1	183	8	22.9	24	546

2020-21 actual as of 5-14-21

projected 2021-22

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Weston Public Schools District Diversity Recruitment Plan

Submitted by: William McKersie and Lisa Wolak

Document Summary/Purpose and/or Recommended Action:

This is a draft version of WPS District Diversity Recruitment Plan. This document has been developed through WPS participation in the *CES Minority Teacher Recruitment (MTR) Planning Consortium*. The document requires reviews through additional CES workshops, as well as by the WPS administration and ultimately the WPS BOE.

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
District Diversity Recruitment Plan
April 2021**

This document has been developed through WPS participation in the CES Minority Teacher Recruitment (MTR) Planning Consortium. The document requires reviews through additional CES workshops, as well as by the WPS administration and ultimately the WPS BOE.

BOE DEI Statement to be added as part of introduction

The Weston Board of Education and administration strives for diversity in the hiring of teachers, staff, and administrators. WPS is committed to engaging in active efforts to recruit and retain an outstanding and diverse staff. WPS is committed to hiring individuals who best represent the global community, and understand the need to foster an inclusive environment for our staff and students.

Background:

In 2019 Weston Public Schools applied and was awarded a state grant of \$3000 from RESC Alliance MTR Regional Initiative Funding. These funds were to be allocated for workshops with CES Minority Teacher Recruitment (MTR) Planning Consortium in increasing minority candidates to apply to Weston Public Schools. With the pandemic, funding was put on hold for the 2019-2020 school year. For the school year 2020-2021 the grant monies were to be used for expanding recruiting partnerships with diverse organizations as well as professional development for WPS staff. WPS began working in workshops with CES MTR and other Fairfield County school districts in November 2020 to create this District Diversity Recruitment Plan.

District Intent

Recruit more diverse candidates for Weston Public Schools job openings in Administration, Faculty, and Staff

To create and sustain a more inclusive school climate that values and supports all students and staff, and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences. (See: WPS District Goals 2020-21 - Healthy Learning Environment Goals)

Provide regular professional learning for administrators and staff in diversity, equity, and inclusion.

Policies

There are two WPS Board of Education policies that speak to the recruitment process that may be found at these links:

- [Recruitment and Selection Policy and Regulation 4111](#)
- [Plan for Minority Recruitment Policy 4111.1](#)

WPS is committed to prohibiting race-based and other forms of discrimination, and any such discrimination in employment decisions is expressly prohibited by Board policy found at this link:

- [Non-Discrimination Policy and Regulation 4118.11](#)

ANNUAL GOALS

Goal 1: To ensure all policies, goals, and action steps aligned to the WPS District Diversity Recruitment Plan are reviewed and evaluated on an annual basis

Action 1. Review of Policy 4111.1 Plan for Minority Staff Recruitment Policy for effectiveness

Action 2. Review of District Diversity Recruitment Plan to monitor achievements, create new goals, to evaluate and reconcile gaps

YEAR ONE OF THREE YEAR PLAN (2021-2022 TO 2023-2024)

This multi year plan consists of goals and action steps that will serve to frame this district work. It should be noted that all action steps will not be achieved in the first year. There are specific areas of focus that will be prioritized for 2021-2022 under each goal.

Goal 1: Create recruitment partnerships with organizations and candidates

Action 1. Continue to work with CES Regional and Statewide MTR Planning Consortium

Action 2. Continue national collaboration with diversityined.com and diversejobs.net

Action 3. Expand use of the Handshake platform to link to historically diverse colleges and universities students and their alumni. Handshake is an online job posting, virtual career fair platform that works with Universities and Colleges to “ensure that all college students have equal access to meaningful careers...Handshake has become the leading early career community in the US.”

Action 4. Develop contacts with state training institutions, colleges and universities educational institutions, including those with diverse enrollments, to publicize job

openings and solicit referrals for administrative internships and student teaching opportunities

Action 5. Develop contacts with minority/diverse community organizations and WPS school alumni to publicize job openings and solicit referrals

Action 6. Connect with all applicants to create relationships for when openings occur

Action 7. Connect with alumni groups

Goal 2: Develop and implement consistent and equitable hiring processes at every level

Action 1. Recruit WPS staff to serve on district committee to review and revise hiring processes as to be aligned with WPS DEI mission.

Action 2. Ensure a fair and equitable district wide hiring process which may include:

- Blind resume reviews of qualified candidates redacting information to eliminate unconscious bias
- Form hiring committees to include trained DEI staff
- Ensure interview process is sensitive to all applicants
- Standardize interview questions districtwide
- Utilize flexible interview times (alternatively in video)
- Establish interview norms to create a comfortable and welcoming environment

Action 3. Review for exclusive language and unconscious bias, revise, and maintain inclusive and unbiased job descriptions/postings

Action 4. Maintain and expand advertising to include media targeted to diverse groups

Action 5. Continue to participate in local/state/national job fairs and expand to include newly formed partnerships

Action 6. Increase participation in professional development opportunities focused on non-discrimination hiring practices and diversity recruitment

Goal 3: Develop social media and promotional tools to attract a more diverse workforce

Action 1. Incorporate WPS commitment to recruit a diverse workforce on district website

Action 2. Review and revise major communications mechanisms (Website, social media, and publications) to clearly articulate WPS commitment to an inclusive district climate

that values and supports all students and staff and promotes diversity, equity and inclusion

Action 3. Create promotional items to be posted electronically as well as distributed at events

Action 4. Join/follow key groups on social media to promote and support reciprocal interests

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Annual Instructional Update

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

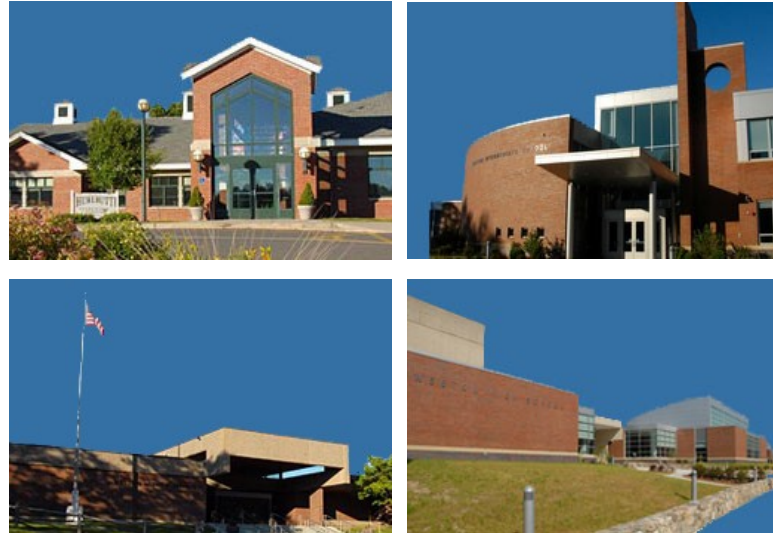
Annual Instructional Update document as presented to the Curriculum Committee May 12, 2021 for Board review and discussion.

WESTON PUBLIC SCHOOLS

Annual Instructional Update

2020-2021

Presented to the
Weston Board of Education
Curriculum Committee
DRAFT - May 12, 2021



William S. McKersie, Ph.D.
Superintendent of Schools

Kenneth G. Craw, Ed.D.
Assistant Superintendent of Curriculum & Instruction

WESTON PUBLIC SCHOOLS

VISION STATEMENT

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

MISSION STATEMENT

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

OUTCOME – GLOBAL CITIZENS

Global citizens have the necessary knowledge, skills, and attitudes to achieve their personal goals and contribute to society. Our goal is to empower students to be innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in an ever-changing world. These skills are commonly referred to as the four C's: Critical and Creative Thinking, Communication, Collaboration.

WESTON DISTRICT GOALS

Academic Excellence . Healthy Learning Environment . Digital Learning . Gauging Progress . Resources for Learning

WESTON BOARD OF EDUCATION MEMBERS

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- Mathematics, Grades K-5 Mrs. Carolyn Vinton
- Mathematics, Grades 6-12 Ms. Janine Russo
- Science, Grades K-5Mrs.Carolyn Vinton
- Science, Grades 6-12 Mrs. Jamie Charles
- Language Arts, Grades K-5 Mrs. Andrea Noble, Mrs. Alex Bluestein
- English, Grades 6-12 Ms. Christine Cincotta
- Social Studies, Grades K-5Mrs. Andrea Noble, Mrs. Alex Bluestein
- Social Studies, Grades 6-12Mr. Nicholas Torres
- World Language, Grades K-12Mrs. Mercedes Fernandes
- Visual Arts, Grades K-12Ms. Sydney Girardi
- Performing Arts, Grades K-12 Ms. Elizabeth Morris
- Health and Physical Education, Grades K-12 Mrs. Patty Powers
- Technology Education, Grades 6-12 Mrs. Jamie Charles
- Special Education/Pupil Services, Grades K-12Ms. Tracy Edwards
- Project Challenge, Grades 3-8Kenneth Craw, Ed.D.

Table of Contents

Introduction	4
Cohort Data	5
Accomplishments, Curricular Impact & Next Steps	24
Mathematics, Grades K-5	24
Mathematics, Grades 6-12	25
Science, Grades K-5	27
Science, Grades 6-12	28
Language Arts, Grades K-5	29
English, Grades 6-12	30
Social Studies, Grades K-5	32
Social Studies, Grades 6-12	32
World Language, Grades K-12	34
Visual Arts, Grades K-12	35
Performing Arts, Grades K-12	36
Health and Physical Education, Grades K-12	38
Technology Education, Grades 6-12	39
Project Challenge, Grades 3-8	40
Special Education and Pupil Services, Grades PK-12	41
APPENDIX	44

Introduction



The 2020-21 school year was marked by the COVID-19 pandemic and resulted in extraordinary changes to how teaching and learning was delivered in Weston and across the country. Summer preparations were devoted to planning for three different learning scenarios (in-person, hybrid and distance learning). The overarching academic goal was to ensure high-quality teaching and learning regardless of the delivery model. This required a targeted investment in professional learning and technology in the lead up to the school year and continuing into the fall.

Engaging the entire system in professional learning required detailed summer planning and changes to the school calendar. Curriculum Instructional Leaders (CILs) and administrators facilitated summer professional development for staff to learn how to implement new technologies and to adjust their teaching for the various scenarios. The calendar was adjusted to allow more time to prepare for the opening of school. All classroom teachers were provided with a Teacher Toolkit consisting of a laptop, portable camera and Zoom client software as essential resources for delivering instruction. The Teacher Toolkit gave Weston educators the flexibility to toggle back and forth between the various learning scenarios as needed.

A major adjustment for teachers was learning how to facilitate learning in a hybrid classroom, which was the primary mode of instruction at the beginning of the school year. Having half of the class in the room while the other half was at home learning required modifications to lesson plans, units of study and assessments. In addition, some families opted for Voluntary Distance Learning (VDL) for part of all of the school year, which led to increased efforts to personalize instruction for at-home students. The Annual Instructional Update (AIU) describes many of the accomplishments and challenges teachers faced in the hybrid and distance learning environments as well as some of the promising practices that resulted from it.

The AIU is presented to the Weston Board of Education Curriculum Committee each May as a comprehensive report on the accomplishments, challenges and next steps regarding the district's instructional agenda. Generally, the AIU has taken the form of a qualitative year-in-review with each curriculum leader reporting out on progress made in their respective content area. This edition of the AIU contains both a quantitative analysis of reading and math cohort data, along with the traditional narratives for each subject area.

- 1. Quantitative Section** - The first half of the report provides the Board with a snapshot of cohort performance in reading and math in grades one through eight for the 2020-21 school year as compared to 2019-20. A cohort analysis looks at how a group of students is performing as they progress through the system. It also provides a good indication as to what extent the pandemic has had an impact on student performance.
- 2. Qualitative Section** - The second half of the AIU is a compilation of reports from each CIL documenting the accomplishments of teachers teaching in a variety of different learning scenarios (in-person, hybrid and distance learning). There is much to celebrate as a school system as one reads through this section. The CILs also discuss the challenges educators faced teaching in changing learning environments. Also highlighted are the new learning strategies employed to advance the learning (e.g. flipped classroom). The resulting impact of the pandemic on teaching and learning is influencing planning for next year. CILs have been working closely with the administration to identify next steps, which is described in each subject area report.

Cohort Data



The purpose of this section is to report out on the progress of each cohort of students in reading and math in grades 1-8.

- Each slide represents approximate cohort data.
- This allows us to see how the same cohort of students performs longitudinally.
- Please note that there was some migration in and out of the cohort, so it is not a matched cohort.
- The left pie chart represents current year data; the right pie chart represents last year data in the previous grade.
- Each slide shows one grade and one subject.

Measurement Tools

Fountas and Pinnell Reading Assessment - F&P is a developmental reading assessment administered by teachers in grades K-5 in Weston. It provides teachers with information regarding fluency, decoding and comprehension that is used to inform instruction. The goal is to have students in the Meeting Benchmark (green) and Above Benchmark (blue) bands.

NWEA - The Measure of Academic Progress (MAP) assessment for reading and math is a national standardized assessment that Weston administers periodically to monitor progress in reading and math in grades 1-8. The goal is to have students above the 41st percentile (yellow, green, and blue) bands.

Key Takeaways

ELA:

- Most grade cohorts are performing similarly to how they did in the previous year except for grades 2 and 5.
- For cohorts where there are shifts in performance - it is typically students moving from the highest performance band to a lower one.

Math:

- The upper grade cohorts (6-8) are performing similarly to how they did in the previous year. Grades 2-5 have seen a decrease in performance bands.
- For cohorts where there are band shifts - there is an increase in students who are within the 41st-60th percentile (yellow) band, and the 21st-40th percentile (orange) band (Grade 5), which is a national trend for this school year, according to NWEA.

HES Reading Grade 1

Scoring Rubrics

- Above Benchmark
- Meeting Benchmark
- Approaching Bench...
- Below Benchmark
- Null

2020-2021

Fountas and Pinnel Winter K-2

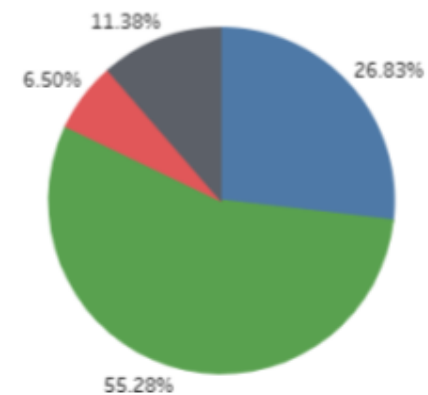
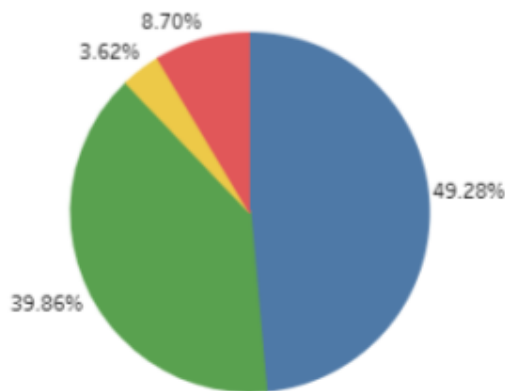
Independence Level

2019-2020

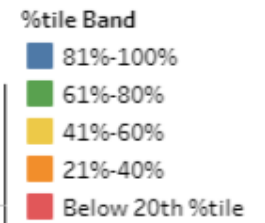
Fountas and Pinnel Winter K-2

Independence Level

Strong result with 89% of students at Meeting Benchmark or Above Benchmark in grade 1. 22% more students in grade 1 are performing Above Benchmark in reading since Kindergarten.



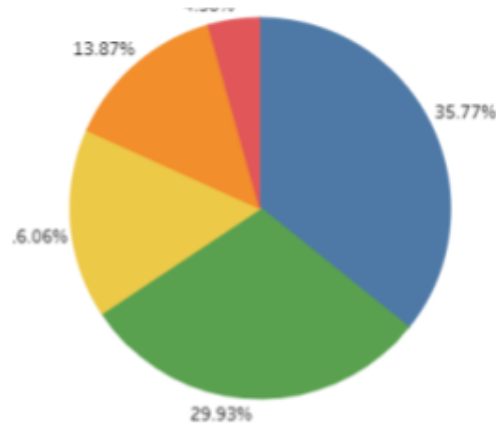
HES Math Grade 1



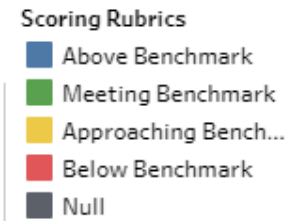
2020-2021
NWEA Math Winter
TestPercentile

Baseline data for the current grade 1 cohort. The percentages of students in the blue, green and yellow bands is very positive.

Students begin taking the NWEA math assessment in grade 1.

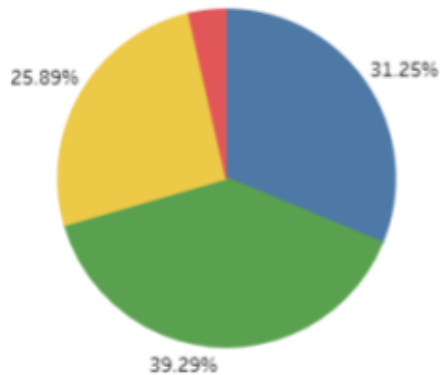


HES Reading Grade 2



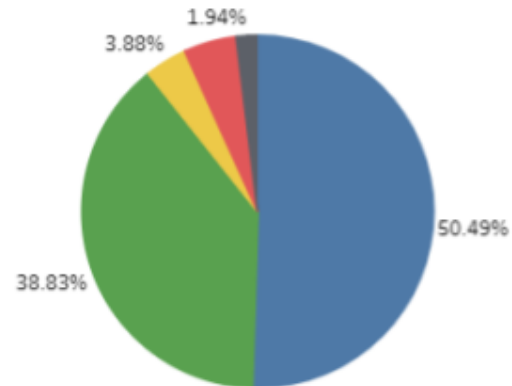
2020-2021

Fountas and Pinnel Winter K-2
Independence Level



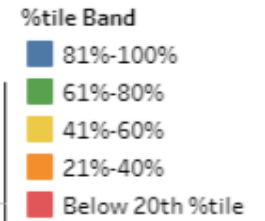
2019-2020

Fountas and Pinnel Winter K-2
Independence Level



20% fewer students are Above Benchmark (blue) in grade 2, while the same percentage (39%) of students are Meeting Benchmark (green). 22% more grade 2 students are currently Approaching Benchmark (Yellow) in reading than when in grade 1. The assessment changes in winter of 2nd grade, so this is not uncommon in mid-year 2nd grade.

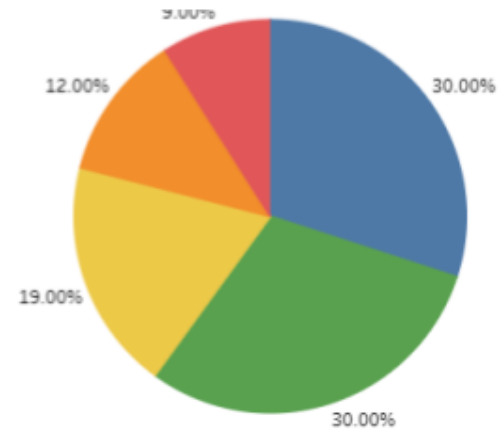
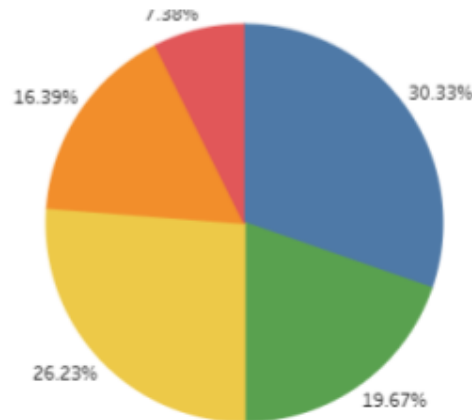
HES Math Grade 2



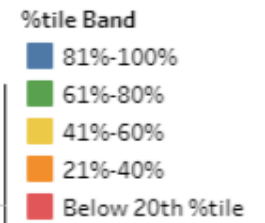
2020-2021
NWEA Math Winter
TestPercentile

2019-2020
NWEA Math Fall
TestPercentile

Percentage of students in the 81-100%tile band (blue) held strong at 30%. However, 10% fewer students in grade 2 performed in the 61%-80%tile band (green) in math when than in grade 1.



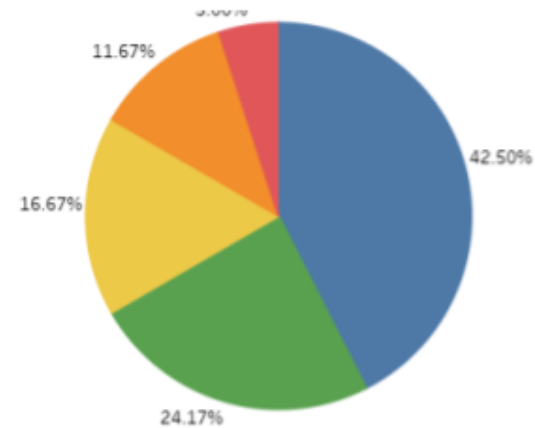
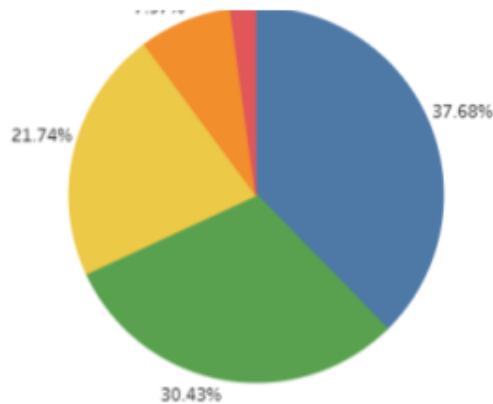
WIS Reading Grade 3



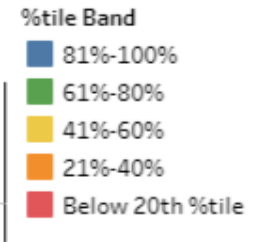
2020-2021
NWEA Reading Winter
TestPercentile

2019-2020
NWEA Reading Fall
TestPercentile

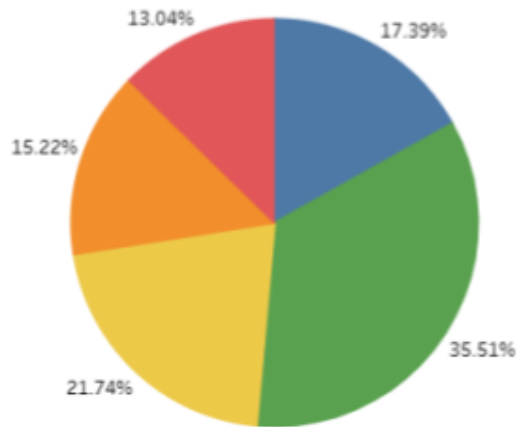
Grade 3 reading performance is trending similar to when the cohort was in grade 2. Focus will be on moving students into the next performance band.



