



Board of Education Regular Meeting  
Monday, October 21, 2024  
7:00 PM  
Remote Session

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- I. CALL TO ORDER, VERIFICATION OF QUORUM
- II. PLEDGE OF ALLEGIANCE
  - A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.
- III. APPROVAL OF MINUTES
  - A. Approval of meeting minutes from the September 16, 2024 Weston Board of Education Workshop
  - B. Approval of meeting minutes from the September 16, 2024 Weston Board of Education Meeting
- IV. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS
  - A. Discussion with WHS Student Board of Education Representatives
- V. PUBLIC COMMENT
  - A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

While we value and pay close attention to public comment, it is our practice not to respond substantively, or sometimes at all, during public comment. There are several reasons for this:

First, engaging in a discussion on non-agenda items could violate the Board's obligations to comply with the Freedom of Information Act.

Second, the Board or the administration may not be prepared to discuss certain matters raised in the first instance by a public comment.

Third, the Board develops its meeting agenda carefully to ensure that the Board addresses matters that are pressing or relevant at the time of the meeting.

We encourage members of the public with specific questions, concerns, or complaints about our schools to reach out directly to Superintendent Barbiero. You may also email the Board at our email address, [boardofeducation@westonps.org](mailto:boardofeducation@westonps.org).

Additional details on Public Comment at board meetings can be found on our website: [https://www.westonps.org/608477\\_3](https://www.westonps.org/608477_3)

Meeting Conduct: Bylaws of the Board #9325 - <https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003>

VI. NEW BUSINESS

- A. Gifts, Grants and Bequests (Recognition, Acceptance or Approval)
  - 1. Recognize a donation in the amount of \$500 from the WIS PTO to be used for the Max Stossell/Social Awakening presentation for parents
  - 2. Accepted a donation in the amount of \$2,000 from the WIS PTO for a new mascot costume
  - 3. Recognize a donation in the amount of \$202.50 from the HES PTO to be used for wireless microphones and speakers to be used for assemblies and meetings.
- B. Consent agenda
- C. Weston Board of Education Policies, Regulations, and Bylaws (first read)
  - 1. 4118.11 and 5145: Non Discrimination (Personnel and Students)
  - 2. 4118.13 and 5114.7: Section504/ADA (Personnel and Students)
- D. Approval of 2025-2026 WPS District Calendar
- E. 2024-2025 District Improvement Plan (DIP)

VII. DISTRICT UPDATES

- A. Superintendent
- B. Safety & Security
- C. Human Resources
- D. Pupil Personnel Services and Special Education
- E. Finance and Operations
  - 1. Discussion and approval of the September 2024 Financial Report
  - 2. Approval of the FY26 Budget Calendar
  - 3. Approval of the FY26 Budget Assumptions
  - 4. Approval of the Medical Advisor contract for the 2024-2025 school year

VIII. COMMITTEE UPDATES

- A. Communications Committee
- B. Connecticut Association of Boards of Education (CABE)
- C. Cooperative Educational Services (CES)
- D. Curriculum Committee
- E. Education Optimization Committee (EOC)
- F. Finance & Operations Committee
- G. Policy Committee
- H. Weston Education Foundation (WEF)

IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- A. Weston Board of Education Special Meeting, November 11, 2024, 7:00 PM via Zoom.
  - B. Weston Board of Education Meeting, November 18, 2024, 7:00 PM via Zoom.
  - C. Review of Pending Agenda Items for Next Meeting
- X. ADJOURNMENT

**Weston Board of Education Special Meeting (Workshop)**

Monday, September 16, 2024

4:30 PM

Weston Middle School Library Learning Commons

135 School Road

Weston, CT 06883

**Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Chad Hoepfner, Lisa Luft. Present: 7.

I. **Call to Order, Verification of Quorum**

The meeting was called to order at 4:43 PM.

Additional Attendees:

Lisa Barbiero, Superintendent; Tina Henckel, Assistant

Superintendent; Jessica Richman Smith, Counsel

Move that the Weston Board of Education begin the September 16, 2024 workshop meeting. Unseconded with a motion by Ezzes, Steven.

II. **Pledge of Allegiance**

A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.

III. **Legal Update**

Jessica Richman-Smith, counsel at Shipman & Goodwin, provided a legal update to the board on the following topics:

- Education Legislative Update and Refresher
- Board Roles and Responsibilities Refresher
- 2024-2025 Planning

**Questions & Answers**

IV. **Adjournment**

The meeting adjourned at 6:19 PM.

Move that the Weston Board of Education adjourn the September 16, 2024 workshop meeting. Carried with a motion by Ferraro, Sharon and a second by Felton, David.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea  
Yea: 7, Nay: 0

Respectfully Submitted by:  
Jodi Sacchetta, Board Clerk

**Board of Education Regular Meeting**

Monday, September 16, 2024

7:00 PM

Weston Middle School Library Learning Commons

135 School Road

Weston, CT 06883

I. **CALL TO ORDER, VERIFICATION OF QUORUM**

The meeting began at 7:00 PM

**Additional Attendees:**

Lisa Barbiero, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Facilities; Tracy Edwards, Director of Pupil Personnel Services; Juliane Givoni, Director of Human Resources; Daniel DiVito, Director of Digital Learning and Technology; Joe Rios, Director of Safety and Security; Meghan Conetta, Daniel Doak, Patricia Falber, Laura Kaddis, Building Principals; Jaya Sharma, Emily Kreger, WHS Student Representatives. Move that the Weston Board of Education begin the September 16, 2024 meeting. Unseconded with a motion by Ezzes, Steven.

II. **PLEDGE OF ALLEGIANCE**

A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.

III. **RECOGNITION**

A. **Recognition of Bernadette Kingsley, former Board of Education member**

Dr. Bernadette Kingsley recently resigned from the Weston Board of Education. The Board and Central Office Administrators took this opportunity to thank her for her work on the Board as well as in her role as the Curriculum Committee Chair.