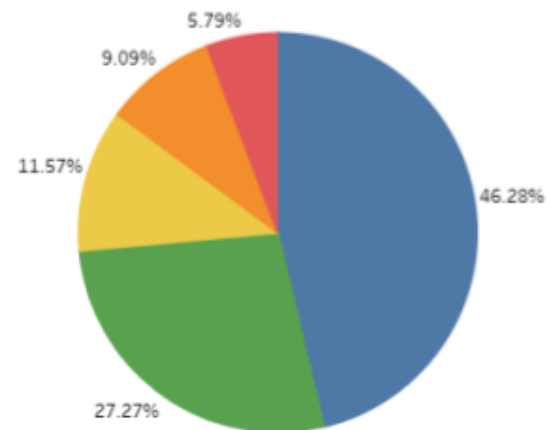
WIS Math Grade 3



2020-2021
NWEA Math Winter
Test Percentile

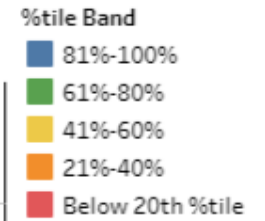


2019-2020
NWEA Math Fall

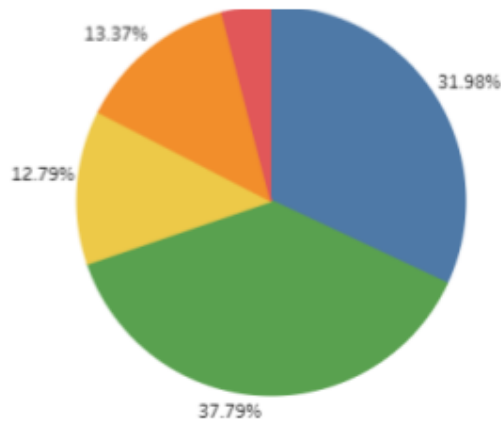


Performance in Grade 3 math is trending lower due to the pandemic. The percentage of students in the 81-100%tile band (blue) dropped by 29% as compared to when were in grade 2. The % of students in the red and orange bands has increased by 13%.

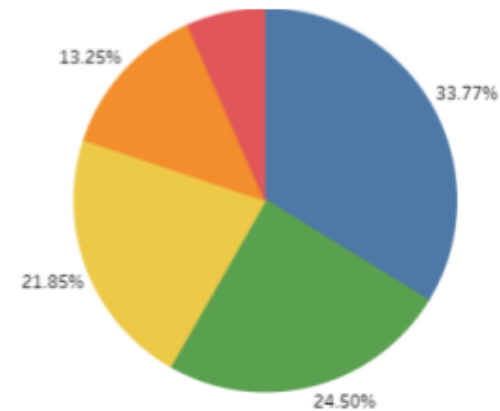
WIS Reading Grade 4



2020-2021
NWEA Reading Winter
TestPercentile

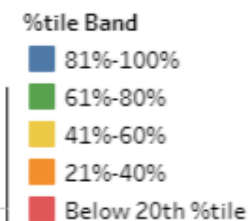


2019-2020
NWEA Reading Fall
TestPercentile

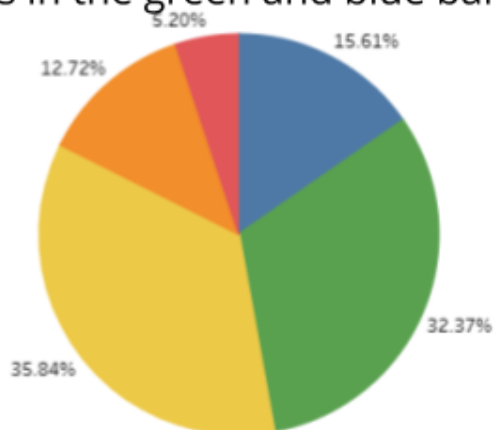


In grade 4, the percentage of students in the 81-100% (blue) band held strong and there was a very positive 13% increase in the percentage of students the 61-80%tile (green) band than when in grade 3.

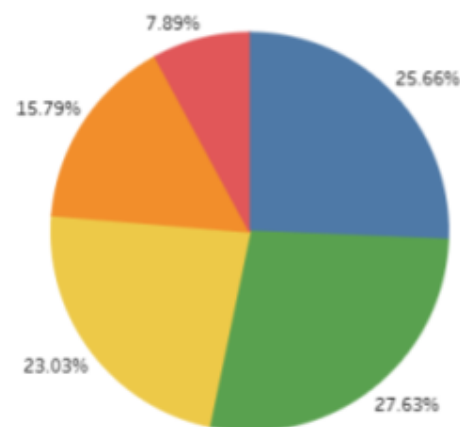
WIS Math Grade 4



2020-2021
NWEA Math Winter
TestPercentile

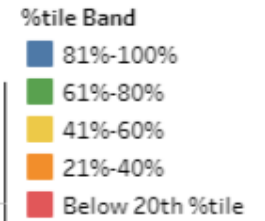


2019-2020
NWEA Math Fall
TestPercentile

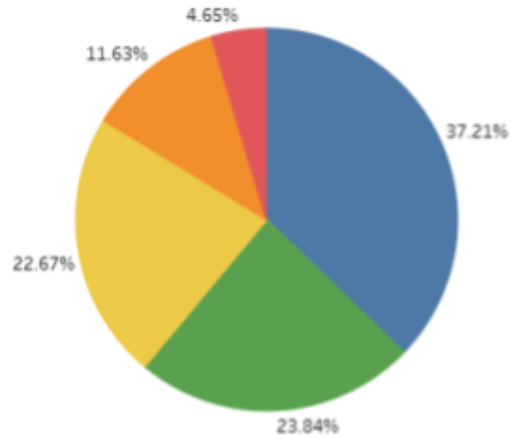


In grade 4 math, there was a 13% increase the number of students in the 41-60%tile band (yellow) and a corresponding decrease in the percentage of students in the green and blue bands combined.

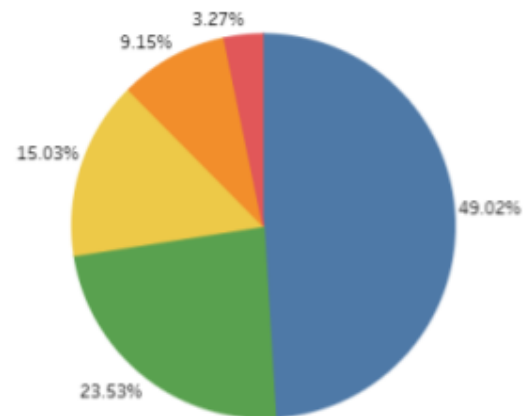
WIS Reading Grade 5



2020-2021
NWEA Reading Winter
TestPercentile

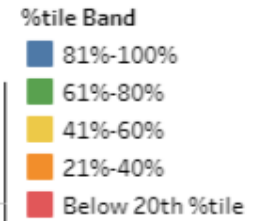


2019-2020
NWEA Reading Fall
TestPercentile



The percentage of students in the 61-80%tile (green) was the same as the previous year (24%). However, 12% fewer students are performing in the 81-100%tile band (blue), while the yellow band increased by 8%.

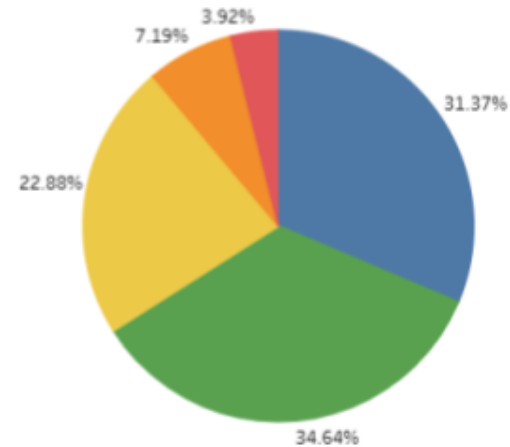
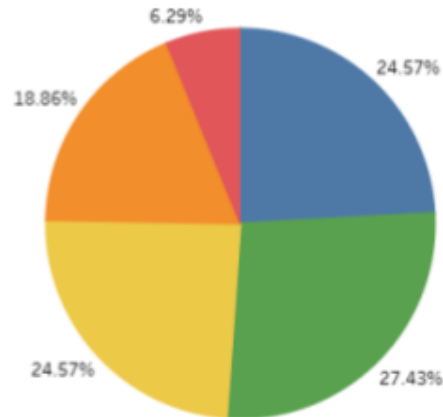
WIS Math Grade 5



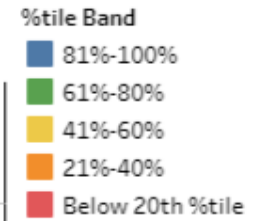
2020-2021
NWEA Math Winter
TestPercentile

2019-2020
NWEA Math Fall
TestPercentile

12% increase in the combined number of students performing in the yellow, orange and red bands in grade 5 math as compared to grade 4.



WMS Reading Grade 6



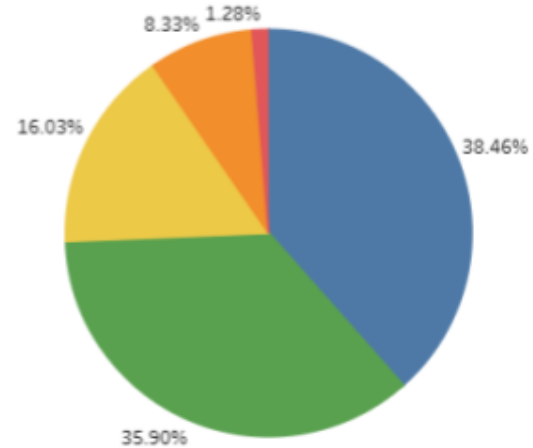
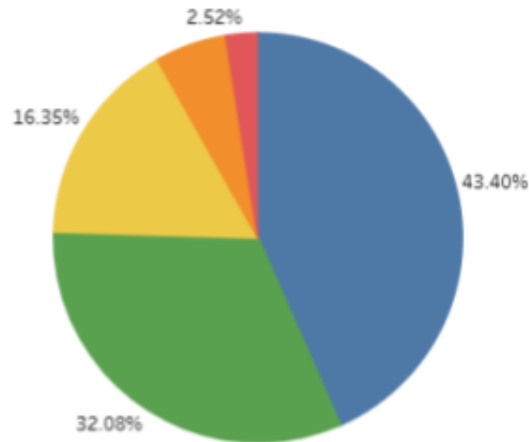
2020-2021

NWEA Reading Fall
TestPercentile

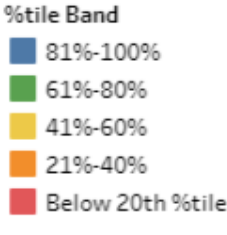
2019-2020

NWEA Reading Fall
TestPercentile

Grade 6 is a positive result with reading performance trending very similar to when students were in grade 5.



WMS Math Grade 6



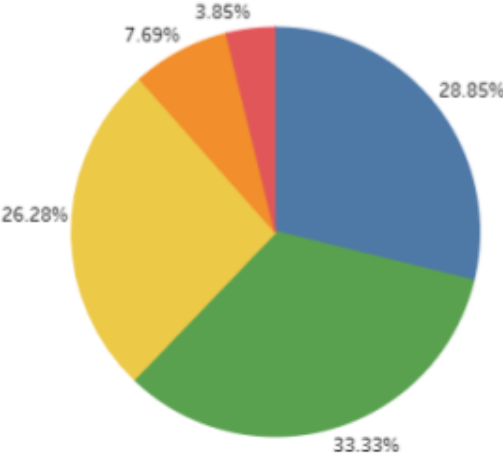
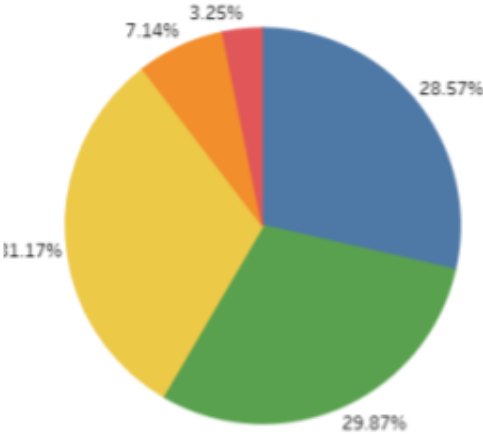
2020-2021

NWEA Math Fall
TestPercentile

2019-2020

NWEA Math Fall
TestPercentile

Grade 6 math performance is trending similar to when students were in grade 5. The goal is to reduce the percentage of students (31%) in the yellow bands.



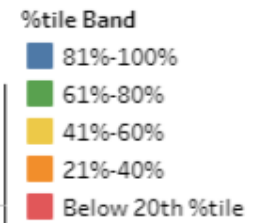
WMS Reading Grade 7

2020-2021

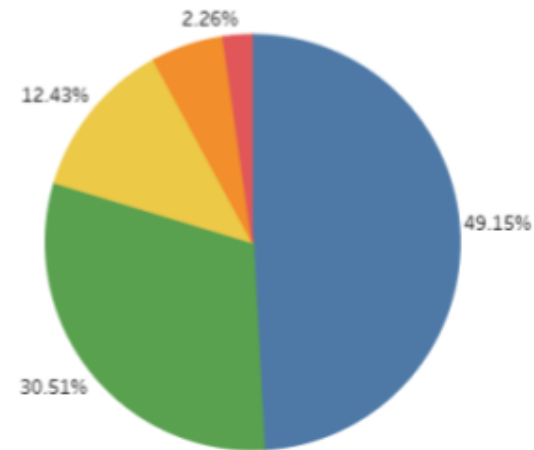
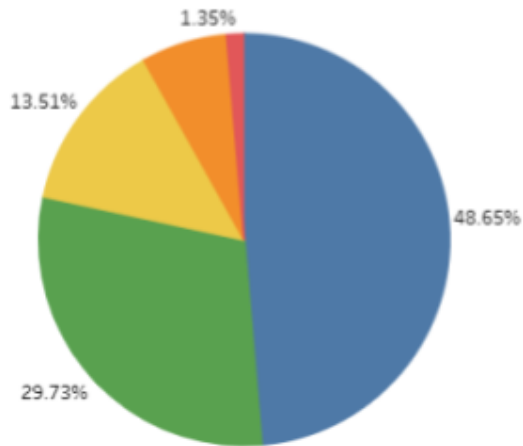
NWEA Reading Fall
TestPercentile

2019-2020

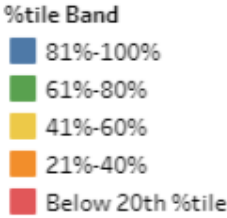
NWEA Reading Fall
TestPercentile



Grade 7 reading performance is a very positive result with performance trending similar to when the cohort was in grade 6.



WMS Math Grade 7



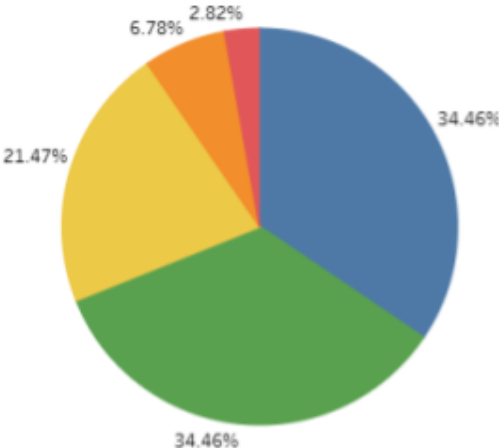
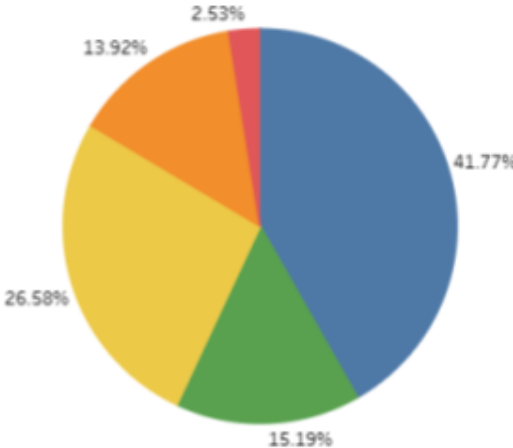
2020-2021

2019-2020

NWEA Math Fall
TestPercentile

NWEA Math Fall
TestPercentile

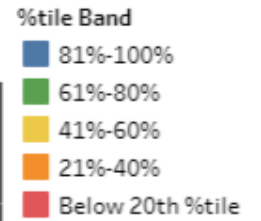
The percentage of students in the blue band increased while the percentage of students in the green band decreased. The combined percentage in the yellow and orange bands increased by 13%.



WMS Reading Grade 8

2020-2021

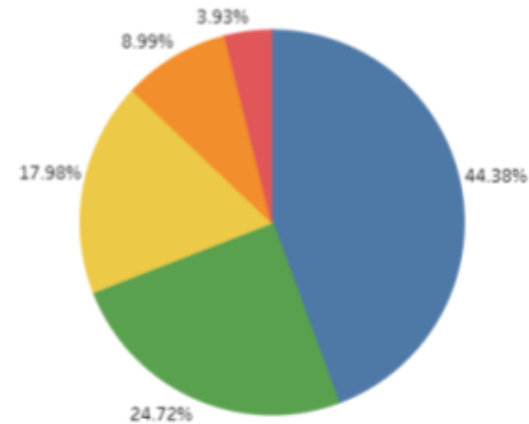
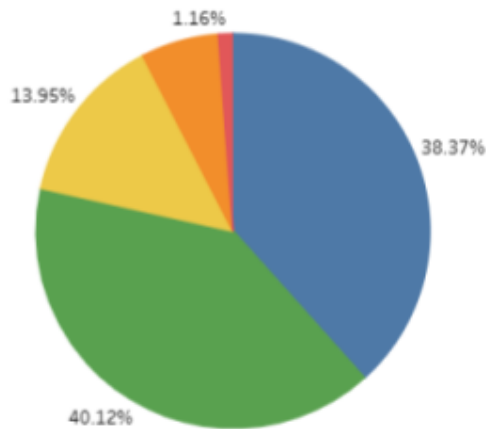
2019-2020



NWEA Reading Fall
TestPercentile

NWEA Reading Fall
TestPercentile

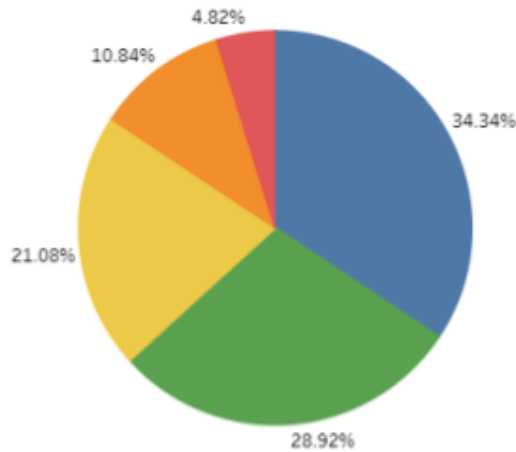
The grade 8 reading result is very positive. The combined percentage of students in the 81-100%tile (blue) and 61-80%tile (green) increased by 9%.



WMS Math Grade 8

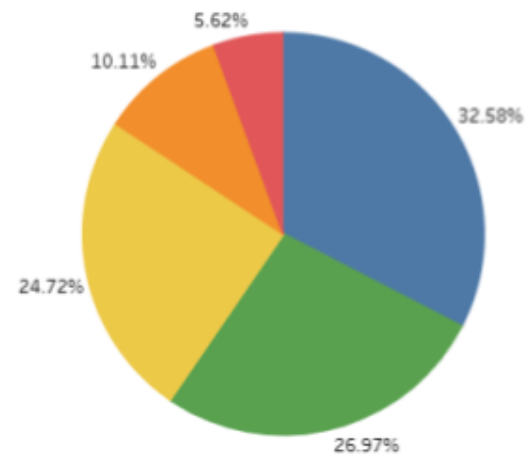
2020-2021

NWEA Math Fall
TestPercentile



2019-2020

NWEA Math Fall
TestPercentile



%tile Band

- 81%-100%
- 61%-80%
- 41%-60%
- 21%-40%
- Below 20th %tile

The grade 8 math results for this cohort are encouraging. Grade 8 math performance is trending similar to when students were in grade 7.