IV. **APPROVAL OF MINUTES**

A. **Approval of meeting minutes from the June 17, 2024 Weston Board of Education Regular Meeting**

Move that the Weston Board of Education approve the June 17, 2024 meeting minutes. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Lisa Luft: Abstain (With Conflict), Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea

Yea: 6, Nay: 0, Abstain (With Conflict): 1

**B. Approval of meeting minutes from the June 25, 2024 Weston Board of Education Special Meeting**

Move that the Weston Board of Education approve the June 25, 2024 meeting minutes. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Lisa Luft: Abstain (With Conflict), Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea  
Yea: 6, Nay: 0, Abstain (With Conflict): 1

**V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS**

**A. Discussion with WHS Student Board of Education Representatives**

The WHS Executive Co-Presidents provided the Board with an update on activities that recently took place as well as some of the upcoming activities. There has been a lot of school spirit, the students enjoy the activities and they have been well attended.

**VI. PUBLIC COMMENT**

- A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

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Meeting Conduct: Bylaws of the Board #9325 - <https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003>

The following members of the community spoke during public comment:

Michelle Ruiz Andrews - Saugatuck River Road  
Catherine Vodola - Coley Drive

VII. **NEW BUSINESS**

A. **Authorize the Superintendent to appoint an impartial hearing officer for the purpose of expulsion and residency issues for the 2024-2025 school year.**

Superintendent Barbiero explained this is an annual appointment in the event we need an impartial hearing officer.

Move that the Weston Board of Education authorize the Superintendent to appoint an impartial hearing officer for the purpose of expulsion and residency issues for the 2024-2025 school year. Carried with a motion by Felton, David and a second by Hoepfner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 7, Nay: 0

B. **DONATIONS: RECOGNITION, ACCEPTANCE OR APPROVAL**

a. **Approval of a donation of a True Fitness CS900 Treadmill to WHS with a value of approximately \$6,000**

Move that the Weston Board of Education approve donation of a True Fitness CS900 Treadmill to WHS with a value of approximately \$6,000 Carried with a motion by Felton, David and a second by Hoepfner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 7, Nay: 0

b. **Approval of a donation of 1,000 Look Optic blue light glasses for students at WHS and WMS with a value of approximately \$88,000 (\$88 per glasses)**

Move that the Weston Board of Education approve the donation of 1,000 Look Optic blue light glasses for students at WHS and WMS with a value of approximately \$88,000. Carried with a motion by Felton, David and a second by Luft, Lisa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 7, Nay: 0

c. **Recogniton of \$500 donation from the HES PTO to be used for the Max Stossell/Social Awakening presentation for parents**

The Board recognized the donation from the HES PTO. No motion to formally accept by the Board is needed.

**C. Discussion and approval of consent agenda**

Juliane Givoni, Director of Human Resources presented the consent to the Board.

Move that the Weston Board of Education accept the consent agenda as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 7, Nay: 0

**D. Culminating Goals for the 23-24 School Year Presentation**

The final data analysis of the Weston District Improvement Plan for the 2023-2024 school-year was presented to the Board by members of Central Office Administration and Principals.

**VIII. DISTRICT UPDATES**

**A. Superintendent**

Superintendent Barbiero provided each Principal with an opportunity to update the Board on the opening of their school.

**a. Weston High Principal**

Many new staff were welcomed to WHS as well as a new administrative team, everyone is working well together, and running smoothly. The students have continued to show their support for sports activities and it's been an exciting turnout. New and continuing programs will take place and they're looking forward to Back to School Night and meeting all the parents.

**b. Weston Middle School Principal**

The opening of WMS went well and they also welcomed several new staff members. A new addition to WMS is the use of Yonder bags, which has been quite successful so far.

**c. Weston Intermediate School Principal**

It's been a good start to the school year. They have been busy welcoming students and educating them on WIS pride and expectations. Back to School Night was a little different this year, as they added special area teachers to the program. It was well attended, and the parents seemed to enjoy having them participate.

**d. Hurlbutt Elementary School Principal**

It was a wonderful opening at Hurlbutt. The main focus for the start of school is making sure our youngest learners are comfortable and connected to the school. The Back to School Nights have been successful so far. The change in program mirrored WIS this year, and included the specials area teachers, and which parents enjoyed this change as well.

**B. Safety & Security**

Joe Rios, Director of Safety & Security told the Board security enhancements have been made throughout campus; updated cameras and servers, improving signage around the campus, window shades for classrooms, and ICS (Incident Command Training). In addition, enhancements to our Alertus system are being researched.

**C. Finance and Operations**

**a. Discussion and approval of the June 2024 Financial Report, Including Operations Update.**

Phillip Cross, Director of Finance & Operations thanked the staff for their hard work getting our campus ready for the start of school. An overview of the June 2024 financial report and an update on capital projects was presented.

Move that the Weston Board of Education approve the June 2024 Financial Report (including Operations update) as presented. Carried with a motion by Gordon, Peter and a second by Hoeppepner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppepner: Yea, Lisa Luft: Yea  
Yea: 7, Nay: 0

**b. Update on the State's Changes to Non-Lapsing Accounts**

An overview of the changes to the State's statute on non-lapsing accounts and how it will impact WPS was discussed. The Board decided to add an item to the agenda to vote on authorizing Mr. Cross to engage in discussions with the Board of Finance on behalf of the Board regarding creating a non-lapsing account.

David Felton then made a motion to add an agenda item and the Weston Board of Education amended the agenda as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon. Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppepner: Yea, Lisa Luft: Yea  
Yea: 7, Nay: 0

The discussion took place and the Board agreed to authorize Mr. Cross to enter into discussions with the non-lapsing account with the Board of Finance.

Move that the Weston Board of Education authorize the Director of Finance and Operations to have a discussion with the Board of Finance regarding a non-lapsing account for the 2023-2024 school year, as per the change in statute. Carried with a motion by Felton, David and a second by Guido, Michael. Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoeppepner: Yea, Lisa Luft: Yea  
Yea: 7, Nay: 0

D. **Human Resources**

Juliane Givoni, Director of Human Resources updated the Board on the New-Educator Indiction Program, which was conducted for new certified staff. It was a 2-day program designed to help them understand what it means to be a team member here in Weston, and understand a little bit about Weston as a community and about our values as a school district. They engaged with one another on important topics related to policy and procedure and the work of what it means to connect with students and to work in classrooms. Another area of focus over the summer was getting the new teacher and leader evaluation and growth plan up and running. In addition, the Human Resources Department is planning activities and resources that will support our staff's ongoing physical and emotional wellness.