Key Next Steps

1. **Goal Setting:** Establish district, school and teacher goals on assisting all students in meeting their growth targets in reading and math. While the administration will use multiple measures to assess performance, both quantitative and qualitative, the NWEA assessment will be a critical tool in grades K-9.
2. **Personnel:** Increase reading and math intervention personnel through the ESSER II grant funding.
3. **Resources:** Accelerate the procurement of the remaining Math in Focus resources listed in the 3-year purchase plan to have them in place for all grades K-8 by the fall.
4. **Professional Learning:** Provide K-12 teachers ongoing training on how to differentiate for math instruction, employ the new Math in Focus resources and effectively deliver SRBI services. Resume literacy training for all K-5 teachers through a renewed partnership with Teachers College.
5. **Curriculum Development:** Some modifications will need to be made to the curriculum in order to ensure smooth vertical articulation and fill in any gaps from the previous course.
6. **Summer Academy:** Provide an in-person opportunity for any student entering grades 1-8 to attend summer reading and math classes to avoid the summer slide.
7. **Feedback/Evaluation:** Schedule an upcoming external evaluation of our math intervention efforts through the Tri-State Consortium. The external evaluation will take place from March 30 through April 1, 2022. There is a Tri-State follow up visit for Writing scheduled for October 2021 as well..

Accomplishments, Curricular Impact & Next Steps

Mathematics, Grades K-5

Accomplishments

- Curriculum content was adjusted according to the direction of the State in their *Connecticut Priority Standards* document as to what to compact, eliminate, and emphasize. Adjustments were also informed by the content impacted by distance learning in the spring of 2020.
- Instructional practices were adjusted to involve as much manipulative use as possible under the limiting but necessary safety protocols.
- Teachers expended incredible effort in learning new technology and adapting to changing schooling scenarios in order to maximize math learning.
- We were able to keep our Math Olympiad teams (Grades 4 and 5) strong by utilizing Zoom meetings after school.
- Our fifth grade math teachers became the first to gain familiarity with the new edition of *Math in Focus* and benefited from all the technological upgrades.

Curricular Impact

- Some content was reduced or eliminated according to State guidelines. It should be noted that some of the impact we may see in our SBA results will be due to the State's recommendation of the elimination/reduction of some topics, but their inability to remove them from the assessment.
- There was a reduction in use of manipulatives, proximity between teacher and learner, partner and group work, and small group instruction.
- Several classes had extended time with long term substitutes due to leaves of absences.

Next Steps

- Plan curriculum supports for the areas eliminated and reduced this year to incorporate in the subsequent grade.

- Examine end-of-year and fall data extensively in order to inform curricular decisions. Work with teachers to fully understand their class data and differentiate appropriately.
- Provide professional development to strengthen instructional strategies, give needed support with updated materials, and assist teachers with individual goals according to the district and school-based math goals.

Mathematics, Grades 6-12

Accomplishments

- Teachers utilized technology in a way that engaged students throughout different schooling scenarios. They used applications such as Desmos and PearDeck for formative assessment, as well as Jamboard, Quizlet and Zoom Breakout rooms to foster collaboration.
- Teachers adapted hands-on investigation activities for remote and hybrid learning using applications such as Desmos, Geogebra, and Google Slides allowing students to actively discover concepts.
- Teachers used a flipped classroom model in many courses and units to help maximize student learning and problem-solving during in-person time. The flipped classroom model also aided in a more seamless transition between schooling scenarios.
- Teachers have effectively utilized Canvas and Google Classroom as organization and communication tools.
- Teachers used Zoom Breakout rooms to provide differentiated instruction to students in the remote and hybrid environments.
- Teachers used a variety of assessment strategies and tools to ensure students had multiple opportunities to demonstrate understanding and growth.
- Some math teachers transformed entire units into “playlists” - digital, interactive lessons that allow students to work through the modules at their own pace while having access to teacher assistance and support as often as necessary to ensure their understanding.
- WHS teachers revised and designed assured experiences for each of the core math courses - Algebra 1, Geometry, Algebra 2.

- The math interventionist at WMS implemented a SRBI program for the first time at the middle school level. She held regular data team meetings with each grade level to review and recommend support for students.
- WHS piloted a Math Lab, offering both push-in and pull-out support for struggling groups of students, as well as opportunities for students to make individual appointments for extra support.

Curricular Impact

- The increased use of flipped classroom models helped to maximize in-person time. This has good implications for the future, as continued use of this model could create opportunities for more investigative learning and collaborative problem solving during classroom time.
- A wider range of types of assessments were implemented, which also has positive implications for the future as we look to vary assessment practices.
- Curriculum was modified and compacted at all levels to accommodate shortened class periods and various schooling scenarios. Decisions on modifications were made based on guidelines from the State, while ensuring that students would have the necessary concepts and skills to proceed to the next level.
- Some adjustments to curriculum will be necessary at the start of the 2021-22 school year to ensure smooth vertical articulation and fill in any gaps from the previous course.
- Assessments were shorter and covered less material, sometimes allowing students to use notes to avoid inequities between in-person and at-home learners. This raises concerns as students move on to college and take courses with midterms and larger assessments.
- There was a reduction in enrichment and differentiated opportunities for students, with teachers' attention divided between in-person and at-home learners.
- There was a reduction in collaborative, hands-on investigative activities.
- There was a reduction in opportunities to provide rich, collaborative, problem-solving activities.
- Some concepts were not covered in as much depth as in a typical school year.

Next Steps

- Continue to implement interactive digital resources, flipped classroom approaches, and other instructional tools that help to effectively and efficiently meet the needs of the various learners in the classroom.
- Discuss vertical articulation to ensure a smooth transition for all students from course-to-course.

- Continue to refine our SRBI process at the middle school and implement an effective intervention program at both the middle and high schools.

Science, Grades K-5

Accomplishments

- Science units were adjusted to allow students to experience science learning despite constraints of time and Covid-19 safety protocols.
- Units that were not possible to teach as written with adjustments were completely re-written to address standards in alternate ways.
- Teachers expended incredible effort in learning new technology and adapting to changing schooling scenarios in order to maximize science learning.
- Where possible and appropriate, individual material sets were assembled to allow as many hands-on activities as possible due to the extraordinary effort and creativity of our K-5 science paraprofessional.
- The virtual modeling tools and simulations in Amplify Science played a crucial role in student learning.
- Third grade was able to teach their final new unit of our NGSS adoption.

Curricular Impact

- Significantly less content was presented due to maximizing already reduced learning time for reading and math.
- Use of certain hands-on materials and group work was limited.
- Fourth grade will have one final unit that will be new to them next year. This last unit from the NGSS adoption could not be adjusted as written.

Next Steps

- Provide teachers with the professional development and support to return to the full depth and pacing of their NGSS units.
- Provide fourth grade teachers professional development and support for their final new unit next spring.

Science, Grades 6-12

Accomplishments

- Science teachers enhanced their curriculum with a variety of interactive digital resources such as Gizmos, Amplify Science, Labster Virtual Experiments, Pivot Interactives, High Adventure Science, and AP Central to encourage high levels of student engagement during various learning models.
- Many teachers embraced a flipped classroom approach to their curriculum by converting units into digital online lessons that allowed students to work through the modules at their own pace, while accessing teacher assistance and support during class time to ensure their understanding.
- Classroom assured experiences were modified as needed based on the varying learning models, while still maintaining continuity of skills and essential objectives.
 - During remote learning, lab experiments were pre-recorded to allow students to visualize the procedures prior to analyzing data and constructing explanations.
 - During in-person learning, experiments were revised to allow students to work independently with materials and instruments to emphasize safety and efficiency.
- Teachers utilized a variety of tools and methods to encourage collaboration and engagement in their courses, such as Zoom breakout rooms, PearDeck, Jamboard, Kami, and others.
- Teachers employed a variety of formative and summative assessment strategies to provide multiple opportunities for students to demonstrate understanding and growth, such as Canvas Quizzes, Visual Classrooms, Google Quizzes, whiteboarding, and Zoom polls.

Curricular Impact

- This year has led to a greater reliance on flipping the classroom in several courses, which if continued in the future may lead to more class time to pursue activities that build student science skills (such as inquiry explorations and engineering design activities).
- Most content was covered in the various science courses, though not necessarily at the same depth or level of inquiry.
- Inquiry activities and problem-solving projects were removed or modified in several classes because of reduced class time.

- Students have had limited opportunities to develop their own research skills, design and carry out their own lab investigations, work with equipment and models, and engage in other hands-on activities.
- Assessments were often shorter, covered less material, and provided the opportunity for students to use their notes and resources (due to the inability to adequately proctor remote students). In addition, midterm and final exams were eliminated. This raises concerns about the readiness of students to take longer and more rigorous exams in the future.

Next Steps

- Embed time at the start of each course next year discussing and reinforcing strategies for success, including clarifying class expectations and strategies for studying, note-taking, and time management.
- Proper laboratory and research skills will need to be reviewed and reinforced in future years, as hands-on activities and the use of instruments and materials was drastically reduced this year.
- Continue to implement interactive digital resources, flipped classroom approaches, and other instructional tools that help to effectively and efficiently meet the needs of the various learners in the classroom.

Language Arts, Grades K-5

Accomplishments

- All curricular units and standards were taught to some depth across the school year.
- Strong focus on rebuilding student reading and writing volume and stamina are yielding student performance and assessment data that is similar to previous years.
- Many students who started the school year having lost ground from March 2020 were meeting or exceeding grade level benchmarks by March 2021.
- An extraordinary amount of time and effort on the part of teachers was put into rapidly modifying and delivering adjusted curriculum, instruction, and assessment through the use of new technology and ever changing schooling scenarios.

Curricular Impact

- Curricular units were compacted and streamlined in order to adjust to beginning of year learning models as well as fluctuations in learning scenarios throughout the year (full remote, hybrid half-day, hybrid full-day). As a result, all

standards were taught, but not to the same depth as in a typical school year.

- Elimination of student Turn and Talk during hybrid and remote learning models was necessary but impacted student discussion and collaboration.
- Differentiated small group instruction needed to be modified due to social distancing requirements and changing schooling scenarios.
- In-person assessments required extra time during hybrid or remote learning scenarios.

Next Steps

- Return to a fully robust curriculum taught to depth across the entire school year.
- Recalibrate teaching practices that ensure ongoing, data-based, differentiated small group instruction.
- Establish learning targets for every student to ensure effective reading and writing progress across the school year.
- Rebuild student reading volume and stamina, as well as writing volume and stamina when using pencil and paper.
- Return to Turn and Talk to broaden students' communication skills and foster deeper comprehension.
- Continue to incorporate digital reading and writing instruction within curricular units where appropriate in grades 4-5.
- Determine and mitigate impact of fully remote, withdrawn, and/or homeschool instruction when returning to school in the fall.

English, Grades 6-12

Accomplishments

- Teachers refined or created units to incorporate more diverse perspectives and lenses into the curriculum throughout this school year. English teachers across the grade levels are committed to enriching our curriculum.
- Teachers have become more adept at incorporating technology tools into their classrooms. Lessons were enhanced while being adapted to a hybrid learning environment.
- Units are revitalized to become more obviously student-centered through using these technological tools and adapted instructional methods.
- Teachers used strategies from spring 2020 and are providing more frequent feedback by assigning shorter writing tasks. This regular feedback promotes continuous growth in our student writers.
- The WMS and WHS Writing Portfolios were both administered this spring. Receiving teachers will use this data to

support student writing goals in the 2021-2022 school year. The highly individualized feedback on each portfolio demonstrates our district's commitment to empowering students to achieve success.

- The Writing Center continues to be an essential resource at WHS. Writing Center teachers meet with students both in-person and virtually during scheduled appointments throughout the school day and during ELH (Extended Learning Hour).

Curricular Impact

- Units include more explicit opportunities for students to develop empathy and social-emotional learning skills (e.g., connecting with characters, particularly those whose experiences may be outside of their own).
- Teachers supplement with shorter texts throughout units, which provides more flexibility while teaching in various schooling scenarios and allows for more varied voices in the curriculum.
- While the various schooling scenarios impacted the pacing of the curriculum, teachers have found ways to focus on the essential skills and to assess progress through diagnostic benchmark assessments. Therefore, there are few instances of adjusted content.
- Regular classroom discussion and collaboration are difficult to sustain when teaching in multiple formats at one time. Teachers found methods to engage students in developing their thinking and communication skills through digital tools. These approaches are differentiated to allow all students to access each other's thinking.

Next Steps

- Revise and develop curriculum through the lenses of skill-building and equity.
- Create more opportunities to center student voice in the classroom through developmentally appropriate lessons and activities.
- Continue to use new or refined instructional methods that came out of pandemic teaching as we differentiate our lessons to meet the needs of all learners.

Social Studies, Grades K-5

Accomplishments

- Social studies units were taught to some degree in all grades when in full-day hybrid and all-in learning models.
- CILS began an audit and review of social studies units and standards through the lens of the DEI framework.

Curricular Impact

- During the early-release hybrid schooling scenario (September - November), social studies units could not be taught. As a result, units needed significant compacting to be taught in the remaining months of the year.
- Community service projects and engaging field trips were necessarily eliminated due to pandemic restrictions.

Next Steps

- Return to a fully robust curriculum taught to depth across the school year.
- As part of the curriculum renewal process, instruction and resources will be updated to incorporate more diversity instruction, especially related to Weston history.
- CES Social Studies Council is modifying their K-5 social studies framework next year. We await the outcomes and recommendations from this important work.

Social Studies, Grades 6-12

Accomplishments

- Teachers utilized technology to maintain student engagement (Jamboard, PearDeck, Padlet, Kami), and to develop valid assessments (Google Classroom, Nearpod, Canvas, AP Classroom) as instructional models changed.
- Teachers enhanced diversity and multiculturalism in curricula through expanded use of primary sources with non-dominant historical perspectives.
- Curricular teams created and delivered new assured experiences, which fostered connections between social studies content and the contemporary world.
- WMS teachers continued to use *Newse/ra* for targeted differentiation based on lexile to promote growth in reading comprehension.

- WMS teachers continued to align assessment and instruction to SBA reading strands.
- WHS ran two sections of Advanced Placement Human Geography as a new offering.
- WHS students in grades 9-11 engaged in the C3 Inquiry Process, and produced research papers that will be used to demonstrate growth in the writing process over the course of three high school years.

Curricular Impact

- Smaller formative assessments were used in order to gauge student progress with more frequency.
- Assessments became less oriented toward summative content knowledge, and more focused on the inquiry process, with the use of performance and project based assessments.
- Greater student choice in content, as well as process, as a result of individualized learning opportunities afforded by technology.
- Students engaged in virtual opportunities in lieu of traditional field trips, such as Smithsonian Museum digital exhibitions, virtual Holocaust Remembrance Day events, and guest speakers on Zoom.
- Small group discussions and teacher conferences were adapted to a socially distanced environment, resulting in the use of collaborative documents, Zoom extension sessions, and electronic feedback.
- Teachers facilitated meaningful discussions with students about salient social and political issues that have become significant throughout 2020-2021, such as race and equity, economic justice, environmentalism, and civil liberties.

Next Steps

- Engage in vertical grade-level planning meetings so that teachers can support each other in identifying areas of strength, and areas for improvement in rising student populations.
- Assess students in core literacy, writing, and inquiry skills early in the 2021-2022 school year in order to adapt instruction to unique student needs.
- Continue to expand the use of diverse primary source materials to bolster student exposure to multiple perspectives.
- Approach curriculum renewal using an equity lens, in order to reduce systemic barriers to educational access.

World Language, Grades K-12

Accomplishments

- Teachers embraced and excelled in the use of technological and digital tools provided by the district in order to ensure high quality teaching and learning in the different schooling scenarios.
- A variety of technological tools and digital resources aided teachers and students in ensuring clarity in daily instructional and learning activities, as well as for increased student engagement and providing immediate feedback to learners.
- The majority of the curriculum was delivered, and in many cases, it was improved and streamlined.
- There was more emphasis on the interpretive skills, reading, listening, and viewing, given the various schooling scenarios.
- Curricular units were revised to reflect improvements in the area of DEI. Teachers have become more adept at identifying and removing implicit biases, and enriching the curriculum through a greater variety of voices.
- Students participated in standardized assessments and national language contests.
- Students benefited from more direct instruction during ELH.

Curricular Impact

- Teachers and students have had more opportunities to learn about and discuss multicultural issues of diversity, equity, and inclusion.
- Daily lessons have run seamlessly in all teaching and learning scenarios thanks to the technological and digital resources and teacher and students' confidence in the use of those resources.
- Digital resources were fundamental in monitoring student engagement and providing immediate feedback during lessons.
- Teachers have become more flexible and creative in redesigning lessons and assessments.
- The various scheduling scenarios during the year impacted the pacing of the curriculum but teachers managed to focus on the essential skills for the course and have remained on target with curriculum delivery.
- It was more challenging for teachers to monitor and provide immediate feedback during speaking activities due to the various learning scenarios, particularly, when students were VDL (Virtual Distance Learners).
- Teachers administered more frequent formative assessments and less summative assessments due to the different teaching and learning scenarios.

- Grades 3-5 were the most impacted due to a one third reduction of instructional time in Spanish at WIS and the various schedule changes. Grade 6 was also very much impacted by the scheduling in cohorts and due to the fact that it already is a grade that receives world language instruction every other day.
- K-2 Spanish was suspended at HES, therefore, those three grades did not receive Spanish instruction this school year and this will have an impact on curriculum and instruction in the following years.

Next Steps

- Provide enrichment opportunities for the summer of 2021 for students to continue improving their language skills.
- Continue to use a variety of technological and digital resources to engage learners and differentiate instruction.
- Revise some curricular units in all languages based on this year's assessment of curriculum delivery and in order to continue the DEI focus.
- Revise Spanish curriculum for grades 1-6 to account for the loss of instructional time in grades K-5.
- Finish writing and revising curriculum in Atlas to complete the renewal cycle.

Visual Arts, Grades K-12

Accomplishments

- For the most part, Visual Art courses were successfully rewritten to accommodate the unique learning set up this year. This was due to exceptional effort on the part of the teachers - in some cases, entire courses were rewritten.
- In some cases (CMD, Advanced CMD, Painting, AP Studio, Studio, Advanced Drawing), the art curriculum was not affected by the changing learning modalities - students completed the same amount of curricular work as in previous years.
- Many art teachers have created a great library of video demonstrations that can be used and added to in future years.

Curricular Impact

- HES: Grade K-2 students were still introduced to the elements of art and given opportunities to express themselves creatively; however, they were limited in their opportunities to learn how to use various art tools and experiment with art materials and techniques. The students were unable to complete as many projects as in previous years.

- WIS: Grade 3-5 students touched on most general art theory concepts that are usually presented but not as deeply as in a non-Covid year. They were limited in materials as students carried their artwork, tools and materials home and back to art class each week. As a result, some areas of the curriculum were not covered.
- WMS:
 - Grade 6 students had one trimester to complete two dimensional and three dimensional artworks. Normally students have three projects however we were only able to complete two of those projects in school.
 - Grade 7 & 8 grade students had two trimesters to complete two dimensional and three dimensional artworks. Normally students have six projects, however we were only able to complete four of those projects.
 - All students have missed fundamental skill building opportunities involving tools, techniques and supplies available in the art studio.
- WHS: With the exception of the courses referenced above, course curricula suffered from the restrictions of Covid. Course content was generally reduced and in some cases had to be diluted or changed completely to accommodate remote learning. There was some trouble getting materials home to VDL students. Some content was lacking in overall quality due to lack of equipment, resources, and in person collaboration. Some students had trouble keeping up with content.

Next Steps

- Discuss and collaborate on ways to get students caught up next year. Crucial content that was missed this year will be included in the next level classes. As this may push out other content, it may take several years before the curriculum is fully covered at all levels.
- Finish rewriting and obtain approval for the Visual Arts curriculum by the end of next year. This will include revisions for the additional course content at WMS and revised courses at WHS. Consider infusing some changes made as Covid-era revisions (such as additional video demonstrations).
- Continue to infuse Visual Arts curriculum with global responsibility, cultural diversity and differentiated content.

Performing Arts, Grades K-12

Accomplishments

- K-12 music content and methods were modified to provide students opportunities for connection to the music program in the remote and hybrid environments while implementing the various changes to the CSDE Addendum 7 and NFHS recommendations for the performing arts.
- Auditioned Music Honors: four Band, five Choir, two Jazz Band and one Orchestra in CT Western Regional High School Festival. One Band, two Choir and one Orchestra student in CT All State High School Festival. Two Choir students in NAFME Eastern Region Honors Ensemble.
- Theatre Arts: WHS Company successfully produced an on-demand streaming of the play *Vintage Hitchcock* in the fall and will be performing a livestream of *Shrek the Musical* this spring. WMS Short Wharf produced a fully digital production of student- created scenes and accompanying music called *Voices from a Middle School Yearbook*.
- Music technology use increased with the expansion of online music teaching platforms K-5 and content-based software and online programs in grade 6-12 ensembles. These programs were vital to maintaining skills and musicianship in remote and hybrid environments.
- Teachers participated in workshops on Social-Emotional Learning and Music Education and many infused lessons on *Self and The Music Within* into their courses and ensembles.

Curricular Impact

- K-5: Students engaged in music within a very limiting classroom environment. Students became familiar with music concepts but couldn't apply rhythm and melodic learning to instruments, sing in tune with proper technique or engage in any gross motor movement activities, song games, or recorder playing. WIS ensemble students began the year on Zoom but many instrumental students had difficulty getting started. The online lesson progress has been much slower and ensemble playing is mostly unison. Choral students began in-person rehearsal in January with social distancing, but are still working on lower level repertoire.
- 6-12: Students who participated in general music and music technology were able to move forward with parts of curriculum that utilize digital tools where access to the music lab is not needed. The pacing of the units was slower and some projects were eliminated. Some 6-12 ensembles were able to play in class but there were various limitations to playing and singing when remote or hybrid. Individual technique and musicianship were addressed but the level of ensemble literature has been severely affected. Remote lessons focused on analyzing music, composing melodies and other projects about music with no ensemble work.

Next Steps

- Pre-assessments will give a baseline for what concepts and skills will be retaught. We anticipate a heavy review of rhythmic writing, decoding and melodic notation. Proper vocal production and technique will be a main area of focus in general music with hopes of application to recorder in grades 3-5. Instrumental music will begin with the basics of tone production and beginning reading.
- In the upper level ensembles, we will begin with ensemble techniques, proper playing and singing and ensemble retention. We will continue to monitor requirements for indoor playing and singing and may need to reduce ensemble class sizes for fall.

Health and Physical Education, Grades K-12

Accomplishments

- Successfully modified units to meet the needs and demands of full in-person, hybrid, and full remote learning environments. Created new learning experiences and assessments to successfully address as much curricular content and skills as possible given the restraints present due to the pandemic.
- Grade 10 Health successfully incorporated the second half of the DBT Steps-A Program into the existing curriculum.
- Middle School Health assessments yielded growth, and often exceeded, progress from previous years.
- Successfully expanded use of technology across the entire K-12 Health and PE department. All teachers have a richer skill set and have diversified lessons, activities, and assessments to meet the needs of all learners.
- PE teachers K-12 incorporated the use of fitness logs/calendars/activities to promote fitness outside of school. A heavy emphasis was placed upon the fitness and emotional health connection at all levels.

Curricular Impact

- Reduced time for K-5 Health made it extremely difficult to address curricular content as designed. Many assessments needed to be removed or significantly changed.
- Hands-on activities were not possible in most cases.
- Collaborative projects and experiences needed to be eliminated or modified. The collaboration that did occur happened mostly with shared documents, slideshows, or with other online tools.

- Sensitive discussions (e.g., sexuality, puberty, and abuse) were very difficult to have in full in-person, hybrid, and full remote learning environments.
- Due to Covid restrictions, there was a shift to socially distant individual activities in PE K-12, and some team sports and group activities were not possible to cover due to those restrictions.
- Less cardiovascular, and more perceptual/fine and gross motor activities incorporated. Concerned about the impact on this year's Connecticut Physical Fitness Test.

Next Steps

- Teachers will communicate with colleagues (up and down levels) to discuss student progress levels at the end of the school year as well as to communicate helpful suggestions for next school year. Professional development at the start of next school year will focus on curricular adjustments that will need to occur to address any deficits.
- Next year's planning will include keeping pandemic related changes made this year that will continue to benefit students.
- Special attention will be placed upon pre-assessments that will be administered districtwide to uncover curricular area strengths and weaknesses.
- Ensure the return of hands-on and collaborative activities in both Health and PE K-12.
- Continue to use technology and maintain at-home fitness and skill expectations.
- Use Connecticut Physical Fitness Test scores to inform planning for PE units in grades 4-10.

Technology Education, Grades 6-12

Accomplishments

- Project Lead the Way curricular resources were modified for remote learning to allow the opportunity for students to engage in the content and skills of engineering and design in a virtual manner, such as through the use of VEX Virtual Worlds to teach robotics and both Tinkercad and OnShape to teach design and modelling.
- Supplies and manipulatives were made available to students learning remotely when necessary to help them stay engaged in hands-on projects and support their learning and skill-development.
- Students in all technology education classes have shown growth and competency in the engineering design process, 3D modelling skills, and maintaining effective science engineering notebooks.

- Hands-on projects were safely implemented that allowed the students to work individually while still engaging collaboratively for peer feedback and ideas. Projects were differentiated for student choice. These included the 3D design and modeling of creative charms, the milling of keepsake boxes, the building of bridge trusses, the engineering and building of gear toys, and the compilation of a residential design project portfolio.
- The cardboard boat regatta project was reinstated in a safe and collaborative manner for both seventh and eighth graders to allow all students to experience this highly-engaging, cumulative engineering design project.
- Sixth graders demonstrated much growth in computer programming knowledge and competency with online tools and resources due to the additional computer use requirements associated with remote learning.

Curricular Impact

- The full scope of the curriculum was not covered in some courses, while the depth of content and/or skill-development has been sacrificed in other courses.
- Although some hands-on activities were incorporated into the courses, much of the interactive lessons were taught virtually and therefore the depth of understanding gained through physically designing, manipulating and operating the various components and instruments has likely been impacted.

Next Steps

- Additional time for hands-on experience with proper use of manipulates and instruments in future courses, such as the robotics equipment and the various components in the woodshop.
- Teachers may need to provide additional time and support for students to be adept at utilizing certain software programs associated with PLTW (Project Lead the Way) curriculum.
- Engage in vertical curricular planning meetings so that teachers are best prepared to identify and address areas of strength and areas for improvement in rising student populations.

Project Challenge, Grades 3-8

Accomplishments

- Throughout the year, teachers collaborated during professional learning days to continuously reflect on and refine our progress across both WIS & WMS.
- Planned for and implemented a new simulation for the 2021-2022 school year.
- Teachers continued the work on curriculum mapping grades 3-8, determining where specific skills will be introduced and mastered.
- Within this mapping work teachers also continued to discuss a focus on Thinking Skills goals for each grade level in order to help build capacity for independent learning, shifting away from prescribed thematic units in grades 3-5, instead using the collective interests of the class to guide unit content. The implications being that learning in Project Challenge would more closely represent how we learn in the “real world.”

Next Steps

- Review the scheduling of Project Challenge classes at WIS.
- Discuss feasibility of implementing a dedicated and robust schoolwide enrichment program.
- Review the Project Challenge identification process. Previously, there were discussions around a plan to pilot the Torrance assessment as one of our identification tools in addition to other ways to refine our identification process. However, no concrete conclusions were reached. The Project Challenge committee will resume this discussion.

Special Education and Pupil Services, Grades PK-12

Goals and Accomplishments

- Completed all evaluations and Planning and Placement Team (PPT) meetings for the period of school closure during Fall 2020.
- Developed and updated Learning Model IEP Implementation Plans for all special education students in the district (more than 250 plans total) to align to building schedules within each of the schooling scenarios.
 - Created a central organizational system for the plans in each building to ensure access for related service providers and administrators.

- Offered in-person learning opportunities for full days throughout the school year for all high needs students.
 - Provided opportunities for all elementary special education students to begin to attend school for full days in November 2020.
 - Provided opportunities for middle school and high school students to attend for full days daily based on individualized learning needs.
- Provided professional development to the middle school and high school teams to strengthen the post-secondary transition process.
- As of April 30, 2021, the district will have conducted 585 PPTs during the 2020-2021 school year.
- Conducted monthly department meetings to review best practices, along with regular meetings for PPS leadership, special education team leaders and school psychologists.
- Continued districtwide capacity building in Physical Management Training (PMT) strategies by training 10 new staff and recertifying 26 staff from the prior year.
- Presented a districtwide Dialectical Behavior Therapy (DBT) workshop to families in Spring 2021 to share strategies to support students during the pandemic and return to school.
 - Applied DBT skills in IEP goal development, small group and individual counseling sessions.
- Provided ongoing medical support to our schools through our school nurses and nursing supervisor, and provided mental health support to our students through the work of our counselors, school psychologists and social workers during the pandemic.
- Developed a new filing system for IEPs and special education documentation that will be implemented preschool through post secondary.
- Proposed and planned an in-house program for students who present with complex social, emotional and behavioral needs at Weston High School called Alternative Pathways.
- Developed a process to ensure that program books and data collection systems are consistent across buildings for high needs students.
- Offered professional development for elementary school paraeducators using Autism Focused Intervention Resources and Modules (AFIRM).
- Restructured and strengthened the transition process for special education students transitioning within the district (HES to WIS, WIS to WMS, WMS to WHS).

Next Steps

- Implement a comprehensive, in-person Extended School Year program.
- Formally launch Alternative Pathways at Weston High School during the 2021-2022 school year.
- Provide enhanced mental health supports to students throughout the district in response to the pandemic.
- Prepare the district for the rollout of the new IEP system effective July 2022.
- Strengthen implementation of transition and post-secondary services.
- Fully integrate the new special education filing system Preschool-12.
- Deliver targeted professional development opportunities to paraeducators using The COMPASS online modules.
- Systematically train staff to support the implementation of PMT strategies and techniques.
- Further embed the work of DBT in counseling supports and services and the health curriculum.
- Reintroduce regular Special Education Roundtable discussions with families.
- Develop processes and procedures to ensure consistent practices in special education and 504 districtwide.

APPENDIX

Curriculum Renewal Cycle 2018- 2025

Year	Art	Music	English 6-12	Reading K-5	Writing K-5	Social Studies K-5	Social Studies 6-12	Science	Technology	Phys Ed	Health	World Lang	K-12 Math	Project Challenge	Counseling
2018-19			YEAR 1	YEAR 2	YEAR 4	YEAR 3		YEAR 3			YEAR 1	YEAR 3			
2019-20	YEAR 1	YEAR 2	YEAR 2	YEAR 3	YEAR 5	YEAR 4		YEAR 4		YEAR 1	YEAR 2	YEAR 4			
2020-21 PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	YEAR 3	YEAR 5	PAUSE	PAUSE	PAUSE
2021-22	YEAR 2	YEAR 1	YEAR 3	YEAR 4	YEAR 1	YEAR 5	YEAR 1	YEAR 5	YEAR 1	YEARS 2 & 3	YEAR 4		YEAR 1		YEAR 1
2022-23	YEAR 3	YEAR 2	YEAR 4	YEAR 5	YEAR 2	YEAR 1	YEAR 2	YEAR 1	YEAR 2	YEAR 4	YEAR 5		YEAR 2	YEAR 1	YEAR 2
2023-24	YEAR 4	YEAR 3	YEAR 5	YEAR 1	YEAR 3	YEAR 2	YEAR 3	YEAR 2	YEAR 3	YEAR 5			YEAR 3	YEAR 2	YEAR 3
2024-25	YEAR 5	YEAR 4	YEAR 1	YEAR 2	YEAR 4	YEAR 3	YEAR 4	YEAR 3	YEAR 4				YEAR 4	YEAR 3	YEAR 4

<p>Year 1 Research Year 2 Development Year 3 Implementation Year 4 Monitoring Year 5 Evaluation</p>

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Annual Instructional Update

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

For Board review and discussion: Implications and Strategies for Addressing Trends in Performance for 2021-22 draft document as presented to the Curriculum Committee at the May meeting.

DRAFT

Weston Public Schools Annual Instructional Update May 12, 2021

Implications and strategies for addressing trends in performance in preparation for the 2021-22 school year.

Curriculum Implementation

1. Implement the full K-12 curriculum for all subjects for the 2021-22 school year.
2. Identify, by subject area, any learning standards, content or skills that were not taught in 2020-21 that are necessary for future learning.
3. Return to a normal schedule of classes and restore the full number of minutes allocated to each subject area.
4. Offer summer learning opportunity (WPS Summer Academy) and continue to provide families with suggestions for summer reading and math practice.

Use of data to inform instruction

5. Review all relevant data in grade level team meetings, department meetings and data team meetings.
6. Identify students requiring extra support based on our universal screening data from the spring and the fall (SRBI).
7. Use data for the purposes of differentiation at the classroom level to respond to individual student needs.
8. Add additional intervention teacher support for small group and individual students identified for targeted instruction (ESSER II grant).

Professional learning

9. Resume professional learning plans that were paused this year due to the pandemic (e.g. literacy, differentiation).
10. Initiate new professional learning initiatives (e.g. math)
11. Outline the district/departmental professional learning plan.
12. The annual goal setting will be based on student performance data and aligned with a professional learning plan.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Discussion and Vote on Proposed 2021-22 Board of Education Meeting Dates

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Proposed 2021-22 Board of Education Meeting Dates for Board discussion and vote.



**WESTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT**

2021-2022 BOARD MEETING SCHEDULE

<u>MONTH</u>	<u>DATE</u>
July	26
August	30
September	20
October	18
November	15
December	6 (Semi Annual Recognition)
December	20
January	18
February	14
March	14
April	18
May	16
June	6 (Semi Annual Recognition)
June	20

NOTE: All meetings are held at 7:00 p.m. in the Weston Middle School Library Learning Commons, unless otherwise noted and announced. Dates are subject to change. Executive Sessions are scheduled as needed ahead of a regular Board of Education meeting. Final meeting dates will be posted at Town Hall at least 24 hours in advance of the meeting. Meeting dates and agendas are also posted at the Weston Board of Education building and on the district website: www.westonps.org.

Draft 5-6-21

Approved by the Board of Education on XX-XX-21

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/17/21

Information Only

Action Requested

Agenda Item Subject: Approval of the April 2021 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the tenth FY21 (April 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>



May 14, 2021

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY 20-21 Financial Report as of April 30, 2021

Below is a summary report of the FY 21 Budget through April 30, 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	24,089,256	7,977,601	556,772	32,623,629	458,489	407,981
Benefits (2000's)	9,666,960	7,812,928	1,776,572	317,950	9,907,450	(240,490)	33,641
Professional Services	1,517,445	968,753	354,842	166,687	1,490,282	27,163	(63,838)
Property Services	2,139,034	1,263,316	730,470	130,575	2,124,362	14,672	(41,494)
Other Services (5000s)	5,858,228	4,096,178	1,532,193	24,817	5,653,188	205,040	142,656
Supplies (6000s)	2,691,613	1,910,724	749,406	172,008	2,832,139	(140,526)	(67,329)
Equipment (7000s)	219,008	262,738	20,826	99,408	382,972	(163,964)	(73,369)
Other Objects (8000s)	119,424	91,187	10,392	17,845	119,424	-	-
Revenue (9000s)	(1,132,387)	(778,760)	6,880	(335,560)	(1,107,440)	(24,948)	2,207
Total	\$54,161,443	\$39,716,321	\$13,159,183	\$1,150,503	\$54,026,007	\$135,436	\$340,456

Month over Month Changes:

With two months remaining we have adjusted purchase orders and further reduced anticipated expenditures. These reductions will allow us to mitigate our FY 22 budget as well as make investments in other areas.

While we are confident that the projection to the fiscal year end will hold, there is always the possibility that there could be other unanticipated expenditures.

Salaries – \$50,508:

- Reduced anticipated expenditures- (Subs, bus aides, etc.) -\$69,912
- FML savings – \$26,133
- Other coverage and duties – **(\$23,901)**
- Contractual compensated absence payout- **(\$21,636)**. It should be noted that the total anticipated payout is **(\$46,521)**

Benefits – (\$274,131)

- Health Insurance and Premium cost share -\$43,782. Lower enrollment compared to budget.
- ERIP early payment – **(\$145,507)**
- New ERIP 1st payment – **(\$130,080)**.
- Unemployment compensation – **(\$15,000)**.
- Pension contribution – **(\$64,125)**. This account was under budgeted.
- Other benefits change - \$36,799

Professional Services - \$91,000

- Reduced anticipated expenditures - \$91,000

Property Services - \$56,166

- Special Projects – **(\$56,540)** – FY 22 capital mitigating plan
- Repairs to fire alarm system – **(\$20,482)**

Other Services – \$62,384

- Out of District Transportation - \$38,179
- In-District Transportation – (\$6,650)- Revised projection
- Extra-Curricular Transportation-\$6,469
- Printing - \$14,386
- Travel & Conference - \$10,000

Materials – (\$73,197)

- Math in Focus renewal – **(\$99,330)** – FY 22 mitigating plan. Prices have increased since the quote was received last year.
- Investment – To align the district, we will also be purchasing new grade 1 & 2 Math in Focus books. The approximate cost is **(\$60,000)**.

- Materials- \$33,216. We are able to cover the unanticipated COVID related tech material purchases from anticipated savings in other areas. We did not make that assumption earlier because it was too early in the fiscal year.
- Software - \$28,967 - We are able to cover the unanticipated COVID related software cost from anticipated savings in the software account.
- Other reductions - \$23,890

Equipment- (\$90,595)

Investment:

- Districtwide music instrument replacement – (\$33,000)
- HS Athletic gym equipment – (\$21,408)
- Facilities equipment – (\$45,000). After trade-in or sale of existing (under-utilized) equipment, the final will be lower by at least \$9,000.
- Other reductions - \$8,813.

Revenue Offset- (\$27,155)

- Reduction in participation fees - (\$9,480)
- Theater receipts – (\$17,675). Because we anticipate that production will not generate as many receipts as originally projected, the projection has been reduced further.

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

5/14/2021

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) \$ -

Budgeted Expenditures

Delta Dental:

Claims	\$ 374,355
Administrative Fees	\$ 22,545
Total Health Plan Costs (B)	<u>\$ 396,900</u>

Net Change (A-B) \$ (396,900)

Fund balance June 30, 2021 (Estimated) \$ 760,606

Delta Dental- Actual Claims

Month	Claims & Fees
July	26,882
August	29,651
September	28,020
October	30,374
November	24,830
December	25,407
January	26,305
February	34,399
March	33,385
April	25,399
Total	<u>\$ 284,653</u>

Actual YTD Spend Rate	71.7%
Theoretical YTD Spend Rate	83.3%
YTD Theoretical variance %	-11.6%
YTD Theoretical variance \$	<u>\$ 46,097</u>

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Apr-21

Period: 10 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
				Salaries & Wages (1000s)								
2,710,109	2,958,120	2,940,692	1110	Administrators	2,832,305	15,933	2,848,238	2,303,223	418,017		2,721,241	126,997
13,752,057	14,000,983	14,458,759	1111	Regular Ed. Teachers	14,375,732		14,375,732	10,084,712	3,984,018		14,068,730	307,002
2,226,605	2,261,144	2,279,850	1112	Special Ed. Teachers	2,364,062		2,364,062	1,688,041	684,699		2,372,739	(8,677)
1,096,676	1,100,515	1,020,707	1113	Guidance	1,061,845		1,061,845	715,516	316,382		1,031,899	29,946
442,412	441,883	472,621	1114	Psychologist	535,766		535,766	358,653	144,483		503,136	32,630
70,541	146,140	193,946	1115	Social Worker	161,848		161,848	121,962	40,421		162,383	(535)
514,611	544,236	517,368	1116	Speech & Hearing	591,674		591,674	420,424	135,959		556,383	35,291
712,850	766,769	758,161	1117	Academic Assistants	1,139,153		1,139,153	742,168	300,136	8,435	1,050,739	88,414
198,176	201,820	205,471	1118	Talented & Gifted	198,569		198,569	159,766	50,521		210,287	(11,718)
386,123	508,457	399,004	1119	Library/Media	412,193		412,193	300,235	111,958		412,193	-
116,665	117,832	59,505	1135	Transition Coordinator	60,457		60,457	34,679	15,413		50,092	10,365
817,750	827,912	824,102	1139	Certified Stipends	878,090		878,090	558,565	50,212	198,810	807,586	70,504
570,587	557,734	584,428	1140	Academic Leader (CIL's)	583,975		583,975	420,440	163,535		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	211,205	66,703		277,908	(143)
-	-	44,359	1145	English Language Learner	45,069		45,069	31,202	13,867		45,069	0
\$ 23,799,635	\$ 24,694,776	\$ 25,031,956		Sub-Total Certified Salaries	\$ 25,521,503	\$ 15,933	\$ 25,537,436	\$ 18,150,789	\$ 6,496,325	\$ 210,245	\$ 24,857,359	680,077
					1.96%			71.1%	25.4%	0.8%	97.3%	2.7%
				Other Certified Salaries								
105,560	78,442	55,905	1131	Homebound Tutor	114,500		114,500	17,002	-	12,018	29,020	85,480
-	-	-	1136	Degree Level Change	63,520		63,520	-	-		-	63,520
242,496	235,636	147,029	1137	Substitute Teacher	296,801		296,801	115,870	-	55,931	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	78,475	39,775	-	118,250	84,925
207,673	108,364	208,344	1144	Long term Substitute	-		-	434,586	171,190	-	605,776	(605,776)
\$ 835,889	\$ 734,345	\$ 733,851		Sub-Total Other Certified Salaries	\$ 840,296	\$ -	\$ 840,296	\$ 878,042	\$ 210,965	\$ 67,949	\$ 1,156,957	\$ (316,661)

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Apr-21

Period: 10 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
				Non-Certified Salaries								
433,451	402,812	406,422	1210	Non-Cert. Supervisors	386,318	1,503	387,821	303,303	69,808		373,111	14,709.60
207,030	165,325	215,220	1211	Nurses	214,994	7,363	222,357	174,931	60,299		235,230	(12,873.00)
276,310	282,664	295,567	1215	Occupational Therapist	300,400	6,193	306,593	225,464	81,129		306,593	0.05
1,418,767	1,385,590	1,267,185	1221	Secretarial	1,207,649	31,124	1,238,773	946,577	215,107	37,246	1,198,930	39,843
1,600,146	1,681,669	1,761,865	1231	Para Educators	1,787,821	63,724	1,851,545	1,423,039	412,771	15,734	1,851,545	-
173,417	185,209	165,721	1234	Bus Aides	200,000		200,000	96,885	-	40,115	137,000	63,000
459,069	523,875	525,426	1235	Technicians	475,183	16,486	491,669	485,786	108,123	8,763	602,673	(111,004)
57,251	58,429	61,021	1237	Vocational Specialist	61,196		61,196	47,056	14,132	-	61,188	7.80
308,175	236,482	239,373	1241	Safety Monitors	246,804		246,804	191,208	55,123	-	246,331	472.80
501,950	483,773	476,898	1251	Custodians	495,354	5,975	501,329	391,632	106,982	-	498,614	2,715
505,234	538,862	455,850	1261	Maintenance Mechanics & Grounds	528,562		528,562	383,919	109,123	-	493,041	35,521
233,526	231,798	241,248	1269/80	Non Certified Stipends	269,493		269,493	170,692	37,713	61,088	269,493	-
\$ 6,174,327	\$ 6,176,488	\$ 6,111,794		Sub-Total Non-Certified Salaries	\$ 6,173,774	\$ 132,368	\$ 6,306,142	\$ 4,840,492	\$ 1,270,311	\$ 162,947	\$ 6,273,750	\$ 32,392
								76.8%	20.1%	2.6%	99.5%	0.5%
				Other Non-Certified Salaries								
53,161	77,702	50,209	1213/1223/ 1233	Non-Certified Substitutes	42,500		42,500	17,585	-	17,304	34,889	7,611
199,304	217,202	163,643	1212/22/38 /42/52/62	Overtime	203,700		203,700	98,602	-	90,098	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	\$ 219,932	\$ -	\$ 115,631	\$ 335,563	62,681
								55.2%	0.0%	29.0%	84.3%	15.7%
\$ 31,361,252	\$ 32,286,495	\$ 32,247,621		TOTAL SALARIES	\$ 33,082,118	\$ -	\$ 33,082,118	\$ 24,089,256	\$ 7,977,601	\$ 556,772	\$ 32,623,629	\$ 458,489
					2.59%			72.8%	24.1%	1.7%	98.6%	1.4%