E. Pupil Personnel Services and Special Education

Tracy Edwards, Director of Pupil Personnel Services updated the Board on the new PPS staff members. She indicated the department is really fortunate to have the new team members that we have across the district and are already benefiting from their expertise, enthusiasm, and commitment to the students. This year we will be conducting a Panorama climate survey in the Fall and Spring, which will allow us to conduct a research-based school and Community climate survey so that we can gather data about the experiences of student staff and the community this year. We anticipate the first PPS parents meeting will be in October.

IX. **COMMITTEE UPDATES (minutes from committee meetings can be found on BoardBook)**

A. **Communications Committee**

The meeting was canceled for September.

B. **Connecticut Association of Boards of Education (CABE)**

Nothing to report.

C. **Cooperative Educational Services (CES)**

Nothing to report

D. **Curriculum Committee**

The meeting was canceled.

E. **Education Optimization Committee (EOC)**

Working to refine the budget/plan for campus revitalization. More information will be discussed at the October committee meeting.

F. **Finance & Operations Committee**

The committee met in September, details were provided during the

Finance and Operations update.

**G. Policy Committee**

Two policies were discussed during the September committee meeting. The policies will be discussed at the district Principal/Leadership level and then brought to the board for a first read in October.

**H. Weston Education Foundation (WEF)**

Had first meeting, have some new board members.

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

A. The next regular session of the Weston Board of Education will be October 21, 2024 at 7:00 PM. This meeting will be remote and will be live-streamed.

B. Review of Pending Agenda Items for Next Meeting

**XI. ADJOURNMENT**

The meeting adjourned at 9:56 PM

Move that the Weston Board of Education adjourn the September 16, 2024 meeting. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Lisa Luft: Yea  
Yea: 7, Nay: 0

Respectfully submitted by:  
Jodi Sacchetta, Board Clerk



Gifts, Grants and Bequests Approval Form

COMPLETE ONLINE FORM. PRINT, SIGN AND FORWARD TO THE SUPERINTENDENT'S OFFICE

Gift Value:

Gifts Valued Under \$1,000: Minor gifts valued under \$1,000 require approval by the Superintendent or building principal before being accepted however, do not require formal action by the Board of Education. Minor gifts that require approval of the Superintendent

- have an impact on the curriculum,
• introduce new programs or procedures,
• produce inequity among the schools or add equipment that would incur further costs to the school system

Gifts Valued \$1,000 to \$3,000: All gifts valued from \$1,000 to \$3,000 require approval by the Superintendent and formal acceptance by the Board of Education

Gifts Valued Over \$3,000: All gifts valued at over \$3,000 must be approved by the Board of Education before being accepted.

School/Building: HES WIS WMS WHS CO

Name of Donor: WIS PTO

Value of gift(s) being donated): \$ 500

Description:

Max Stossel from Social Awakening Parent Session, split between 4 schools.

Principal Signature (Handwritten signature)

Superintendent Signature (Handwritten signature and 'X Not required')

Date: 9/16/2024

Date: 9/17/2024

Board of Education Approval

- Not required
Yes (If yes, date of Board of Education Approval:
No



**WESTON PTO**  
**INTERMEDIATE SCHOOL**  
PARENT TEACHER ORGANIZATION

9/16/2024

Lisa Barbiero  
Superintendent of Schools  
Weston School District  
24 School Road  
Weston, CT 06883

Dear Ms. Barbiero,

On behalf of the Weston Intermediate School PTO, we are pleased to inform you and the Board of Education that our organization would like to provide the following:

- \$500 toward the Parent Session by Max Stossel from Social Awakening

Our members are grateful that Weston Public Schools secured this speaker and recognizes the importance of addressing social media and technology as a community to support our students' social and emotional learning.

We look forward to continued success.

Warmest regards,

*Kellie*

Kellie James  
WIS PTO Philanthropy Chair

CC: Stephanie Feingold, WIS PTO President  
Patricia Falber, WIS Principal

Weston Intermediate School PTO Inc.  
95 School Road Weston, CT 06883



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Gifts Valued \$1,000 to \$3,000 All gifts valued from \$1,000 to \$3,000 require approval by the Superintendent and formal acceptance by the Board of Education

Gifts Valued Over \$3,000 All gifts valued at over \$3,000 must be approved by the Board of Education before being accepted

School/Building:  HES  WIS  WMS  WHS  CO

Name of Donor: WIS PTO

Value of gift(s) being donated) \$ Up to 2,200

Description:

New Webster the Wolf school mascot costume

X Patricia Sauber  
Principal Signature

X Lisa Barbiero  
Superintendent Signature

Date Oct. 1, 2024

Date

Board of Education Approval

Not required

Yes (If yes, date of Board of Education Approval)

No



# WESTON PTO

## INTERMEDIATE SCHOOL

PARENT TEACHER ORGANIZATION

10/16/2024

Lisa Barbiero  
Superintendent of Schools  
Weston School District  
24 School Road  
Weston, CT 06883

Dear Ms. Barbiero,

On behalf of the Weston Intermediate School PTO, we are pleased to inform you and the Board of Education that our organization would like to provide the following:

- \$2,000 for a new Webster the wolf school mascot costume (see image on page 2)

We are grateful to our members for recognizing the importance of building school community and spreading school spirit at Weston Intermediate School.

We look forward to continued success.

Warmest regards,

*Kellie*

Kellie James  
WIS PTO Philanthropy Chair


CC: Stephanie Feingold, WIS PTO President  
Patricia Falber, WIS Principal

Weston Intermediate School PTO Inc.  
95 School Road Weston, CT 06883

[School Spirit Supplies](#) / [Mascots](#) / [Canine Mascots](#) / [Happy Husky/Wolf Elite Mascot Costume](#)



## Happy Husky/Wolf Elite Mascot Costume

 0.0 No Reviews [Write the First Review](#)

Item Number: AL616F  
Production Time: 28 Business Days  
Price: \$1999.99

Quantity:  Each

Total: \$1999.99

[Add to Cart](#)



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Gifts Valued Over \$3,000: All gifts valued at over \$3,000 must be approved by the Board of Education before being accepted.

School/Building: HES WIS WMS WHS CO

Name of Donor: HES PTO

Value of gift(s) being donated: \$ 202.50

Description:

To provide wireless mics and a speaker for assemblies or programs as needed.

Principal Signature

Superintendent Signature

Date: 9/17/24

Date: 9/17/2024

Board of Education Approval

- Not required
Yes (If yes, date of Board of Education Approval:
No



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**INTEROFFICE MEMORANDUM**

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**To:** Lisa Barbiero  
**From:** Juliane Givoni - Director of Human Resources  
**Subject:** Consent Agenda – October 2024  
**Date:** October 17, 2024

**NEW HIRES:**

- Gonzalez, Emily (1.0) WHS School Psychologist - Effective November 11, 2024
- Iassogna, Haley (1.0) WMS Paraeducator - Effective October 15, 2024
- Sergeant, Adrian (1.0) WMS Custodian - Effective October 7, 2024

**RESIGNATIONS:**

- Lucatino, Nicholas (1.0) WHS/WMS Transition Coordinator / Special Education Teacher - Effective October 18, 2024
- Passarelli, Ryan (1.0) WHS Guidance Counselor - Effective October 10, 2024
- Rios, Joe (1.0) Director of Security - Effective September 23, 2024
- Willstatter, Sara (1.0) WIS Paraeducator - Effective October 2, 2024

**TERMINATIONS:**

- O’Leary, Andrew (1.0) WMS Paraeducator - Effective Sep 12, 2024

## NON-DISCRIMINATION (STUDENTS)

### ***Protected Class Discrimination Prohibited:***

The \_\_\_\_\_ Weston Board of Education (the “Board”) complies with all 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, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the \_\_\_\_\_ Weston Public Schools (the “District”). The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

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

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

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

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

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

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities)

are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

***Definitions:***

The following definitions apply for purposes of this policy:

A. Discrimination:

With respect to students, unlawful discrimination occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student's actual or perceived membership in a Protected Class.

B. Harassment:

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

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board Policy **[NUMBER]#5114.6**, Policy Regarding Title IX of the Education Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

C. Veteran:

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

D. Gender identity or expression:

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

E. Sexual Orientation:

Sexual orientation refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

F. Race:

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

G. Domestic Violence:

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

~~*In response to requests from many of our clients, Shipman has developed the language below to in order to address incidents of biased conduct and/or communications by students. Please note that bias in this context is not currently defined by law, except when such bias raises to the level of unlawful discrimination and/or harassment. That said, it is commonly acknowledged that incidents of bias may be precursors to discriminatory and/or harassing conduct. Boards that wish to explicitly include reference to bias in this policy may utilize the language below in order to acknowledge the concerns presented regarding bias:*~~

### ***Biased Conduct:***

The Board recognizes that certain student conduct or communications may be indicative of bias towards individuals who are members of a Protected Class, even when such conduct or communications do not rise to the level of discrimination and/or harassment. The Board directs the District administration to address any such biased conduct or communications in a manner consistent with the Board's legal obligations under state and federal law and Board policy, including free speech considerations, in order to promote a school environment that is welcoming and safe for all individuals.†

### ***Reporting to District Officials:***

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to ~~IDENTIFY APPROPRIATE PERSONNEL~~ Director of Pupil Personnel Services in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which accompany this policy and are available online at <https://meetings.boardbook.org/Public/Organization/2468> ~~Insert website address for Board policies~~ or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

**Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.**

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #\_\_\_\_\_ ~~Insert Policy ##5114.6~~, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in Board Policy #\_\_\_\_\_ ~~Insert Policy #5114.7~~, Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

***Mandatory Staff Reporting for Student Incidents:***

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when District employees witness such incidents or when District employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. **Reports should be made to any District administrator or to:**

~~IDENTIFY APPROPRIATE PERSONNEL~~ Director of Pupil Personnel Services

***Remedial Action:***

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

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

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

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

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

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

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>

Connecticut Commission on Human Rights and Opportunities:

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

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

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
2. wishes to request or discuss accommodations for a student based on religion;

may contact:

**~~Insert name/title, address, telephone number, email of person(s)~~ Director of Pupil Personnel Service**

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, pregnancy or sexual orientation may contact the District's Title IX Coordinator:

**~~Insert name/title, address, telephone number, email address~~ Director of Pupil Personnel Services**

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
2. wishes to request an accommodation for a student on the basis of disability

may contact the District's Section 504/ADA Coordinator:

**~~Insert name/title, address, telephone number, email address~~ Director of Pupil Personnel Services**

**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.  
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905  
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 § 27-103

Connecticut General Statutes § 46a-51, Definitions

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

Connecticut General Statutes § 46b-1, Family relations matters and  
domestic violence defined

Public Act No. 23-145, “An Act Revising the State’s Antidiscrimination  
Statutes”

Policy Adopted: May 04, 1992

Policy Revised: April 21, 2014

Policy Revised: May 17, 2021

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

9/29/2023

## ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

### ***Protected Class Discrimination Prohibited:***

The \_\_\_\_\_ Weston Board of Education (the “Board”) complies with all 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 any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, ~~whether, whether~~ by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the \_\_\_\_\_ Weston Public Schools (the “District”)

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

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

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

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

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

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

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities)

are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

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

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

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

### ***Reporting to District Officials:***

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to **[INSERT HERE THE NAMES AND CONTACT INFORMATION OF APPROPRIATE SCHOOL PERSONNEL]** Director of Pupil Personnel **in** Services in accordance with the Board's complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Students.

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy # \_\_\_\_\_ **[Insert Policy ##5114.6]**, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). Complaints involving allegations of discrimination or harassment of student based on disability will be addressed in accordance with the procedures set forth in Board Policy # \_\_\_\_\_ **[Insert Policy #5114.7]**, Section 504/ADA (Students). In the event reported conducted allegedly

violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Students are encouraged to immediately report any concerns about Protected Class discrimination, harassment, or retaliation.

**Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.**

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.

***Mandatory Staff Reporting for Student Incidents:***

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when District employees witness such incidents or when District employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. **Reports should be made to any District administrator or to:**

~~[IDENTIFY APPROPRIATE PERSONNEL]~~ **Director of Pupil Personnel Services**

***Complaint Procedure***

As soon as a student feels that they, or another student has been subjected to Protected Class discrimination, harassment or retaliation, the individual should make a written complaint to ~~[INSERT HERE THE NAMES OF APPROPRIATE SCHOOL PERSONNEL]~~ **Director of Pupil Personnel Services** or to the building principal, or designee.

**Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee. School employees receiving such reports shall promptly forward them to any District administrator or to**  
~~[IDENTIFY APPROPRIATE PERSONNEL]~~ **Director of Pupil Personnel Services**.

The student and/or parent/guardian or other individual will be provided a copy of the Board's policy and regulation and made aware of the student's rights under this policy and regulation. In the event the ~~[INSERT NAME OF APPROPRIATE SCHOOL PERSONNEL]~~ **Director of Pupil Personnel Services** receives a complaint alleging discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, the ~~[INSERT NAME OF APPROPRIATE SCHOOL~~

~~PERSONNEL~~Director of Pupil Personnel Services] shall follow the procedures identified in Board Policy # \_\_\_\_\_ ~~[Insert Policy #]~~5114.6, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). In the event the ~~[INSERT NAME OF APPROPRIATE SCHOOL PERSONNEL]~~Director of Pupil Personnel Services receives a complaint alleging discrimination or harassment of a student based on disability, the ~~[INSERT NAME OF APPROPRIATE SCHOOL PERSONNEL]~~Director of Pupil Personnel Services shall follow the procedures identified in Board Policy # \_\_\_\_\_ ~~[Insert Policy #]~~5114.7, Section 504/ADA (Students).

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 student and/or parent/guardian or other individual who makes an oral complaint of discrimination or harassment of a student to any of the above-mentioned personnel will be provided a copy of this regulation 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 school employee receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form or ask a District administrator for assistance in doing so.

All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment of a student under this complaint procedure, the Superintendent shall designate a District administrator (or other trained individual) to 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 individual alleged to have experienced Protected Class discrimination and/or harassment (the “complainant”), the reporter (if different from the complainant) the alleged discriminator/harasser

(“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible to the extent consistent with principles of due process, as determined by the investigator.

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

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;
2. Provide the complainant (and respondent, if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
4. Review any records, notes, statements, or other documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (i.e. “Consequences were imposed.”).
7. Communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was

received by the Superintendent's office. The complainant (and respondent, if applicable) 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;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary (see subparagraph 6);
9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;
10. If a complainant or a respondent is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) 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 complainant (and/or respondent, if applicable), 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 (and/or respondent, if applicable), 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 (and respondent, if applicable) of the proposed actions within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) following the receipt of the written request for review.

***Remedial Action:***

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

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

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

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

***Staff Development:***

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

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

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  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

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

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
2. wishes to request or discuss accommodations for a student based on religion;

may contact:

**[Insert name/title, address, telephone number, email of person(s)] Director of Pupil Personnel Services**  
**24 School Road**  
**Weston, Connecticut 06883**

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, or sexual orientation may contact the District's Title IX Coordinator:

**[Insert name/title, address, telephone number, email address] Director of Pupil Personnel Services**  
**24 School Road**  
**Weston, Connecticut 06883**

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
2. wishes to request an accommodation for a student on the basis of disability

may contact the District's Section 504/ADA Coordinator:

**[Insert name/title, address, telephone number, email address] Director of Pupil Personnel Services**

**24 School Road**  
**Weston, Connecticut 06883**

9/29/2023

**DISCRIMINATION/HARASSMENT COMPLAINT FORM**  
**(For complaints based on race, color, religion, age, marital status, national origin, alienage, ancestry, veteran status, or status as a victim of domestic violence)**

Name of the reporter \_\_\_\_\_

Name of the complainant/victim \_\_\_\_\_

School/program and grade of the complainant/victim \_\_\_\_\_

Reporter's Relationship to the complainant/victim \_\_\_\_\_

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 \_\_\_\_\_

9/29/2023

**P4118.13  
Personnel**

**POLICY REGARDING EMPLOYEES AND  
SECTION 504 OF THE REHABILITATION ACT OF 1973 AND  
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Weston Board of Education (the “Board”) recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

Employees who are interested in requesting or discussing reasonable accommodations for a disability should contact:

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

Any employee may file an internal grievance/complaint regarding discrimination on the basis of disability by or within the district by utilizing the grievance/complaint procedures outlined in the Board’s Administrative Regulations Regarding Employees and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or 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  
8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617) 289-0111

Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office,

John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000).

Employees 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).

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact Director of Human Resources the Section 504/ADA Coordinator for the Weston Public Schools.

#### Legal References:

29 U.S.C. §§ 705, 794  
34 C.F.R. Part 104  
42 U.S.C. § 12101 et seq.  
28 C.F.R. Part 35

ADOPTED: May 15, 2017

REVISED:

**P4118.13**  
**Personnel**

### **ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEES AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

**[The following administrative procedures are not part of the Section 504/ADA policy. However, because school districts are required by law to have procedures related to § 504 complaints, this model is included for your convenience. Reference to ADA is also included in these regulations because there is overlap between § 504 and the ADA.]**

#### Weston Board of Education Section 504/ADA Grievance/Complaint Procedures Regarding Discrimination Against Employees

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

#### **I. Definitions**

**Major life activities:** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive,

genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

**Mitigating measures:** include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

**Physical or mental impairment:** (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

## **II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability**

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the ability of the Weston Public Schools (the "District") to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing. Individuals wishing to make a complaint about discrimination against students on the basis of disability should be referred to the district's Section 504/ADA policies and regulations regarding students.
- C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the

investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

***[NOTE: Districts should note that Section 504 does not provide a statute of limitations for filing grievances/complaints with the district. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) school days in order to facilitate timely resolution of potential disputes.]***

- D. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the District shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- E. Complaints will be investigated promptly within 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.
- F. The complaint should contain the following information:
  - 1. The name of the complainant;
  - 2. The date of the complaint;
  - 3. The date(s) of the alleged discrimination;
  - 4. The names of any witnesses or individuals relevant to the complaint;
  - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
  - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- G. Upon receipt of the complaint, the individual investigating the complaint shall:
  - 1. Provide a copy of the written complaint to the Superintendent of Schools;
  - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;
  - 3. Provide the complainant and respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
  - 4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;

5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
  6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
  7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding as to whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
  8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
  9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
  10. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.
- H. If the complainant or respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, 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 other relevant witnesses, 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 appealing party and other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

**III. The Section 504/ADA Coordinator for this district is:**

**Director of Human Resources  
24 School Road**

**IV. Complaints to Federal or State Agencies**

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000), or the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

**SECTION 504/ADA DISCRIMINATION  
GRIEVANCE/COMPLAINT FORM FOR NON-STUDENT**

(This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability).