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Apr-21

Period: 10 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	6,922,411	1,438,548	-	8,360,960	66,723
-	(1,302,538)	(1,361,419)	2022	Premium Cost Share	(1,456,511)		(1,456,511)	(1,167,570)	-	(266,000)	(1,433,570)	(22,941)
531,929	575,004	552,072	2001	Social Security	568,052		568,052	424,121	-	146,474	570,596	(2,544)
437,603	465,995	460,986	2002	Medicare	475,994		475,994	341,919	-	124,246	466,165	9,829
185,677	248,136	205,411	2003	Workers Compensation	210,420		210,420	175,279	-	-	175,279	35,141
10,934	7,395	60,043	2004	Unemployment Compensation	49,066		49,066	45,951	18,115	-	64,066	(15,000)
167,347	247,561	315,665	2005	Early Retirement Incentive	193,508		193,508	192,995	275,587	-	468,582	(275,074)
897,648	922,605	1,088,303	2007	Pension Contributions	1,006,596		1,006,596	824,961	30,030	215,730	1,070,721	(64,125)
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	48,118	11,534		59,652	-
18,551	4,607	6,290	2012	Disability Insurance	7,500		7,500	4,743	2,757		7,500	-
81,600	-	24,556	2014	Sick Bank	45,000		45,000	-	-	22,500	22,500	22,500
\$9,254,905	8,776,857	\$9,259,470		TOTAL BENEFITS	\$9,666,960	\$0	\$9,666,960	\$7,812,928	\$1,776,572	\$317,950	\$9,907,450	(\$240,490)
					4.40%			80.8%	18.4%	3.3%	102.5%	
				Professional & Technical Services (3000s)								
352,315	271,992	195,184	3210	Contracted Services Educational	335,700		335,700	147,256	45,341	48,103	240,700	95,000
148,499	141,932	265,218	3220/3221	Consulting Services	276,130		276,130	108,698	33,990	27,502	170,189	105,941
97,163	92,231	80,956	3235	Testing	97,450		97,450	38,413	29,195	29,842	97,450	-
169,507	183,616	217,617	3239	Other Pupil Services	182,085		182,085	161,669	23,299	-	184,968	(2,883)
17,421	75,010	72,230	3303	Management Services	66,205		66,205	124,935	45,579	-	170,514	(104,309)
2,965	4,615	2,335	3304	License Fees-Facilities	3,500		3,500	1,135	1,440	-	2,575	925
73,720	95,587	186,270	3306	Legal Fees- Districtwide	130,000		130,000	110,360	44,140	-	154,500	(24,500)
94,710	197,578	237,145		Legal Fees-SPED	150,000		150,000	159,761	61,039	-	220,800	(70,800)
58,414	88,934	68,638	3308	Police/Fire	104,230		104,230	37,953	58,488	-	96,441	7,789
98,758	169,754	148,442	3309	Professional Technical Services	120,228		120,228	56,657	12,331	51,241	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	\$ 968,753	\$ 354,842	\$ 166,687	\$ 1,490,282	\$ 27,163
								63.8%	23.4%	11.0%	98.2%	

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Apr-21

Period: 10 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	597,302	264,643	-	861,945	(55,230)
48,424	49,293	40,741	4202	Rubbish Removal	57,771		57,771	30,627	18,766	-	49,393	8,378
136,937	106,598	95,688	4302	Equipment Repairs	152,922		152,922	31,063	29,411	7,094	67,568	85,354
477,495	386,336	260,100	4400	Equipment Rental	135,325		135,325	102,833	59,102	-	161,935	(26,610)
4,156	4,277	4,397	4401	Rental of Facilities	4,675		4,675	4,212	260	-	4,472	203
183,339	210,868	198,222	4500	Repair Allowance	213,000		213,000	12,023	71,549	12,016	95,588	117,412
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	45,216	20,995	-	66,211	(39,211)
127,771	89,579	93,262	4518	Sewer System Plant Maintenance	96,889		96,889	80,741	16,148	-	96,889	-
50,729	50,316	120,757	4520	Service Contracts	142,688		142,688	98,746	35,842	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	103,245	33,148	42,877	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	-		-	-	56,540	-	56,540	(56,540)
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	7,650	1,800	-	9,450	3,050
270	1,178	1,081	4605	Signage	2,500		2,500	1,252	18	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	77,746	3,805	-	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	\$ 1,263,316	\$ 730,470	\$ 130,575	\$ 2,124,362	\$ 14,672
								59.1%	34.1%	6.1%	99.3%	

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Apr-21

Period: 10 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
				Other Services (5000s)								
1,259,414	1,305,393	1,252,415	5100	Regular Transportation	1,521,003		1,521,003	1,480,121	32,532	-	1,512,653	8,350
99,873	85,138	685,161	5101	SPED Transportation	761,568		761,568	374,956	239,523	-	614,479	147,089
86,523	90,340	61,557	5104	Athletic Transportation	95,587		95,587	35,213	50,987	-	86,200	9,387
8,322	11,237	6,816	5105	Extra-Curricular Transportation	12,938		12,938	-	-	-	-	12,938
108,543	93,719	70,605	5200	General Liability Insurance	93,508		93,508	89,784	-	-	89,784	3,724
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	68,734	21,774	847	91,355	-
28,367	28,676	32,786	5400	Postage	33,137		33,137	24,085	9,216	-	33,301	(164)
2,365	4,099	5,964	5500	Advertising	6,000		6,000	2,886	150	2,964	6,000	-
15,602	14,991	16,281	5501	Printing	29,545		29,545	9,459	2,700	3,000	15,159	14,386
3,074,632	2,784,992	2,386,297	5600	Tuition - Out of District	2,726,060		2,726,060	1,615,080	1,142,176	-	2,757,257	(31,197)
275,000	280,500	286,110	5605	Tuition - ESS Contract	293,000		293,000	257,499	28,611	-	286,110	6,890
34,747	41,687	44,827	5800,5802-5880	Travel & Conference	47,919		47,919	16,451	3,688	7,780	27,919	20,000
26,429	12,868	8,258	5801	Mileage Reimbursement	11,365		11,365	5,106	-	6,259	11,365	-
25,175	15,172	2,528	5900	Other Purchased Services	7,421		7,421	2,618	836	3,967	7,421	-
\$ 5,343,467	5,017,416	\$ 5,064,662		TOAL OTHER SERVICES	\$ 5,858,228	\$ -	\$ 5,858,228	\$ 4,096,178	\$ 1,532,193	\$ 24,817	\$ 5,653,188	\$ 205,040
								69.9%	26.2%	0.4%	96.5%	
				Supplies & Materials (6000's)								
389,792	490,336	449,521	6110	Materials	479,278		479,278	285,168	133,061	61,050	479,278	-
29,378	26,770	21,452	6120	Office Materials	35,326		35,326	11,958	7,932	5,436	25,326	10,000
145,563	183,156	143,209	6130	Maintenance Materials	181,624		181,624	75,918	37,487	68,219	181,624	-
80,236	59,514	88,739	6131	Custodial Materials	78,348		78,348	26,796	28,062	23,491	78,348	-
20,229	18,616	16,200	6132	Security Materials	20,684		20,684	7,493	7,390	5,801	20,684	-
382,771	463,940	467,463	6140	Software	511,112		511,112	489,150	20,525	-	509,675	1,437
78,212	103,121	91,051	6270	Diesel Fuel	78,092		78,092	39,662	46,212	-	85,874	(7,782)
143,439	153,849	163,396	6410	Books	170,536		170,536	146,944	168,973	-	315,917	(145,381)
409,902	379,379	338,642	6510	Heating Oil	402,574		402,574	318,913	76,591	7,070	402,574	-
845,158	646,742	619,849	6520	Electricity	730,039		730,039	507,479	221,618	942	730,039	-
3,707	1,988	1,745	6530	Propane gas	4,000		4,000	1,244	1,556	-	2,800	1,200
\$ 2,528,387	2,527,412	\$ 2,401,268		TOTAL SUPPLIES & MATERIALS	\$ 2,691,613	\$ -	\$ 2,691,613	\$ 1,910,724	\$ 749,406	\$ 172,008	\$ 2,832,139	\$ (140,526)
								71.0%	27.8%	6.4%	105.2%	

WESTON PUBLIC SCHOOLS

FY21 FINANCIAL REPORT

Apr-21

Period: 10 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	262,738	20,826	99,408	382,972	(163,964)
\$ 419,131	\$ 491,849	\$ 472,391		TOTAL EQUIPMENT	\$ 219,008	\$ -	\$ 219,008	\$ 262,738	\$ 20,826	\$ 99,408	\$ 382,972	\$ (163,964)
								120.0%	9.5%	45.4%	174.9%	
				Other Objects (8000's)								
83,509	80,845	91,658	8100	Dues, Fees and Memberships	92,029		92,029	77,541	3,299	11,189	92,029	-
19,461	25,969	21,888	8900	Other Objects	27,395		27,395	13,646	7,093	6,656	27,395	-
\$ 102,970	\$ 106,814	\$ 113,546		TOTAL OTHER OBJECTS	\$ 119,424	\$ -	\$ 119,424	\$ 91,187	\$ 10,392	\$ 17,845	\$ 119,424	\$ -
								76.4%	8.7%	14.9%	100.0%	
				Revenues (9000's)								
(62,086)	(124,228)	(102,106)	9200	Technology Revenue	(74,207)		(74,207)	(19,906)	-	(7,339)	(27,245)	(46,962)
(77,102)	(73,440)	(60,515)	9201	Participation Fees, Athletics	(86,490)		(86,490)	(68,800)	6,880		(61,920)	(24,570)
(16,318)	(20,127)	(15,914)	9202	Gate Receipts, Athletics	(14,500)		(14,500)	-	-	-	0	(14,500)
-		-	9204	Transportation Credits	-		-	(134,377)	-	-	(134,377)	134,377
(706,015)	(578,611)	(655,410)	9205	Excess Cost SPED	(650,455)		(650,455)	(376,367)	-	(274,088)	(650,455)	0
(87,500)	(87,101)	(89,626)	9206	Pre School Tuition SPED	(105,000)		(105,000)	(74,625)	-	-	(74,625)	(30,375)
(43,584)	(28,822)	(68,171)	9207	Regular Ed. Tuition	(30,304)		(30,304)	(74,312)	-	(2,074)	(76,386)	46,082
(38,350)	(44,580)	(46,817)	9208	Revenue from Town for Fields	(42,681)		(42,681)	(23,191)	-	(19,490)	(42,681)	0
(30,000)	(30,000)	(39,600)	9209	Parking Fees	(45,000)		(45,000)	0	-	(22,500)	(22,500)	(22,500)
-	(65,983)	(24,112)	9210	Theater Receipts	(60,250)		(60,250)	(2,182)	-	(10,268)	(12,450)	(47,800)
(17,500)	(15,500)	(2,706)	9212	Facility Use Rental	(17,500)		(17,500)	0	-	0	0	(17,500)
-	(690)	(6,947)	9215	Medicaid Revenue	(6,000)		(6,000)	(4,999)	-	199	(4,800)	(1,200)
				FY21 carryover funds							-	-
(\$1,078,455)	(\$1,069,082)	(\$1,111,924)			(\$1,132,387)	\$0	(\$1,132,387)	(\$778,760)	\$6,880	(\$335,560)	(\$1,107,440)	(\$24,948)
\$ 50,969,360	51,946,734	\$ 52,248,792		GRAND TOTAL	\$ 54,161,443	\$ -	\$ 54,161,443	\$ 39,716,321	\$ 13,159,183	\$ 1,150,503	\$ 54,026,007	\$ 135,436
								73.33%	24.30%	2.12%	99.75%	0.25%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

**Information Only
Action Requested**

Agenda Item Subject: Soliciting Prices, 3323

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is the first reading, all 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>

Business

Soliciting Prices (Bids and Quotations)

I. COMPETITIVE BIDDING PROCESS

A. Purchases Requiring Competitive Bidding Process (\$15,000 or More)

Purchases of goods or general services, including high technology equipment, expected to involve an expenditure of \$15,000 or more must be made by sealed competitive bid. As set forth below, such purchases in an amount less than \$15,000 may be awarded by the Superintendent or his/her designee. Such purchases in the amount of \$15,000 or more must be awarded by the Board.

General Services include all services which result in a measurable end product that can be defined by bid specifications and all services used in the process of building or altering property (excluding architectural, engineering and other design services).

B. Bid Specifications

When competitive bidding is required, all requirements, terms and conditions describing and detailing the goods or general services to be purchased must be included in the bid specifications. The bid specifications should define the requirements for quality of materials, equipment and/or services to be procured, and as such, they should clearly and accurately reflect the required characteristics of the goods and services. The bid specifications should also include any vendor or contractor qualification requirements, a school district contact person responsible for all communications with prospective bidders, a requirement that all communications between the school district contact person and prospective bidders be in writing and, if the purchase will require entering into a contract, a draft contract whenever possible.

The Superintendent of Schools or his/her designee shall develop the proposed bid specifications and other bid documents.

C. Advertising

A legal notice inviting sealed bids shall be published by the Superintendent of Schools or his/her designee at least once in a newspaper in the Town of Weston. At least five (5) calendar days must intervene between the date of the last newspaper publication and the final date for submitting bids. The notice shall contain a general description of the goods or services being bid, the school district contact person and the day, hour and place of the bid opening and may contain other information relating to the bid including, but not limited to, where and when bid packages may be obtained.

D. Bid Openings and Awards

All bids, and bid security if applicable, must be submitted to the Superintendent of Schools or his/her designee in sealed envelopes and show on the face of the envelopes the bid number, the title of the bid and the bidder's name. All envelopes will be date stamped as received.

All bids shall be opened in public and read aloud at the time stated in the legal notice. No bids shall be accepted, or opened, that were not submitted in compliance with the procedures set forth in the notice advertising the bid.

Within a reasonable time following the bid opening, the Superintendent of Schools or his/her designee will tabulate and analyze the bids. For contracts of less than \$15,000 (if the competitive bid process was used), the Superintendent shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below. For contracts of \$15,000 or more, the Board shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below.

A record of all bids submitted, giving the names of the bidders, the amounts of the bids and indicating the successful bidder, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

E. Bid Security

When, in the judgment of the Superintendent of Schools or his/her designee, bid security is advisable, all bids must be accompanied by security in one of the following forms - certified check, cashier's check, personal money order, letter of credit or bid bond. The requirement for, and the amount of, the security must be set forth in the bid advertisement. All security presented must show "Weston Public Schools" as the payee.

F. Requirements Governing Bid Awards

The award shall be made to the bidder whose bid meets the requirements, terms and conditions contained in the bid specifications and is the lowest among those bidders possessing the skill, ability and integrity necessary for faithful performance of the work based on objective criteria considering past performance and financial responsibility (the "Lowest Responsible Qualified Bidder").

In determining the Lowest Responsible Qualified Bidder the following criteria will be considered, as applicable:

- (1) The ability and capacity of the bidder to perform the work based on an evaluation of the character, integrity, reputation and experience of the bidder. Consideration shall be given to previous work performed by the

bidder for the Board or for other government agencies, including the quality and degree of satisfaction with the work performed.

- (2) The financial resources of the bidder and the bidder's ability to secure any required bonds and/or insurance.
- (3) Compliance by the bidder with all applicable federal, state and local laws, including any licensing requirements.
- (4) Delivery or completion time.
- (5) Cost.
- (6) Involvement in litigation.

Should a situation arise where it is impossible to distinguish between two bidders to identify the Lowest Responsible Qualified Bidder, and one of the bidders has its principal place of business located within the Town of Weston, the award will be made to the local bidder.

G. Rejection Of Bids

The Superintendent of Schools or his/her designee has the right to reject any and all bids in whole or in part. Any or all bids may be rejected if there is any reason to believe that collusion exists among the bidders. Individual bids may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures. The Superintendent of Schools or his/her designee retains the right to waive any formality or procedural irregularities in the bids received. Nothing in this Section should be construed to limit in any way the right of the Superintendent of Schools or his/her designee to reject any and all bids.

H. Advisement Of Bid Award

Upon acceptance of the Lowest Responsible Qualified Bidder, a letter will be sent to the successful bidder(s) announcing the award of the bid. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

II. COMPETITIVE QUOTATION PROCESS

A. Purchases Requiring Competitive Quotation Process

Price quotations should be requested for all purchases of goods or general services, including high technology equipment, expected to involve an expenditure of at least

\$1,000 but less than \$15,000. Purchases of goods or services which involve an expenditure of less than \$1,000 may be made directly, without regard to any competitive bid or quotation process. Waivers from the quotation process are available for the same reasons that Waivers are available from the bidding process. (See Section IV.)

B. Process For Obtaining Quotations

Generally quotations, either oral or written, should be solicited by the Superintendent of Schools or his/her designee from at least three (3) vendors or obtained from current catalogues or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and the Superintendent of Schools or his/her designee may send requests to a limited number of selected vendors. However, vendors must furnish all of the necessary information to the Superintendent of Schools or his/her designee by the specified date.

The purchase shall be awarded to the provider whose proposal is deemed to best provide the good and/or services desired, taking into account cost and the project requirements.

III. COMPETITIVE PROPOSAL PROCESS FOR SPECIAL OR PROFESSIONAL SERVICES

A. Purchases Requiring Competitive Proposal Process

Purchases of Special or Professional Services may be made by competitive proposal should the situation warrant if the purchase exceeds the monetary thresholds set forth below. Special or Professional Services involve the furnishing of judgment, expertise, advice or effort by persons other than Board employees, and not involving the delivery of a specific end product that is defined by bid specifications. Examples of Professional Services include, but are not limited to, in-service instructional leaders, pupil services, special education evaluations, interpreters, tutors, computer programmers, architects, auditors, attorneys, and temporary agencies. Examples of Special Services include, but are not limited to, repair services for Board property, equipment and vehicles where the nature of the repair cannot be defined in advance by bid specifications and the professional expertise of the service provider is critical. Waivers from the proposal process are available for the same reasons that Waivers are available from the bidding process. (See Section IV.) Funds must be available in the proper account in order to begin development of a Request for Proposals ("RFP").

Purchases of Special or Professional Services that are expected to be less than \$7,500 shall be made directly by the Superintendent of Schools or his/her designee, without regard to a competitive proposal process.

B. Informal Competitive Proposal Process (\$7,500 to \$15,000)

Purchases of Special or Professional Services for at least \$7,500 or amount set by the Board of Education but less than \$15,000 shall be based upon a reasonable and documented attempt to solicit proposals. Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals received will be made by the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall award the contract to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the project requirements.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

C. Formal Competitive Proposal Process (\$15,000 or more)

Request for Proposals for Purchases of Special or Professional Services for \$15,000 or more shall be prepared by the Superintendent or his/her designee. All requirements, terms and conditions, including provider qualifications, should be included in the RFP, as well as a draft contract whenever possible. The award of any such contracts for \$15,000 or more shall be approved by the Board.

The Superintendent of Schools or his/her designee will arrange to have a legal notice requesting proposals published in a local newspaper at least ten (10) business days prior to the deadline for submitting proposals. Whenever the Superintendent or his/her designee determines that the service requested is so specialized that few appropriate providers can reasonably be expected to respond to the notice, the Superintendent may substitute another means of notifying potential providers of the RFP in lieu of such newspaper notice. Any advertisement or other notice of the RFP shall include the general description of the services sought and the location where RFPs may be obtained.

Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals will be made by the Superintendent of Schools or his/her designee. The contract shall be awarded to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the requirements, terms and conditions contained in the RFP.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

IV. WAIVERS

In certain situations the bidding, quotation and proposal processes described above may be waived even though the estimated cost exceeds the dollar threshold established by the Board ("Waiver"). The formal processes may be waived for any of the following reasons:

- (1) Only one (1) reasonable or qualified source can be identified. This shall include situations such as the purchase of copyrighted materials and textbooks.
- (2) Time is a critical factor, and taking the time necessary to comply with the formal process would not be in the best interests of the school district.
- (3) In the opinion of the Superintendent or his/her designee, an emergency requires the purchase of goods or services to avoid injury or damage to human life or property.
- (4) A special source, including but not limited to a sale, purchasing plan, government discount or trade-in allowance, will supply a lower cost than that which would result from a bid process.
- (5) A formal process would result in substantially higher costs to the school district, or inefficient use of personnel, or cause substantial disruption of school district operations.
- (6) Prices of goods or services are subject to specific federal or state competitive bidding requirements, including, but not limited to, "school building projects" as defined in the Connecticut General Statutes.
- (7) Regional or cooperative purchases.

For a requesting administrator to obtain a Waiver, the requesting administrator must make a written request to the Superintendent of Schools or his/her designee. The Waiver must bear the signature of the requesting administrator and state the reason(s) for requesting the Waiver. Upon receipt of such request, the Superintendent of Schools or his/her designee will promptly notify the requesting administrator if such Waiver has been granted.

“The Superintendent of Schools or his/her designee, or the Board of Education, in his/her/its sole determination, may initiate a Waiver for any of the above-listed reasons. Upon approving such a Waiver, the Superintendent of Schools or his/her designee, or the Board of Education, must, in writing, state the reason(s) for the approval.”

V. PROCUREMENT OF PROPERTY AND SERVICES UNDER A FEDERAL AWARD

When procuring property and/or services under a Federal award, the Board will comply with relevant regulations in the Code of Federal Regulations, as described in 2 C.F.R. § 200.318 through 2 C.F.R. § 200.327, as amended from time to time, to the extent it is required to do so. See Appendix A.

VI. AUDITS

The Board may periodically engage an independent audit firm to review the purchasing procedures outlined in this manual.

ADOPTED: February 5, 1990*

REVISED: July 20, 2015**

January 25, 2016

*As Administrative Regulation 3323

**As Policy 3323

WESTON PUBLIC SCHOOLS
Weston, Connecticut

APPENDIX A

Procurement Standards for the Acquisition of Property or Services Under a Federal Award 2 C.F.R. §§ 200.317-300.327

This Appendix addresses procurements of property and services under a Federal award. Whenever these Federal Uniform Guidance Procurement Standards, as may be amended from time to time, are applicable to procurements made by the Board of Education (the “Board”), the Board shall apply the more restrictive procurement rules, to the extent it is required to do so.

2 C.F.R. §	FULL TEXT OF C.F.R. SECTION	BRIEF SUMMARY
200.317	Procurements by States	
	When procuring property and services under a Federal award, a State must follow the same policies and procedures it uses for procurements from its non-Federal funds. The State will comply with §§ 200.321, 200.322, and 200.323 and ensure that every purchase order or other contract includes any clauses required by § 200.327. All other non-Federal entities, including subrecipients of a State, must follow the procurement standards in §§ 200.318 through 200.327.	A State must follow the same policies and procedures when making procurements under a Federal award and when making procurements using non-Federal funds. The Board must follow 2 C.F.R. §§ 200.318 through 200.327 when making procurements under a Federal award.
200.318	General Procurement Standards	
200.318(a)	The non-Federal entity must have and use documented procurement procedures, consistent with State, local, and tribal laws and regulations and the standards of this section, for the acquisition of property or services required under a Federal award or subaward. The non-Federal entity's documented procurement procedures must conform to the procurement standards identified in §§ 200.317 through 200.327.	The Board must have and use documented procurement procedures consistent with State, local, and Federal requirements for procurements made under a Federal award.

200.318(b)	Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.	The Board must maintain oversight of its contractors.
200.318(c)(1)	The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for contract. The officers, employees, and agents of the non-Federal entity must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.	The Board must have written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award, and administration of contracts. Board officers and employees (and their immediate family members, partners, and organizations which employ or are about to employ them) must not have a financial or other interest in a contract and must not solicit or accept gifts from contractors or subcontractors. The standards of conduct must provide for disciplinary actions for violations. <i>See Code of Conduct Governing Procurements Under a Federal Award.</i>
200.318(c)(2)	If the non-Federal entity has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the non-Federal entity must also maintain written standards of conduct covering organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.	The Board's conflict of interest policy must cover relationships with certain parent, affiliate, or subsidiary organizations, if any.
200.318(d)	The non-Federal entity's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives,	The Board must avoid acquisition of unnecessary or duplicative items.

	and any other appropriate analysis to determine the most economical approach.	
200.318(e)	To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the non-Federal entity is encouraged to enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services. Competition requirements will be met with documented procurement actions using strategic sourcing, shared services, and other similar procurement arrangements.	The Board is encouraged to use intergovernmental agreements or inter-entity agreements.
200.318(f)	The non-Federal entity is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.	The Board is encouraged to use Federal excess and surplus in lieu of purchasing new, when feasible.
200.318(g)	The non-Federal entity is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.	The Board is encouraged to use value engineering clauses in construction contracts of sufficient size.
200.318(h)	The non-Federal entity must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.	The Board must award contracts to responsible contractors, after considering contractor integrity, compliance with public policy, past performance, and financial and technical resources.
200.318(i)	The non-Federal entity must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.	The Board must maintain procurement records.
200.318(j)(1)	The non-Federal entity may use a time-and-materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time-and-materials type contract means a contract whose cost to a non-Federal entity	The Board may only use time-and-materials type contracts in limited circumstances.

	is the sum of: (i) The actual cost of materials; (ii) Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.	
200.318(j)(2)	Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the non-Federal entity awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.	The Board must set a ceiling price and assert a high degree of oversight on time-and-materials type contracts.
200.318(k)	The non-Federal entity alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the non-Federal entity of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgment for that of the non-Federal entity unless the matter is primarily a Federal concern. Violations of law will be referred to the local, state, or Federal authority having proper jurisdiction.	The Board must be responsible for settling contract disputes and administrative issues arising out of procurements.
200.319	Competition	
200.319(a)	All procurement transactions for the acquisition of property or services required under a Federal award must be conducted in a manner providing full and open competition consistent with the standards of this section and § 200.320.	The Board must conduct procurement transactions in a manner providing full and open competition.
200.319(b)	In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, and invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to: (1) Placing unreasonable requirements on firms in order for them to qualify to do business; (2) Requiring unnecessary experience and	Contractors that develop or draft specifications, requirements, statements of work, and invitations for bids or requests for proposals must be excluded from competing for such procurements. The Board

	<p>excessive bonding; (3) Noncompetitive pricing practices between firms or between affiliated companies; (4) Noncompetitive contracts to consultants that are on retainer contracts; (5) Organizational conflicts of interest; (6) Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and (7) Any arbitrary action in the procurement process.</p>	<p>must avoid practices that are restrictive of competition.</p>
200.319(c)	<p>The non-Federal entity must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state or local geographical preferences in the evaluation of bids or proposals, except in those cases where applicable Federal statutes expressly mandate or encourage geographic preference. Nothing in this section preempts state licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.</p>	<p>The Board is generally prohibited from using geographical preference in the evaluation of bids or proposals.</p>
200.319(d)	<p>The non-Federal entity must have written procedures for procurement transactions. These procedures must ensure that all solicitations: (1) Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and (2) Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.</p>	<p>The Board must have written procedures for procurement transactions that ensure that solicitations (1) incorporate a clear and accurate description of technical requirements and (2) identify all requirements the offeror must fulfill and all other factors to be used in evaluating bids or proposals.</p>

200.319(e)	The non-Federal entity must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the non-Federal entity must not preclude potential bidders from qualifying during the solicitation period.	The Board must ensure all prequalified lists are current and include enough qualified sources to ensure open and free competition.
200.319(f)	Noncompetitive procurements can only be awarded in accordance with § 200.320(c).	Noncompetitive procurements must be awarded in accordance with § 200.320(c).
200.320	Methods of Procurement to be Followed	
200.320	The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and §§ 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.	The Board must have and use documented procurement procedures for procurements made under a Federal award or sub-award.
200.320(a)	Informal procurement methods. When the value of the procurement for property or services under a Federal award does not exceed the simplified acquisition threshold (SAT), as defined in § 200.1, or a lower threshold established by a non-Federal entity, formal procurement methods are not required. The non-Federal entity may use informal procurement methods to expedite the completion of its transactions and minimize the associated administrative burden and cost. The informal methods used for procurement of property or services at or below the SAT include:	For purchases under the simplified acquisition threshold, or a lower threshold established by the Board, the Board may use informal procurement methods (micro-purchases and small purchases).
200.320(a)(1)	(1) Micro-purchases— (i) Distribution. The acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (See the definition of micro-purchase in § 200.1). To the maximum extent practicable, the non-Federal entity should distribute micro-purchases equitably among qualified suppliers. (ii) Micro-purchase awards. Micro-purchases may be awarded without soliciting competitive price or rate quotations if the non-Federal entity considers the price to be reasonable based on research, experience, purchase	Micro-purchases should be distributed equitably among qualified suppliers and may be awarded without soliciting competitive price or rate quotations if the Board considers the price to be reasonable based on research, experience, purchase history, or

<p>history or other information and documents it[s] files accordingly. Purchase cards can be used for micro-purchases if procedures are documented and approved by the non-Federal entity.</p> <p>(iii) Micro-purchase thresholds. The non-Federal entity is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures. The micro-purchase threshold used by the non-Federal entity must be authorized or not prohibited under State, local, or tribal laws or regulations. Non-Federal entities may establish a threshold higher than the Federal threshold established in the Federal Acquisition Regulations (FAR) in accordance with paragraphs (a)(1)(iv) and (v) of this section.</p> <p>(iv) Non-Federal entity increase to the micro-purchase threshold up to \$50,000. Non-Federal entities may establish a threshold higher than the micro-purchase threshold identified in the FAR in accordance with the requirements of this section. The non-Federal entity may self-certify a threshold up to \$50,000 on an annual basis and must maintain documentation to be made available to the Federal awarding agency and auditors in accordance with § 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following:</p> <ul style="list-style-type: none">(A) A qualification as a low-risk auditee, in accordance with the criteria in § 200.520 for the most recent audit;(B) An annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or,(C) For public institutions, a higher threshold consistent with State law. <p>(v) Non-Federal entity increase to the micro-purchase threshold over \$50,000. Micro-purchase thresholds higher than \$50,000 must be approved by the cognizant agency for indirect costs. The non-federal entity must submit a request with the requirements included in paragraph (a)(1)(iv) of this section. The increased threshold is valid until there is a change in status in which the justification was approved.</p>	<p>other information and documents its files accordingly.</p>
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200.320(a)(2)	<p>(2) Small purchases—</p> <p>(i) Small purchase procedures. The acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the simplified acquisition threshold. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources as determined appropriate by the non-Federal entity.</p> <p>(ii) Simplified acquisition thresholds. The non-Federal entity is responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk and its documented procurement procedures which must not exceed the threshold established in the FAR. When applicable, a lower simplified acquisition threshold used by the non-Federal entity must be authorized or not prohibited under State, local, or tribal laws or regulations.</p>	<p>For small purchases, the aggregate dollar amount of which is higher than the micro-purchase threshold but lower than the simplified acquisition threshold, price or rate quotations must be obtained from an adequate number of qualified sources.</p>
200.320(b)	<p>Formal procurement methods. When the value of the procurement for property or services under a Federal financial assistance award exceeds the SAT, or a lower threshold established by a non-Federal entity, formal procurement methods are required. Formal procurement methods require following documented procedures. Formal procurement methods also require public advertising unless a non-competitive procurement can be used in accordance with <u>§ 200.319</u> or paragraph (c) of this section. The following formal methods of procurement are used for procurement of property or services above the simplified acquisition threshold or a value below the simplified acquisition threshold the non-Federal entity determines to be appropriate:</p>	<p>For purchases that exceed the simplified acquisition threshold, or a lower threshold established by the Board, formal procurement methods must be used and public advertising may be required.</p>
200.320(b)(1)	<p>(1) Sealed bids. A procurement method in which bids are publicly solicited and a firm fixed-price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bids method is the preferred method for procuring construction, if the conditions [stet]. (i) In order for sealed bidding to be feasible, the following conditions should be present: (A) A complete, adequate, and realistic specification or purchase description is available; (B) Two or more responsible bidders are</p>	<p>In sealed bid procurements, bids are publicly solicited and the Board awards the contract to the lowest responsible bidder. The Board should use sealed bidding for procuring construction whenever complete, adequate, and realistic specifications are available, two or</p>

	<p>willing and able to compete effectively for the business; and (C) The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price. (ii) If sealed bids are used, the following requirements apply: (A) Bids must be solicited from an adequate number of qualified sources, providing them sufficient response time prior to the date set for opening the bids, for local, and tribal governments, the invitation for bids must be publicly advertised; (B) The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond; (C) All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be opened publicly; (D) A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and (E) Any or all bids may be rejected if there is a sound documented reason.</p>	<p>more responsible bidders are able to compete, and selection of a successful bidder can be made principally on the basis of price. If sealed bids are used, they must meet certain requirements. Any or all bids may be rejected if there is a sound documented reason.</p>
200.320(b)(2)	<p>(2) Proposals. A procurement method in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements: (i) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical; (ii) The non-Federal entity must have a written method for conducting technical evaluations of the proposals received and making selections; (iii) Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the non-Federal entity, with price and other factors considered; and (iv) The non-Federal entity may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services</p>	<p>Proposals for fixed price or cost-reimbursement type contracts are generally used when conditions are not appropriate for the use of sealed bids. Proposals are awarded after requests for proposals are publicized with evaluation factors identified; an adequate number of offerors are solicited, considered and evaluated; and contracts are awarded to the responsible offeror with the most advantageous proposal.</p>

	whereby offeror's qualifications are evaluated and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services through A/E firms that are a potential source to perform the proposed effort.	
200.320(c)	Noncompetitive procurement. There are specific circumstances in which noncompetitive procurement can be used. Noncompetitive procurement can only be awarded if one or more of the following circumstances apply: (1) The acquisition of property or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (see paragraph (a)(1) of this section); (2) The item is available only from a single source; (3) The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation; (4) The Federal awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the non-Federal entity; or (5) After solicitation of a number of sources, competition is determined inadequate.	The Board may procure goods via noncompetitive procurement only when the aggregate dollar amount does not exceed the micro-purchase threshold; the item is available only from a single source; in times of public emergency; when the Federal awarding agency expressly authorizes noncompetitive procurement; or competition is determined inadequate after solicitation of a number of sources.
200.321	Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms	
200.321(a)	The non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.	The Board must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
200.321(b)	Affirmative steps must include: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business	Affirmative steps include, among other things, placing qualified small and minority businesses and

	enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women’s business enterprises; (5) Using the services and assistance, as appropriate of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.	women’s business enterprises on solicitation lists; assuring such businesses are solicited whenever they are potential sources; dividing total requirements, when economically feasible, into smaller tasks or quantities; and establishing delivery schedules, where the requirement permits, which encourage participation by such businesses.
200.322	Domestic Preferences for Procurements	
200.322(a)	As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.	The Board will, to the greatest extent practicable, provide a preference for goods, products or materials produced in the United States.
200.322(b)	For purposes of this section: (1) “Produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. (2) “Manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.	
200.323	Procurement of Recovered Materials	
200.323	A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of	The Board must follow standards in procuring certain items over \$10,000

	<p>the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired by the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and recourse recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.</p>	<p>to ensure, among other things, the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition.</p>
200.324	Contract Cost and Price	
200.324(a)	<p>The non-Federal entity must perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-Federal entity must make independent estimates before receiving bids or proposals.</p>	<p>The Board must perform a cost or price analysis for every procurement in excess of the simplified acquisition threshold.</p>
200.324(b)	<p>The non-Federal entity must negotiate profit as a separate element of the price for each contract in which there is no price competition and, in all cases, where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.</p>	<p>The Board must negotiate profit for sole-source procurements and for procurements where cost analysis is performed.</p>
200.324(c)	<p>Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the non-Federal entity under Subpart E [Cost Principles] of this part. The non-Federal entity may reference its own cost principles that comply with the Federal cost principles.</p>	<p>Costs incurred or estimated costs are allowable only to the extent they comply with Federal Cost Principles.</p>

200.324(d)	The cost plus a percentage of cost and percentage of construction cost methods of contracting must not be used.	The cost plus a percentage of cost and percentage of construction cost methods of contracting must not be used.
200.325	Federal Awarding Agency or Pass-Through Entity Review	
200.325(a)	The non-Federal entity must make available, upon request of the Federal awarding agency or passthrough entity, technical specifications on proposed procurements when the Federal awarding agency or passthrough entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition. This review generally will take place prior to the time the specification is incorporated into a solicitation document. However, if the non-Federal entity desires to have the review accomplished after a solicitation has been developed, the Federal awarding agency or passthrough entity may still review the specifications, with such review usually limited to the technical aspects of the proposed purchase.	The Board must make technical specs for procurements available upon request by the Federal awarding agency or passthrough entity.
200.325(b)	The non-Federal entity must make available upon request, for the Federal awarding agency or passthrough entity pre-procurement review, procurement documents, such as requests for proposals or invitations for bids, or independent cost estimates, when: (1) The non-Federal entity's procurement procedures or operation fails to comply with the procurement standards in this part; (2) The procurement is expected to exceed the Simplified Acquisition Threshold and is to be awarded without competition or only one bid or offer is received in response to a solicitation; (3) The procurement, which is expected to exceed the Simplified Acquisition Threshold, specifies a "brand name" product; (4) The proposed contract is more than the Simplified Acquisition Threshold and is to be awarded to other than the apparent low bidder under a sealed bid procurement; or (5) A proposed contract modification changes the scope of a contract or increases the contract amount by more than the Simplified Acquisition Threshold.	Upon request, the Board must make procurement documents available for pre-procurement review by the Federal awarding agency or passthrough entity in a number of circumstances.
200.325(c)	The non-Federal entity is exempt from the pre-procurement review in paragraph (b) of this section if the Federal awarding agency or pass-through	The Board is exempt from pre-procurement review if the Federal

	entity determines that its procurement systems comply with the standards of this part. (1) The non-Federal entity may request that its procurement system be reviewed by the Federal awarding agency or pass-through entity to determine whether its system meets these standards in order for its system to be certified. Generally, these reviews must occur where there is continuous high-dollar funding, and third party contracts are awarded on a regular basis; (2) The non-Federal entity may self-certify its procurement system. Such self-certification must not limit the Federal awarding agency’s right to survey the system. Under a self-certification procedure, the Federal awarding agency may rely on written assurances from the non-Federal entity that it is complying with these standards. The non-Federal entity must cite specific policies, procedures, regulations, or standards as being in compliance with these requirements and have its system available for review.	awarding agency or passthrough entity determines that its procurement systems comply with the standards of this part.
200.326	Bonding Requirements	
200.326	For construction or facility improvement contracts or subcontracts exceeding the Simplified Acquisition Threshold, the Federal awarding agency or pass-through entity may accept the bonding policy and requirements of the non-Federal entity provided that the Federal awarding agency or passthrough entity has made a determination that the Federal interest is adequately protected. If such a determination has not been made, the minimum requirements must be as follows:	For construction or facility improvement contracts or subcontracts exceeding the simplified acquisition threshold, the Federal awarding agency or passthrough entity may accept the Board’s bonding requirements if it determines that its interest is adequately protected.
200.326(a)	A bid guarantee from each bidder equivalent to five percent of the bid price. The “bid guarantee” must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.	The Board must require a bid guarantee of 5% of the bid price if the awarding agency or passthrough entity does not accept the Board’s bonding requirements.
200.326(b)	A performance bond on the part of the contractor for 100 percent of the contract price. A “performance bond” is one executed in connection with a	The Board must require a performance bond for 100% of the

	contract to secure fulfillment of all the contractor's obligations under such contract.	contract price if the awarding agency or passthrough entity does not accept the Board's bonding requirements.
200.326(c)	A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided in the contract.	The Board must require a payment bond for 100% of the contract price if the awarding agency or passthrough entity does not accept the Board's bonding requirements.
200.327	Contract Provisions	
200.327	The non-Federal entity's contracts must contain the applicable provisions described in Appendix II to Part 200- Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.	The Board must include the Federal contract provisions in its contracts.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

**Information Only
Action Requested**

Agenda Item Subject: School Lunch Service, 3542

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is the first reading, all 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>

Non-Instructional Operations

School Lunch Service

School lunch service shall be provided in all schools having cafeterias. This service shall be under the supervision of the food service director who shall be responsible to the ~~business manager~~, **Director of Finance and Operations**. The food service director shall be hired under specific job specifications and approved by the Board of Education.

Aims

Policies governing the operation of the school lunch program shall be:

1. To provide cafeteria facilities in all new schools and in other schools wherever practicable.
2. Wherever cafeteria facilities exist to provide nutritionally balanced and attractive lunches, on a nonprofit basis, available to all pupils with sufficient time allowed for eating.
3. To provide lunches free or at reduced rates to children whose economic or health needs require such action, with the approval of the Superintendent of Schools on recommendation of the Principal and school nurse.

Facilities

Cafeteria facilities, wherever possible, shall include the following:

1. Attractive, well-ventilated dining rooms.
2. A carefully planned, well-equipped kitchen adjacent to each dining area;
3. Adequate storage space so that food and supplies may be purchased in sufficient quantity to take advantage of favorable market conditions.
4. Maintenance, inspection and repair of equipment so that maximum use is obtained and danger of accidents to personnel is minimized.

School Lunch Service

Maintenance of Sanitary Conditions

Sanitary conditions in all phases of the preparation and serving of food shall be rigidly maintained at all times.

The ~~food service director~~ **management company** shall be responsible for the education of all food handlers as to personal hygiene and techniques of sanitation.

~~All cafeteria workers shall be required to have a physical examination at the time of employment and periodically as requested by the school medical advisor.~~

Financing

The school lunch program shall be financed as follows:

1. Insofar as possible, school cafeterias shall be operated on a self-sustaining basis. A monthly financial report shall be submitted to the ~~business manager~~ **Director of Finance and Operations**.
2. Prices of school lunches shall be determined by the Superintendent on a nonprofit basis in accordance with prevailing costs of food, supplies, supervision costs, and wages of hourly workers.
3. Costs of food, supplies, salaries and wages of all employees, and other expenses directly incurred in the school lunch program shall be paid out of a revolving fund, which shall be maintained under the control of the ~~business manager~~ **Director of Finance and Operations** or his/her designee and into which all receipts from sales and ~~federal cash grants~~ shall be paid. This fund shall be subject to annual audit by the town auditor.
4. Office facilities, equipment, heat, light and power shall be paid out of funds appropriated by the Board of Education.

Non-Instructional Operations

Purposes and Facilities: Food Service

The school lunch program shall be an integral part of the total educational program. An attractive, wholesome, well-balanced lunch is essential for the best work from the students.

To accomplish this objective with appropriate economy, the administration of the food services program will be coordinated in the office of the Superintendent or his/her designee. Business functions to be centralized will include ~~central purchasing of food and supplies, a district wide salary schedule for all food service employees,~~ centrally planned menus, and regular audit of all accounts.

The educational aspects of the school lunch program will be the responsibility of each school principal, subject to advice, counsel and direction from the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees

State Board of Education Regulations

10-215b-1 School lunch and nutrition programs

Policy adopted: February 5, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/17/21

Information Only

Action Requested

Agenda Item Subject: Discussion and Vote on 2021-2022 Tuition Rates for Non-Residents

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for non-residents for FY22. We are recommending approval of the rates.