1. Name of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

2. Contact Information for Complainant:

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Home Tel. #)

\_\_\_\_\_  
(Cell # or Work #)

3. Name of Covered Individual: \_\_\_\_\_

4. Address of Covered Individual (if different from above):

\_\_\_\_\_  
\_\_\_\_\_

5. Relationship to School (e.g., position, visitor, parent) (if applicable):

\_\_\_\_\_

6. Please describe the nature of your complaint:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9/8/16

## **POLICY REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the [ ] Weston Public Schools (the “District”) recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs, which may require reasonable modifications to such policies and practices. In this regard, the District prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

The District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District’s obligation includes providing access to a free appropriate public education (“FAPE”) for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

If a student’s parents/guardians disagree with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of their child, such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated

with this policy, and/or 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  
8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617) 289-0111

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact \_\_\_\_\_, Director of Pupil Personnel Services the Section 504/ADA Coordinator for the [\_\_\_\_\_] Weston Public Schools, at phone number \_\_\_\_\_.

Legal References:

- 29 U.S.C. §§ 705, 794
- 34 C.F.R. Part 104
- 42 U.S.C. § 12101 et seq.
- 28 C.F.R. Part 35

*Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities*, Office for Civil Rights (March 17, 2011), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

*Dear Colleague Letter*, United States Department of Education, Office for Civil Rights (January 19, 2012)

*Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973*, Office for Civil Rights (July 2022), available at [https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)

**ADOPTED:** \_\_\_\_\_

**REVISED:** \_\_\_\_\_

8/17/2022

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Students

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS  
AND SECTION 504 OF THE REHABILITATION ACT OF 1973  
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

~~*[The following administrative procedures are not part of the Section 504/ADA policy. However, because school districts are required by law to have procedures related to Section 504 complaints, this model is included for your convenience. Reference to the ADA is also included in these regulations because there is overlap between Section 504 and the ADA.]*~~

Weston Board of Education Section 504/ADA Grievance/Complaint  
Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

## **I. Definitions**

**Free appropriate public education (FAPE)** for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees similarly imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

**Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

**Mitigating measures** include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

**Physical or mental impairment** is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

## II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that the individual has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the designated Section 504/ADA Coordinator (*see* contact information below) for the [ ] Weston Public Schools (the “District”) within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under Administrative Regulation \_\_\_\_\_ . [4118.13](#)
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board’s ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time

and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.

- C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to the student's identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.
- D. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The District will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperation in the investigation of a complaint. The District will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

*[NOTE: Districts should note that Section 504 does not provide a statute of limitations for filing grievances/complaints with the district. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) school days in order to facilitate timely resolution of potential disputes.]*

- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- F. Complaints will be investigated promptly. 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.
- G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

H. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witnesses or individuals relevant the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

I. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;
2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
  9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
  10. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.
- J. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may request review and reconsideration of the conclusion of the complaint (an "Appeal") within thirty (30) days of receipt of the written outcome. In requesting an Appeal, the appealing party must submit the complaint, the written outcome of the complaint, and explain why such party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the Appeal.

Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or shall appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, 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 or designee shall provide written notice to the appealing party and the other party of the Superintendent or designee's decision within ten (10) school days following the receipt of the Appeal. When an Appeal is received during summer recess, the Superintendent or designee shall conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent or designee's decision shall be final.

### III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

#### A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator (*see* contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.

***[NOTE: Districts should note that Section 504 does not provide a statute of limitations for filing complaints. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) days in order to facilitate timely resolution of educational disputes.]***

2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:
  - a. Full name of the student, age, and grade level;
  - b. Name of parent(s);
  - c. Address and relevant contact information for parent/complainant;
  - d. Date of complaint;
  - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
  - f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within 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.

4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's designee shall:
  - a. Forward a copy of the complaint to the Superintendent of Schools;
  - b. Meet with the complainant within ten (10) school days to discuss the nature of the complainant's concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. 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 other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
  - c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
  - d. Communicate the results of the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.
  - e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents such individual from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

**B. Review by Superintendent of Schools**

1. If the complainant is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may present the complaint and written outcome to the Superintendent for review and reconsideration (an

“Appeal”) within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent’s attention that would change the outcome of the investigation. In submitting an Appeal, the appealing party must explain why such party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator’s determination in the case. Failure to provide all such information may result in the denial of the Appeal.

2. Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, 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 or designee shall provide written notice to the appealing party of the Superintendent or designee’s decision within ten (10) school days following the receipt of the Appeal, or if the Appeal is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year.
3. If the complainant is not satisfied with the Superintendent or designee’s decision or proposed resolution, such individual may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee’s decision.

#### C. Mediation Procedures

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student.
2. A request for mediation regarding a student’s identification, evaluation or educational placement under Section 504 should be forwarded to the District’s Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student’s identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent’s decision in reviewing a complaint handled

through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.

3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
  - a. Full name of the student, age, and grade level;
  - b. Name of parent(s);
  - c. Address and relevant contact information for parent/complainant;
  - d. Date of complaint;
  - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
  - f. Remedy requested.
4. Upon receipt of a request for mediation,
  - a. The Section 504/ADA Coordinator shall:
    - i. Forward a copy of the request for mediation to the Superintendent of Schools; and
    - ii. Inform the parent/guardian or student 18 years old or older as to whether the District agrees to mediation in writing.
  - b. If the District agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
  - c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be

confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.

8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

#### D. Impartial Hearing Procedures

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older, who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
  - a. Full name of the student, age, and grade level;
  - b. Name of parent(s);
  - c. Address and relevant contact information for parent/complainant;
  - d. Date of complaint;
  - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
  - f. Remedy requested.
2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the IDEA.
3. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.
4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other

evidence and to be represented by legal counsel at each party's own expense, if desired.