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
2021-2022 NON-RESIDENT TUITION RATES**

Description	FY22 Recommended		FY21 Rates	
	Total	Semester	Total	Semester
<u>ELEMENTARY GRADES K-5</u>				
KINDERGARTEN	\$19,965.15	\$9,982.57	\$19,635.27	\$9,817.64
REGULAR	\$19,965.15	\$9,982.57	\$19,635.27	\$9,817.64
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
 <u>MIDDLE SCHOOL GRADES 6-8</u>				
REGULAR	\$20,117.00	\$10,058.50	\$19,784.61	\$9,892.31
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
 <u>HIGH SCHOOL GRADES 9-12</u>				
REGULAR	\$21,654.61	\$10,827.30	\$21,296.82	\$10,648.41
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
 <u>CERTIFIED STAFF NON-RESIDENT PUPILS</u>				
 <u>ELEMENTARY GRADES K-5</u>				
KINDERGARTEN	\$4,991.29	\$2,495.64	\$4,908.82	\$2,454.41
REGULAR	\$4,991.29	\$2,495.64	\$4,908.82	\$2,454.41
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
 <u>MIDDLE SCHOOL GRADES 6-8</u>				
REGULAR	\$5,029.25	\$2,514.62	\$4,946.15	\$2,473.08
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
 <u>HIGH SCHOOL GRADES 9-12</u>				
REGULAR	\$5,413.65	\$2,706.83	\$5,324.21	\$2,662.10
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	

Rates are increased annually by the approved budget percentage increase. For FY 22 the increase is 1.68%

For approval by Weston Board of Education at the May BOE Meeting.

Weston Board of Education Policy 5118

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/17/21

Information Only

Action Requested

Agenda Item Subject: Discussion and Vote on 2021-2022 PreK Tuition Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

- 1) Following are the proposed tuition rates for PreK for FY22. We are recommending approval of the rates.
- 2) Additionally, we are recommending that going forward, PreK tuition rates are automatically increased annually by the approved budget percentage increase, but with periodic tuition rate comparisons.



May 17, 2021

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: 2021-22 Pre-School tuition rates

The full rates for our integrated pre-school are established by the Pupil Services Department in collaboration with the Business Office. Last year the rates were adjusted to be competitive with other area pre-schools. Per federal mandate, Weston's residents with special needs are admitted to the program tuition free. We are recommending that the 2021-22 tuition rate for Weston residents' children without special needs be increased by the approved budget percentage increase to \$7,118.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/17/21

Information Only

Action Requested

Agenda Item Subject: Discussion and Vote on 2021-2022 Utility and Facility Rental Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed utility and facility rental rates for FY22. We are recommending approval of the rates.

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
FY 21-22 BUILDING/FACILITY USE – HOURLY RATES

Building	Capacity	Group I School/Town	Group II Community		Group III Private		Energy Rates	
			2020-22021	2021-2022	2020-22021	2021-2022	2020-22021	2021-2022
Hourly Building Rental Fees								
High School								
Auditorium & Stage	602 seated	No Fee	\$68	\$69	\$136	\$138	\$17.35	\$17.63
Gymnasium	577 seated, 1320 standing	No Fee	\$78	\$79	\$157	\$160	\$17.35	\$17.63
New Gymnasium	1100 seated, 1603 standing	No Fee	\$78	\$79	\$154	\$156	\$17.35	\$17.63
Cafeteria/Kitchen	250 seated, 600 standing	No Fee	\$68	\$69	\$136	\$138	\$17.35	\$17.63
Middle School								
New Gymnasium	360 seated, 770 standing	No Fee	\$78	\$79	\$157	\$160	\$17.35	\$17.63
Old Gymnasium	360 seated, 780 standing	No Fee	\$78	\$79	\$157	\$160	\$17.35	\$17.63
Cafeteria Kitchen	236 seated, 507 standing	No Fee	\$68	\$69	\$136	\$138	\$17.35	\$17.63
Library		No Fee	\$68	\$69	\$136	\$138	\$17.35	\$17.63
Intermediate School								
Gymnasium	398 (no bleachers)	No Fee	\$78	\$79	\$157	\$160	\$17.35	\$17.63
Cafetorium/Kitchen	626/stage 63	No Fee	\$68	\$69	\$136	\$138	\$17.35	\$17.63
Elementary School								
Gymnasium	300	No Fee	\$41	\$42	\$80	\$81	\$17.35	\$17.63
South House All Purpose Room	100 seated, 225 standing	No Fee	\$36	\$37	\$70	\$71	\$17.35	\$17.63
South Cafeteria/Kitchen	112 seated, 240 standing	No Fee	\$35	\$36	\$70	\$71	\$17.35	\$17.63
East Cafeteria/Kitchen	99 seated, 212 standing	No Fee	\$36	\$37	\$70	\$71	\$17.35	\$17.63
Classrooms								
All Buildings	25	No Fee	\$36	\$37	\$70	\$71	11.56	\$11.74
Fields								
*Turf I		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*Turf II		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*All Other Fields		No Fee						

Rate Increase based on August 2020 CPI of 1.6%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Update on ARP ESSER Process Grant

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

CDSE ARP ESSER Guide

Attached is the information recently released to CT superintendents on the American Rescue Plan and Elementary & Secondary School Emergency Relief Fund (ARP ESSER).

With the state receiving over \$1.1 billion, and WPS over \$522,000, this is being treated by the CSDE as far more than a grants program. We have to operate accordingly.

For the ARP ESSER Update, please take time to review the following attached documents, which we received on Monday, May 10, 2021.

1. CSDE ARP ESSER Guidance (5.9.21)
2. CSDE ARP ESSER Presentation (5.10.21)
3. ARP ESSER Allocations By LEA (5.9.21)

I will discuss the major deliverables and their deadlines (each announced on May 10 to superintendents statewide):

1. May 24 – ARP ESSER Assurances
2. June 23 – Safe Return Plan
3. Mid-August – ARP ESSER Application

With this as a backdrop, Lisa Wolak, as Superintendent-elect, will take the baton and shift to an update for planning for fall 2021.



**Connecticut's American Rescue Plan (ARP) Act, 2021
Emergency and Secondary School
Emergency Relief Fund (ESSER) Guidance:
Reimagining Schools to Transform Students' Lives**



Connecticut State Department of Education
May 9, 2021

American Rescue Plan (ARP) Act, 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Our Connecticut school communities—with students at the center—continue to be bold and innovative as they respond to the COVID-19 pandemic. In partnership with districts, stakeholders, students, and families, the Connecticut State Department of Education (CSDE) is planning a transformative and equitable recovery starting with [summer initiatives](#) for learning and fun every day, everywhere, and continuing forward into the next school year. The CSDE and the Connecticut Department of Public Health (DPH), in collaboration with the Office of the Governor, the Office of Early Childhood (OEC), and Office of Policy and Management, are promoting an educational response focused on renewal, reducing opportunity gaps, accelerating learning and advancing equity by providing access to supports, resources, and enhanced enrichment opportunities.

The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. This represents a total of \$1,709,414,391 in federal COVID-19 relief funding specifically directed to education in Connecticut since the start of the pandemic.

ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools. School districts' use of ESSER II funding was shaped by the CSDE [State-Level Priorities](#) for education. **This document, Connecticut's ARP ESSER Guidance, expands upon those priorities while providing specific examples of the initiatives local education agencies (LEAs) can adopt to accomplish our common goals of education renewal, learning acceleration, and enrichment for every student.** We urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives in their LEA ARP ESSER Plan.

Commitment to Equity:

It is our collective responsibility to fulfill the priorities outlined on the following page through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted.

State-Level Priorities Revisited: *Reimagining Schools to Transform Students' Lives*

While all of the existing State-Level Priorities shaping the school community's work over the past year remain important, some have evolved. For ARP ESSER, CSDE revisited the State-Level Priorities to reflect the collective call to think boldly and create transformative programs for the students of Connecticut.

- **Learning Acceleration, Academic Renewal, and Student Enrichment:**
Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.
- **Family and Community Connections:**
The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.
- **Social, Emotional, and Mental Health of the Students and of our School Staff:**
The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.
- **Strategic Use of Technology, Staff Development, and the Digital Divide:**
Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.
- **Building Safe and Healthy Schools:**
Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

Required LEA Plans for ARP ESSER Funding

ARP ESSER shares many similarities with its predecessor, ESSER II; however, there are three key differences that LEAs are required to consider while planning their application as indicated below.

Checklist

- ***Safe Return to In-Person Instruction and Continuity of Services Plan (publicly available online 30 days after receiving ARP ESSER funds allocation, anticipated May 24th):*** LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):
 - **Health and safety strategies:**
 - universal and correct wearing of masks;
 - physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
 - cleaning and maintaining healthy facilities, including improving ventilation;
 - contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
 - diagnostic and screening testing;
 - efforts to provide vaccinations to educators, other staff, and students, if eligible; and
 - appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials.
 - **Continuity of services (including but not limited to):**
 - Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services.

Further considerations

Federal regulations **require all of these plans to be made publicly available online**. It is also required that these plans be in an understandable and uniform format; to the extent practicable, are written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

Before making its plan publicly available, an LEA must seek public comment on the plan and develop the plan after taking into account public comment. If an LEA developed a plan before ARP was enacted that does not address the above requirements but otherwise complied with the requirements for public posting and comments, the LEA must revise its plan **no later than six months after it last reviewed its plan**.

LEAs are required to review and, as appropriate, revise their *Safe Return to In-Person Instruction and Continuity of Services Plan* **at least every six months** through September 30, 2023, including seeking public input and taking such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan.

For further context you can reference [The American Rescue Plan Act](#) or the [Interim Final Requirements of ARP ESSER](#).

- **LEA ARP ESSER Plan (application will be available in eGMS on May 24th, mid-August deadline will be defined by the CSDE):** Federal regulations requires LEAs to submit a plan that at minimum describes:
 - How the LEA will use the mandatory **20% set-aside** to **address the academic impact of learning loss** (note federal regulation uses term, "lost instruction time") through the implementation of evidence-based interventions such as summer learning or enrichment, extended day, comprehensive after school, or extended school year programs
 - How the remaining ARP ESSER funds consistent with statutory requirements will be used
 - How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students
 - How and to what extent ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance on reopening schools

- LEAs **must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan.** The description must include how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.
 - Stakeholders with whom the LEA should consult include, but are not limited to:
 - students;
 - families/legal guardians;
 - school and district administrators (including special education administrators);
 - teachers, principals, school leaders, other educators, school staff, and their unions;
 - Tribes (if applicable);*
 - civil rights organizations (including disability rights organizations);*
 - stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.*

**To the extent present in or served by the LEA*

Further considerations

ARP ESSER Funds must be obligated by September 30, 2024.

Federal regulations **require LEAs to use evidence-based interventions when addressing the academic impact of learning loss.** LEAs are encouraged to consult the [CSDE Evidence-Based Practice Guides](#), which are intended to inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds, much like ARP ESSER. LEAs are encouraged to also utilize well-regarded evidence bases such as the [EdResearch for Recovery Project](#).

To assist LEAs in meeting the **federal requirement of meaningful consultation with stakeholders**, we encourage LEAs to consult [Connecticut's Framework for Family Engagement](#), their local [Regional Educational Service Center \(RESC\)](#), the [State Education Resource Center \(SERC\)](#), and the [Counsel of Chief State School Officers \(CCSSO's\) handbook](#).

For further context, districts can reference [The American Rescue Plan Act](#) or the [Interim Final Requirements of ARP ESSER](#).

Initiatives/Resources to Spark Innovation

The priorities outlined advance the power of developing robust partnerships with community and education stakeholders, including the CSDE, and encourage LEAs to explore how they can serve the “whole student.” Transformation will occur when we leverage existing and/or form new school-family-community partnership structures, especially when these partnerships advance more than one priority. This chart provides information about some implementable initiatives and resources in Connecticut and nationwide that an LEA may wish to pursue or build upon. Note that it is not an exhaustive list and will continue to be updated.

Initiatives/Resources		at least 20% set aside	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	CT Learning Hub: This resource supports statewide access to high-quality, high-impact resources from CSDE and external partners to support academic, social, and emotional, multilingual access. The Hub provides eight sub hubs to meet the needs of educators, parents, students, and communities, including on-demand professional development resources supporting each statewide priority.	X	X	X	X		
	TeachRock: With the support of CSDE and Governor Lamont , LEAs can apply to utilize TeachRock as a creative way to engage students and help them achieve success in their studies. This integrated model arts curricula weaves music history through core subjects such as English language arts and social studies. Partner LEAs will take part in focused professional learning on designing engaging instruction and on the implementation of TeachRock curricula materials, which will all be available in an online library.	X		X	X		
	Social-Emotional Learning (SEL) Assessment with DESSA: The CSDE has contracted with Aperture Education to provide the DESSA SEL assessment system, access to the online portal, training, and on-going support at no cost to school districts. Aperture has a specific information page for Connecticut districts .			X	X		
	Advancing Wellness and Resilience Education: Taking inspiration from Project AWARE which is currently being implemented in three public schools across Connecticut: Middletown, Naugatuck, and Windham, LEAs should explore partnerships and collaboration between state and local systems to promote the healthy development of school-age youth and prevent youth violence. AWARE sets out to increase awareness of mental health issues of school-age youth, train educators and other youth-serving adults to detect and respond to mental health issues, and connect youth and families to appropriate services.		X	X			

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

		at least 20% set aside				
Initiatives/Resources		Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	<i>*Launch pending*</i> AccelerateCT Playbook: The bold, redesigned educational response to learning outlined in AccelerateCT will promote renewal, reduce opportunity gaps, accelerate learning, and advance equity to allow for the most effective response to the disruption caused by the COVID-19 pandemic. Here, you will find strategies broken down by priority as well as age group.	X	X	X	X	
	Evidence-based mentorship programs: The Governor's Prevention Partnership provides mentoring programs and youth development professionals with the knowledge and resources needed to help young people thrive. By collaborating with the Governor's Prevention Partnership, LEAs can learn how to harness mentoring best practices and cutting-edge research to create a vibrant mentoring program and facilitate transformational mentoring experiences.			X		
	Connecticut School-Based Diversion Initiative (SBDI): In partnership with CSDE, SBDI helps keep kids in school, improve student outcomes, and ensure that students receive fair and equitable in-school discipline regardless of mental health, special education needs, or demographic characteristics such as race or ethnicity. SBDI is proven to reduce rate of in-school arrests, expulsions, and out-of-school suspensions.	X	X	X		
	LRP Special Education Connections: The CSDE provides a subscription to Special Education Connections, a special education e-News and resources website, at no cost to school districts. To assist with the special education complexities due to the pandemic, CSDE has upgraded subscriptions to include access to LRP legal case law. LRP provides concise summaries of significant local and national case decisions, evolving policy guidance, and regulatory changes directly to your e-mail inbox every week. If you don't know your district's login information, or you would like to schedule a free online orientation to learn more about Special Ed Connection®, contact the Special Ed Connection® Hotline at specialledconnection@lrp.com or dial 800-515-4577 x6303.	X		X		
	Engaging Families through Home Visits: Research shows that family engagement helps students succeed, and following a very disconnected and challenging year, home visit programs and similar offerings are more important than ever. Drawing inspiration from Parent Teacher Home Visits , districts in Connecticut are already implementing programs and seeing marked success.	X	X			

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

		at least 20% set aside				
Initiatives/Resources		Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	School Based Health Centers (SBHC): Inspired by Connecticut's School Based Health Centers (SBHC) , LEAs can partner with local providers to create health centers located within or on school grounds that serve students in grades preK-12. SBHCs are comprehensive primary healthcare facilities licensed as outpatient clinics or as hospital satellites. The health centers are staffed by multi-disciplinary teams of pediatric and adolescent physical, mental, and behavioral health specialists.		X	X		
	<i>*Launch pending*</i> Apex Learning: In partnership with CSDE, all Connecticut students in grades 6-12 can access Apex's online course catalogue for credit recovery, enrichment, and personal learning. This online tool is free for Connecticut schools and supports student needs from foundational skills to advanced coursework and everything in between.	X		X		
	<i>*Launch pending*</i> Defined Learning: In partnership with CSDE, this online curricula resource is at no cost to LEAs and provides project- and career-based learning for all Connecticut K-12 students. Supplementing the local curricula, Defined Learning elevates the level of engagement in real-world inquiry projects, enrichment, and asynchronous and independent learning with a career focus.	X		X		
	Educators Rising: With the support of CSDE and Governor Lamont , this national curriculum introduces high school students early on to careers in education and diversifies pipelines to the state's educator workforce based on research showing that pre-college engagement of prospective teachers allows districts to invest in current students of color while also cultivating future educators.	X				
	NextGen Educators: With the support of CSDE and Governor Lamont , this program is designed to bring highly motivated college students seeking education degrees into Connecticut's classrooms today. Not only does this initiative address today's most pressing needs, but it can also serve as an innovative teacher pipeline for well-qualified educators, now and into the future. Currently, four universities have placed close to 100 students in districts, and many will be hired to work during the summer months to assist with summer school and learning loss.	X				
	NEAT Marketplace at Oak Hill: The CSDE is dedicated to supporting LEAs', families and students with their Assistive Technology needs. CSDE provides, at no cost to school districts, NEAT membership which includes AT Webinars, Lending Library, Professional Development, and support to build capacity.			X		X

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

		at least 20% set aside				
Initiatives/Resources		Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	Career Pathways: The Office of Workforce Strategy (OWS) will provide technical assistance to districts and schools seeking to develop new career-focused courses, giving middle and high school students essential skills to begin their careers in an in-demand industry.	X				
	Work-Based Learning: OWS will assist districts and schools in fostering local employer partnerships to develop internship, pre-apprenticeship, job shadow, or mentorship opportunities for middle and high school students.	X	X			
	Dual Credit/Dual Enrollment: OWS will provide strategic support to districts and schools interested in developing new opportunities for high school students to earn college credit in a professional area of interest while working towards high school graduation requirements.	X				
	Digital Literacy Professional Development: OWS will assist districts and schools in forming partnerships with leaders in the technology and technology education sectors who can offer high-quality training to teachers. This will be crucial for K-12 educators who wish to make continued use of the unprecedented influx of technology into schools over the past year by effectively embedding technology into in-person learning experiences going forward.	X			X	
	Family Resource Centers (FRC): Connecticut's FRCs provide access, within a community, to a broad continuum of early childhood and family support services that foster the optimal development of children and families. LEAs have an opportunity to partner with FRCs to expand their support of student learning and well-being beyond the school building.	X	X	X		
	Youth Service Bureaus (YSB): YSBs serve as the coordinating unit for community-based youth services to provide comprehensive delivery of prevention, intervention, treatment and follow-up services. Services range from counseling, employment and training, enrichment activities, truancy interventions, juvenile justice system diversion, and other positive youth development programs for families and youth. LEAs are encouraged to create partnerships with YSBs to enhance services provided to their students.			X	X	

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

Initiatives/Resources	at least 20% set aside				
	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Reframing the school day/year: Massachusetts , Texas , New York , and California are a just a few states where districts have embraced the evidence based-approach to reimagining when and how long students attend school. There are many ways to expand learning time , so we encourage districts to consider what model might work best for their students and families in order to best facilitate learning recovery and student enrichment. Expanding learning time is proven to help underserved students accelerate learning.	X				
High-quality tutoring: Research shows that personalized, intensive tutoring accelerates students learning and that those learning gains persist overtime. Whether implementing high-quality tutoring in person or utilizing online tutoring services, LEAs are encouraged to consider how tutoring can accelerate learning for all students and do so beyond the upcoming school year.	X				
Rethinking classroom models: While adverse experiences like the COVID-19 pandemic can have profound effects on students, research shows that learning environments and conditions can be designed in ways that can help students overcome these effects and thrive. LEAs are encouraged to explore how they can make innovative changes to learning environments, including reducing class size or adding more hands on supports in the classroom, to achieve better outcomes for students.	X		X		
Programs outside of typical school hours: These programs can help students get back into an educational routine; help students feel connected to their peers, schools, and instructors; provide academic supports; and provide enrichment opportunities. ARP ESSER funds can be combined with Nita M. Lowey 21st Century Community Learning Centers Grant Program funds to create programs that support students from low-income backgrounds, students who are struggling, and students who are at risk of later academic disengagement.	X	X	X		
Enhance access to professional student support personnel: Increasing staffing of school social, emotional, and behavioral support personnel, including counselors, social workers, psychologists, nurses, and others, has a marked impact on student success. With increased capacity and access to services by students and families, districts are able to better serve the needs of all students, especially students who were disproportionately impacted by COVID-19. An innovative example of how to enhance access can be seen in Nashville Public Schools with their "Navigators" program.	X		X		

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Initiatives/Resources	at least 20% set aside				
	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Student enrichment in partnership with community based organizations (CBOs): From YMCAs to Taekwondo Centers to art centers and beyond, our communities are filled with strong organizations that can help LEAs meet students where they are. LEAs have an opportunity to partner with CBOs to expand their support of student learning and well-being beyond the school building.	X	X			
Supporting educator mental health: As educators continue working during a global health crisis, educator well-being and support will be essential to school and district success . Drawing inspiration from Louisiana , LEAs might consider partnering with virtual therapy programs to provide affordable and convenient support for educators. The USED also encourages LEAs to host on-campus wellness fairs and to provide free wellness check-ups and free or reduced gym memberships from local community partners.	X		X		
Full-service community schools: Recommended by the USED, these integrated student support services leverage school sites and community-based resources to ensure students' social, emotional, physical, and mental health while also making sure their academic needs are better met. Further details can be found on pages 35-37 of the USED guidance.	X	X	X		
CCSSO Well-being and Connection: This guidance supports districts to address the critical set of challenges in planning for—and restarting—teaching and learning. Designed to be a comprehensive guide, this can be used to plan, launch, and sustain initiatives that address student and staff well-being, academic supports, and the system conditions necessary to make it all happen.	X	X	X	X	X
Designing for enrichment and healing: Taking inspiration from the success of Urban95 , an initiative using urban design to promote early childhood development, and the forthcoming book Schools that Heal , a collection of research-based designs to help schools be places of healing, much like Sandy Hook Elementary, we encourage LEAs to think about how they can utilize these funds to make meaningful investments. For students, it might be a creative space designed for collaboration, and for educators, it might be an intentional space to recharge.			X		X

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Involve families in learning: One way to do this is through Interactive Homework , an evidence-based model of interactive homework to regularly keep families informed and involved in their children’s learning and help more students complete their homework and improve their skills. Interactive homework creates a three-way partnership involving students, families, and schools.	X	X			
Relationship mapping strategy: Inspired by the work of Making Caring Common , districts can ensure each student in their school has a positive connection with at least one school adult using this step-by-step guide. Research has shown that a positive connection can have tremendous benefits that include improved social-emotional capacities.	X		X		
Digital wellness program for students: Using The Student Resilience Project as a model of an alternative to in-person support, districts can create a web-based, research-informed toolkit to encourage students’ well-being by helping them learn to manage stress in healthy ways and increase their sense of belonging. Websites could feature videos, skill-building activities, resources, and more.		X	X	X	
Hands-on ‘green’ curriculum: Drawing inspiration from the Green Bronx Machine Curriculum , implement curriculum that combines the art and science of growing food. This can help educators reach students of all abilities while also teaching personal responsibility, building entrepreneurial skills, promoting workforce development, and transforming lives, one seed at a time.	X	X	X		X
FAFSA Completion and Postsecondary Enrollment: Although increasing economic insecurity and labor market expectations make postsecondary education and postsecondary financial assistance more important than ever, Connecticut’s FAFSA completion rate and postsecondary enrollment rate lags previous years’ and other states’. Districts can expand their own efforts, support students’ use of online scholarship and college advising platforms like CollegePoint , or partner with regional financial aid counselors through CONNTAC, Inc. to encourage postsecondary enrollment and put it within reach of family budgets.	X				

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Authorized Uses of ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. The following more specifically describe the types of eligible activities under section 2001(e)(2) of ARP:

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education.
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.



The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act (ADA) Coordinator, Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Update on ARP ESSER Process Grant

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

CDSE ARP ESSER PowerPoint

Attached is the information recently released to CT superintendents on the American Rescue Plan and Elementary & Secondary School Emergency Relief Fund (ARP ESSER).

With the state receiving over \$1.1 billion, and WPS over \$522,000, this is being treated by the CSDE as far more than a grants program. We have to operate accordingly.

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With this as a backdrop, Lisa Wolak, as Superintendent-elect, will take the baton and shift to an update for planning for fall 2021.



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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American Rescue Plan (ARP) Act, 2021 Emergency and Secondary School Emergency Relief (ESSER) Fund

*Reimagining Schools to
Transform Students' Lives*

May 10, 2021



@CTDepartmentOfEducation



@EducateCT

Presentation Outline

- Federal Education Stabilization Funding
- Overview: ARP ESSER
- State-Level Priorities Revisited
- ARP ESSER Timeline: Important LEA Requirements
- Spark Innovation



Federal Education Stabilization Funding

ESSER I	\$111 million	Survive
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ARP ESSER	\$1.1 billion	Transform



Overview: ARP ESSER

- ❖ No less than 90% of the funds must be allocated to local education agencies (LEAs) - \$995 million
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 - Address disproportionate impact on under-represented subgroups



Overview: ARP ESSER Continued...

- ❖ CSDE may reserve up to 10% of the funds for state-level activities, including the following set aside requirements:
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A photograph of two young students in a classroom. The student on the left is a boy with short blonde hair, wearing a green face mask and a teal polo shirt. The student on the right is a girl with dark curly hair, wearing a pink face mask and a white sleeveless top. They are both leaning over their desks and shaking hands. The background shows a classroom wall with various posters, including one that says "EARTH CHANGE".

STATE-LEVEL PRIORITIES REVISITED

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

State-Level Priorities Revisited

Learning
Acceleration,
Academic Renewal,
and Student
Enrichment

Family and
Community
Connections

Social, Emotional,
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of the Students and
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Strategic Use of
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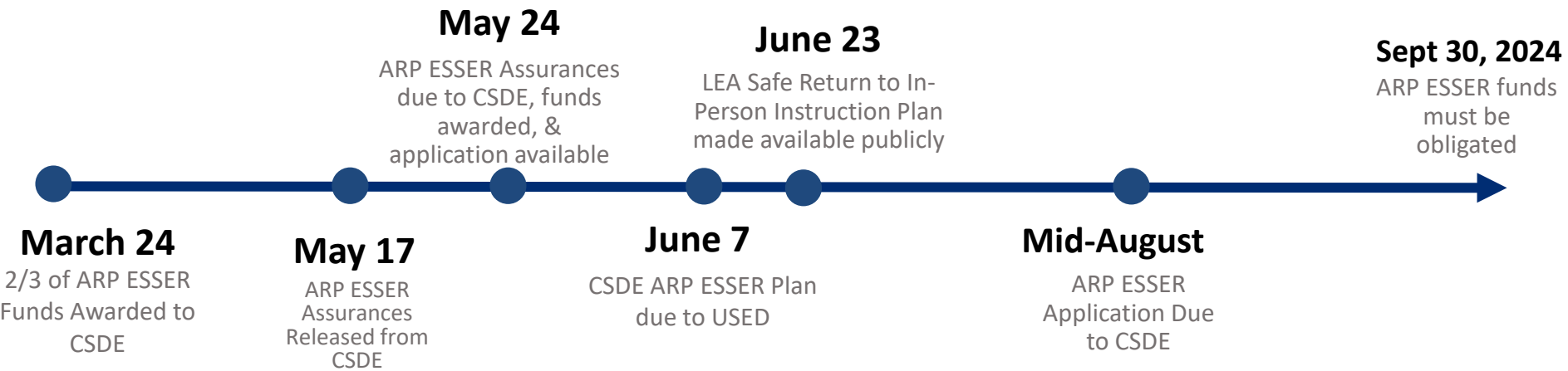


ARP ESSER Timeline

Important LEA Requirements



ARP ESSER TIMELINE



ARP ESSER Assurances

- On May 17, CSDE will release ARP ESSER Assurances to LEAs in eGMS
- Superintendents must certify assurances by Monday, May 24
- Assurances similar to ESSER II, with the following additions:
 - Commit to making LEA Safe Return to In-Person Instruction and Continuity of Services Plan publicly available
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 - Commit to meeting Maintenance of Equity* requirement

**Please Note: CSDE still awaiting guidance on new Maintenance of Equity requirement.*



ARP ESSER Funds Awarded and Application Available

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Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs receiving funds must, within 30 days of receiving funds (June 23), make publicly available on its website a plan for the safe return to in-person instruction and continuity of services.

Federal mandate requires:

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LEA ARP ESSER Plan

- LEAs are required to develop a plan for the use of ARP ESSER funds and submit that plan to the state.
- At a minimum, the plan must include:
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LEA ARP ESSER Plan Continued...

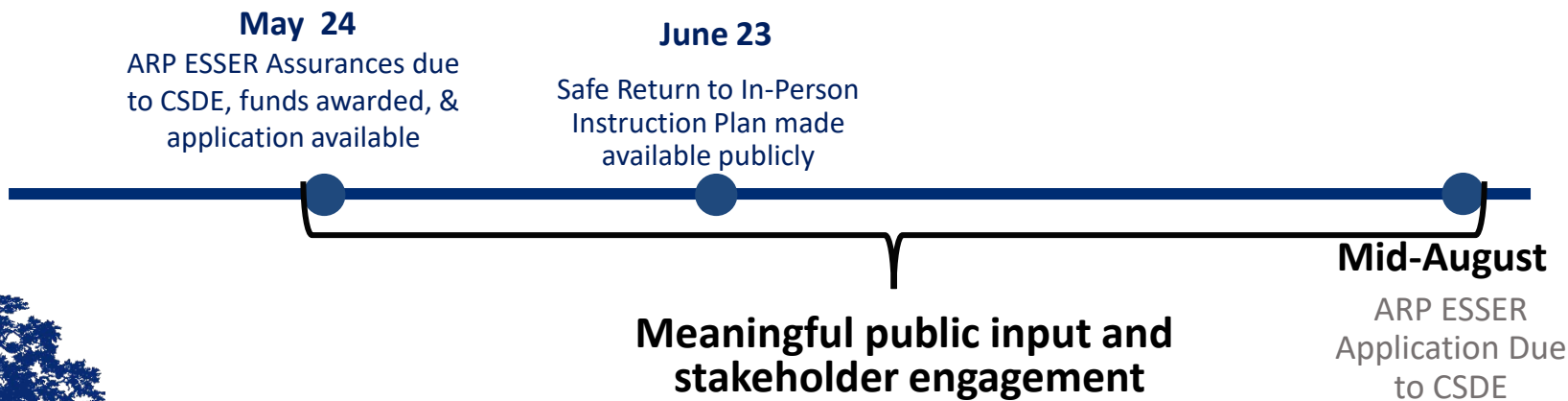
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SPARK INNOVATION

*Reimagining schools to
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Spark Innovation

		at least 20% set aside				
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	<p>TeachRock: With the support of CSDE and Governor Lamont, LEAs can apply to utilize TeachRock as a creative way to engage students and help them achieve success in their studies. This integrated model arts curricula weaves music history through core subjects such as English language arts and social studies. Partner LEAs will take part in focused professional learning on designing engaging instruction and on the implementation of TeachRock curricula materials, which will all be available in an online library.</p>	X		X	X	
	<p>Social-Emotional Learning (SEL) Assessment with DESSA: The CSDE has contracted with Aperture Education to provide the DESSA SEL assessment system, access to the online portal, training, and on-going support at no cost to school districts. Aperture has a specific information page for Connecticut districts.</p>			X	X	
	<p>Advancing Wellness and Resilience Education: Taking inspiration from Project AWARE which is currently being implemented in three public schools across Connecticut: Middletown, Naugatuck, and Windham, LEAs should explore partnerships and collaboration between state and local systems to promote the healthy development of school-age youth and prevent youth violence. AWARE sets out to increase awareness of mental health issues of school-age youth, train educators and other youth-serving adults to detect and respond to mental health issues, and connect youth and families to appropriate services.</p>		X	X		

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Q&A



Thank you! Be safe and be well!



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

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Action Requested

Agenda Item Subject: Update on ARP ESSER Process Grant

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

CDSE ARP ESSER Allocations by Town

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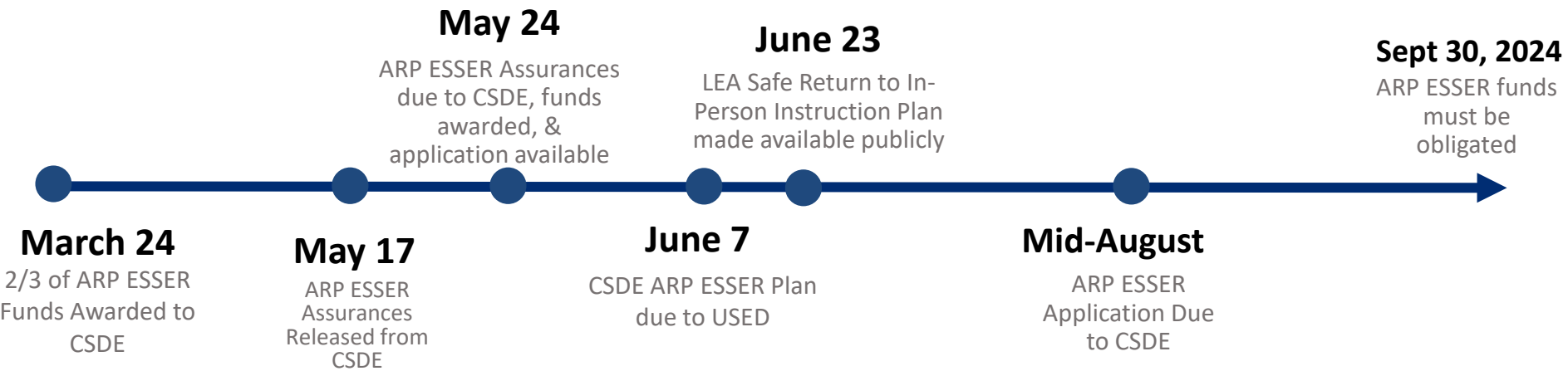


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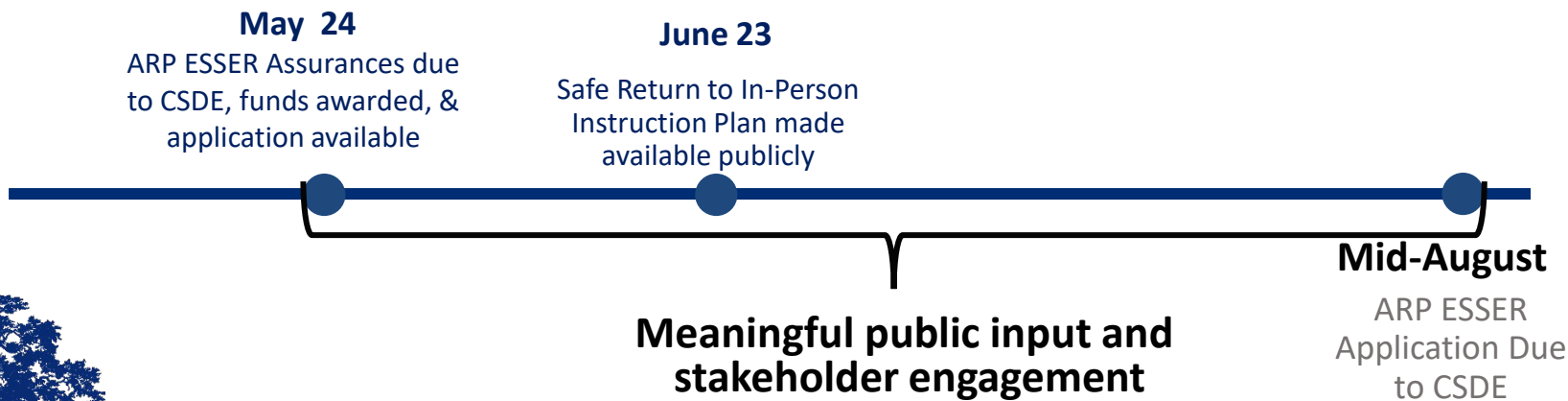
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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 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 the second 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 ~~K~~Hus – 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 Princee 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: May 17, 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 the second 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: May 17, 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 the second 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>

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

Policy Revised: January 21, 1997

Policy Revised: March 15, 2010

Policy Revised: June 15, 2015

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: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Discussion and Possible Vote on Modifying 2021-2022 WPS Calendar

Submitted by: Kenneth Craw

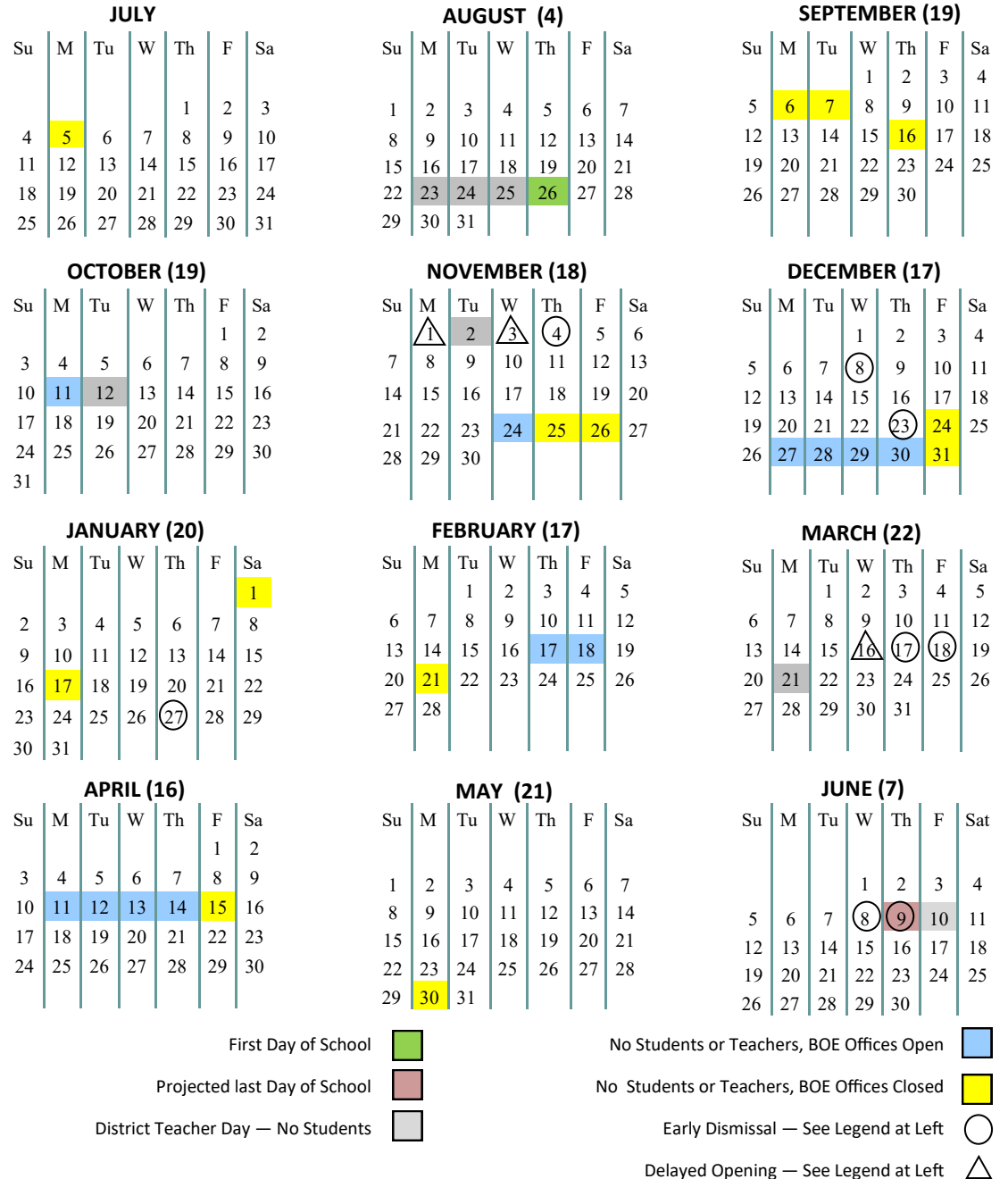
Document Summary/Purpose and/or Recommended Action:

Two calendars attached: 1. previously approved 2021-2022 calendar; 2. proposed modified 2021-2022 calendar.

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

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

Weston Public Schools



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

**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 27, 2020.

2021-2022 School Calendar-REVISED 3-3-21(Sep Opt)

Weston Public Schools

July 5	Independence Day Observed
August 30-Sep 1	Professional Development
September 2	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
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June 10	District Teacher Day

JULY

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER (18)

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER (19)

Su	M	Tu	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER (18)

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER (17)

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY (20)

Su	M	Tu	W	Th	F	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY (17)

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH (22)

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL (16)








Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY (21)

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE (12)

Su	M	Tu	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

First Day of School		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	
		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

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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.

DRG A School Year Start and End Dates 2021-2022

District	Start	End
Darien	8/30/21	6/13/22
New Canaan	8/30/21	6/15/22
Ridgefield	8/30/21 (K-9) , 8/31/21 (10-12)	6/16/22
ER 9	9/1/21	6/13/22
Weston	8/26/21	6/9/22
Westport	8/31/21	6/17/22
Wilton	8/30/21	6/16/22

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 17, 2021

Information Only

Action Requested

Agenda Item Subject: Discussion and Vote on proposed 2022-2023 Weston Public Schools Calendar

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

Proposed 2022-2023 WPS calendar for Board discussion and vote.

2022-2023 School Calendar-AS OF 4-28-21

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
January 26	Professional Development
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
June 15	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 16	District Teacher Day

Weston Public Schools

JULY							AUGUST (0)							SEPTEMBER (20)						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

OCTOBER (19)							NOVEMBER (18)							DECEMBER (17)						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

JANUARY (20)							FEBRUARY (17)							MARCH (22)						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1				1	2	3	4				1	2	3	4
1	2	3	4	5	6	7	5	6	7	8	9	10	11	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28					26	27	28	29	30	31	
29	30	31																		

APRIL (14)							MAY (22)							JUNE (11)								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sat		
						1							1	2	3					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30			
30																						

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Policy Committee Meeting

April 6, 2021 - Via Zoom

Members Present:

Melissa Walker

Hillary Koyner

Taffy Miller

1. Call to Order

Melissa Walker called the meeting to order at 8:32am. In attendance, William McKersie, Ph.D., Superintendent of Schools, Lisa Wolak, Principal, WHS, In-Coming Superintendent, Michael Aitkenhead, WHS, Teacher, and Jen Ryan, HR Manager

2. Approval of Minutes

Discussion:

March Minutes were approved.

3. Discussion of policies, regulations, and bylaws

3.A. Sustainability Policy Update

Discussion: A discussion took place on the new Sustainability Policy Ms. Walker drafted. Mr. Aitkenhead explained his plan as having two pathways, one at the school level and one at District-Administration level. He also introduced his Green Team plan that would have a team at each school using each month to focus on a different area of becoming greener at Weston Public Schools. The next step is sending the draft policy to our legal counsel at Shipman and Goodwin to review.

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 re-introduced the policies and regulations first presented at the March meeting. The committee had asked her to have the Director of PPS/SPED, Ms. Tracy Edwards, review them once before returning them to the committee. Ms. Edwards agreed with the updates and these will go before the Board of Education for a first reading at the April Board meeting.

3.C. Non-Discrimination (Community, Personnel, Students)

Discussion: Ms. Ryan introduced the changes to all three policy and regulations on non-discrimination, by explaining that because they all needed to be update to include the "Protective Hairstyles" language provided by Shipman and Goodwin, it was decided to edit all of them to be more consistent. Ms. Ryan also updated outdated titles and/or names. After a discussion the committee will be forwarding these on to a first reading at the April Board of Education meeting.

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:

- Graduation Requirements

- Disability Accommodations and Discrimination
- Use of School Facilities

5. Adjourn 9:30 am