5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer's decision shall be final.
6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.
7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student's illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. **The Section 504/ADA Coordinator for the District is:**

~~[Insert Name, Title, Address and Telephone Number]~~ Director of Pupil  
Personnel Services  
24 School Road  
Weston, Connecticut 06883

V. **Complaints to Federal Agencies**

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900,



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Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111);  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

8/17/2022

~~*[School districts are required by law to provide notice of parent/student rights under Section 504. Reference to ADA is also included in this notice because there is overlap between Section 504 and the ADA. This suggested notice is not part of the model policy, but must be disseminated annually to parents. We recommend inclusion of this notice within your student handbook.]*~~

~~\_\_\_\_\_~~ **WESTON PUBLIC SCHOOLS**

**NOTICE OF PARENT/STUDENT RIGHTS  
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973  
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act (“ADA” or “Title II”) also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”) as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the ~~\_\_\_\_\_~~ **Weston** Public Schools (the “District”) has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District's education programs without discrimination based on your child's disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child's disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

~~{Insert Name, Title, Address and Telephone Number}~~ Director of Pupil  
Personnel Services  
24 School Road  
Weston, Connecticut 06883

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109-0111  
(617) 289-0111.

8/17/2022



*[The following sample forms may be useful in addressing Section 504 issues. They are not meant to be part of the policy and are included for your convenience.]*

### Section 504 Referral Form

#### I. Identifying Information

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

Primary Language:    \_\_\_ English    \_\_\_ Other: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Current School: \_\_\_\_\_ Grade: \_\_\_\_\_

#### II. Background Information

A. Reason for Referral: (Identify areas of concern)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Strategies/Interventions to Date: (Attach copies of documentation)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Pertinent Evaluative Data: (e.g. test scores, grades, evaluations, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Other Relevant Information:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



E. Special Services History

Are you aware of any special services that have been provided to this student in the past?

Yes       No

If yes, describe the type, location and provider of the service.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Parent Notification (if individual other than Parent has made referral):

Has the parent/guardian been notified about your concerns regarding this student?

Yes     No

If Yes, method of notification: \_\_\_\_\_

Date(s) parent/guardian was notified: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature of individual completing this form)

8/17/2022

**SECTION 504 MEETING NOTICE**

Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_  
Street: \_\_\_\_\_  
City/Zip Code: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_  
Street: \_\_\_\_\_  
City/Zip Code: \_\_\_\_\_

Dear \_\_\_\_\_:

Please be advised that a Section 504 meeting will be convened on behalf of your child,

\_\_\_\_\_. The meeting is scheduled as follows:  
(Child's Name)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

The purpose of this meeting is to:

- \_\_\_\_\_ Plan evaluation/initial evaluation
- \_\_\_\_\_ Determine eligibility
- \_\_\_\_\_ Develop Section 504 Plan
- \_\_\_\_\_ Review new information and/or possible need for re-evaluation
- \_\_\_\_\_ Review re-evaluation
- \_\_\_\_\_ Other

The following individuals have been invited to attend:

_____ Name	_____ Administration	_____ Name	_____ Title
_____ Name	_____ Instruction	_____ Name	_____ Title
_____ Name	_____ Related Service	_____ Name	_____ Title
_____ Name	_____ Student, if appropriate	_____ Name	_____ Title

Please make every effort to attend this meeting. You may bring anyone of your choosing to this meeting. The meeting can be rescheduled at a mutually agreed upon time and place. A COPY OF YOUR RIGHTS IS ENCLOSED. If you have any questions or wish to reschedule the meeting, please contact me:

Sincerely, \_\_\_\_\_  
[Name and Title]

A copy of this notice has been sent to the parent(s), as 504 Rights have been transferred to the student at age 18.  
9/12/13

## SECTION 504 PLAN

NAME: \_\_\_\_\_ DOB: \_\_\_\_\_ GRADE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE OF MEETING: \_\_\_\_\_

1. Describe the nature of the concern:

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2. Describe all evaluation data gathered:

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3. Identify the disability(ies) (i.e., physical or mental impairment that substantially impacts one or more major life activities) :

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4. Describe the basis for determining the disability(ies) (if any):

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5. Describe how the disability affects each of the impacted major life activities:

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6. Please describe the analysis undertaken to determine the potential impact on a major life activity, without consideration of the ameliorating effects of any “mitigating measures,” except for ordinary eyeglasses or contact lenses. Mitigating measures may include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Did the team consider the impact of the disability on a major life activity **without** the potential impact of any mitigating measures (except for ordinary eyeglasses and contact lenses)? For example, if the student is currently using a hearing aid, did the team consider whether the student has a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Yes                      No

Please describe:

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7. Does the student require accommodations (i.e., regular or special education, and/or related aids and services) under section 504, in order to access the student’s education and other programs of the District and/or to receive educational benefit? If so, please describe each accommodation that is necessary:

Accommodation/Service	Frequency (time/daily/weekly)	Responsible staff/implementer	Additional Description

Use this space for narrative descriptions, if necessary:

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Next Projected Meeting Date: \_\_\_\_\_

Next Review/Re-evaluation Date: \_\_\_\_\_

*(must be completed)*

Participants (Name and Title)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

cc: Student’s Cumulative File

8/17/2022

**Section 504**  
**Student Eligibility Determination Worksheet**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_ Current School: \_\_\_\_\_ Grade: \_\_\_\_\_

Case Manager: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Cell phone: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Cell phone: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Reason for Meeting: Initial \_\_\_ Review \_\_\_ Revise Plan \_\_\_

**Describe the nature of the concern:**

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**Describe any evaluation procedure, tests, recommendations or documentation used as a basis for the decision:**

Cognitive:(dated)\_\_\_\_\_

Social/Emot./Beh:(dated)\_\_\_\_\_

Classroom Observation:(dated)\_\_\_\_\_

Developmental:(dated)\_\_\_\_\_

Health/Med:(dated)\_\_\_\_\_

Adaptive:(dated) \_\_\_\_\_

Communication:(dated)\_\_\_\_\_

Motor:(dated)\_\_\_\_\_

Achievement:(dated)\_\_\_\_\_

Other:(dated)\_\_\_\_\_

**If further medical information is needed in order to determine eligibility, please specify steps to be taken to verify and/or obtain additional information:**

\_\_\_\_\_

Consent to communicate with student's physician/medical provider requested

\_\_\_\_\_ Request for Parent(s)/Guardian(s) to provide additional medical or other information  
(specify)

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\_\_\_\_\_ Consultation with the District's medical advisor and/or school nurse requested

\_\_\_\_\_ Other (please describe): \_\_\_\_\_

**Specify the mental or physical impairment(s):**

\_\_\_\_\_ (as recognized in DSM-5 or other respected source if not excluded under 504/ADA, e.g., current illegal drug use)

**Indicate the Major Life Activity or Activities Substantially Affected by the Disability:**

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\_\_\_\_\_ **Does Require a 504 Plan**

\_\_\_\_\_ **Does NOT Require a 504 Plan**

8/17/2022

**Section 504**  
**Student Eligibility Determination Worksheet/Meeting Summary**

Student's Name: _____	Date of Birth: _____	Grade: _____
School: _____	Date of Meeting: _____	
Section 504 Case Manager: _____	Title: _____	

**A. The purpose of the meeting:**

- Review initial referral
- Determine eligibility under Section 504; and if eligible, consider whether regular or special education, or related aid or services are required for Student to receive equal access to school programs and services or to receive FAPE
- Re-evaluation to review eligibility determination due to new information
- Reevaluation due to change in placement (related to discipline)
- Review before other significant change in placement
- Review/revise Section 504 Plan

**B. 504 Team Members Present** *(Must include individuals who are knowledgeable about the student, the meaning of evaluative data, and placement options)*

Name: _____	Role: _____
Name: _____	Role: _____
Name: _____	Role: _____
Name: _____	Role: _____
Name: _____	Role: _____

**C. Review student's current academic and overall performance in all school programs and activities.** Include and attach referral information if this is an initial referral, and describe nature of concerns, basis for suspecting disability, and impact of suspected disability on student (including academic, social, behavioral etc.)

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**D. Eligibility Determination:**

*A student is eligible to receive services and/or accommodations under Section 504 if it is determined that the student has a physical or mental impairment that substantially limits one or more major life activities. The team must consider a variety of sources when determining whether a student has such impairment.*

1. What sources of information are available at this time? **Check all that apply**  
*(Include relevant dates and names of evaluators, where appropriate.)*

- School records review (dated) \_\_\_\_\_  Observations of student (dated) \_\_\_\_\_
- Grades & report card review (dated) \_\_\_\_\_  Teacher reports (dated) \_\_\_\_\_
- Parent and/or student report (dated) \_\_\_\_\_  Informal assessments (dated) \_\_\_\_\_
- Medical information (dated) \_\_\_\_\_  Nursing Assessment (dated) \_\_\_\_\_
- Standardized testing (dated) \_\_\_\_\_  Parent/Student Interviews (dated) \_\_\_\_\_
- Checklists/behavior rating scales (dated) \_\_\_\_\_

Other (dated) \_\_\_\_\_

2. Is current available information sufficient to make the determination of the presence of a physical or mental impairment that substantially limits a major life activity?

Yes If "YES," continue to number 3 below.

No If "No," Specify the type of additional information that is needed: \_\_\_\_\_

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➤ If the team determines additional information is necessary and the information to be obtained includes testing, team must obtain parent consent on *Consent for Section 504 Evaluation* form; tests/evaluations recommended by the team shall be conducted at District expense. Parent may wish to provide outside evaluation and/or testing information from a qualified provider to be considered by the team; such evaluations and/or testing shall be at Parent expense. The District shall consider such outside information at team meeting, and must determine whether the information provided by the Parent meets the District's standards for evaluators and evaluations. If it is necessary to communicate with outside providers, the District must obtain a release to communicate with professionals outside of district. Once needed information is gathered, a 504 meeting will be reconvened to continue the process of determining eligibility.

3. Does the student have one or more physical or mental impairments?

*A "physical or mental impairment" means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine or (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.*

NO

YES

**If "NO":** If no physical or mental impairment exists, the student is not identified as an individual with a disability. Go to **Section E** of this form.

**If "YES":** What are the impairments? *Please describe as recognized in DSM-5 or other respected source, if possible, if not excluded under Section 504/ADA (e.g., illegal drug use).*

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➤ **Attach all supporting documentation to this form. A statement of "YES" without supporting documentation is insufficient to meet this standard.**

➤ **If the team determines that the student is identified as having one or more physical or mental impairments, continue to the next page to determine whether there is a substantial limitation to one or more major life activities.**

4. Does the identified impairment substantially limit one or more major life activities? Please describe degree of limitation as compared to other students. *Ask: Is the impairment impacting one or more major life activities? Which ones? How is one or more major life activity impacted? What is the impact at school?*

*A "major life activity" includes, but is not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading,*

concentrating, thinking, communicating, interacting with others, or working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, or reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

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**5. Mitigating Measures:**

In determining eligibility, the team must consider the impact of the disability without consideration of the ameliorative effects of any “mitigating measures” that the student may be using. For example, if the student is currently using a hearing aid, did the team consider whether the student would have a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Therefore, with respect to this student, did the team consider the impact of the disability on a major life activity without the potential impact of mitigating measures (except eyeglasses or contact lenses)?

Yes  No

*Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.*

**Please include any information relevant to consideration of mitigating measures:**

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**E. Does the student have a disability under Section 504?**

1. Does the student have one or more **physical or mental impairments**?  No  Yes

2. Does the physical or mental impairment **substantially limit** one or more Major Life Activity?  No  Yes

*Both questions must be answered **YES**, based on the preceding review of evaluative data, in order to determine that the student **has a disability under Section 504** of the Rehabilitation Act.*

3. Based on the answers to #1 and #2 above, does the student have a disability? under Section 504?  No  Yes

*If the answer to #3 is “No,” skip to Section I. If the answer to #3 is “Yes,” continue to Section F.*

**F. Does the student require a Section 504 Plan in order to provide the student with a free appropriate public education and access to the school’s programs (e.g. curriculum, extra-curricular activities, facilities, etc.)?**

No  Yes

*If “Yes,” the team must develop a Section 504 Plan.*

**G. Is this a re-evaluation (i.e. review of current plan/status) before a significant change in placement (e.g., review of new information)?**

No     Yes    *[If "NO," skip to Section H]*

1. What is the anticipated significant change of placement?

- New information received about the student, the impairment or current placement
- Graduation
- Change in program due to Disciplinary Action
- Other (specify) \_\_\_\_\_

Please describe the updated information considered by the team in conducting the reevaluation.

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If additional information, individualized testing and/or evaluations are necessary to determine continued eligibility and/or what is needed in the Student's Section 504 Plan to provide FAPE, please indicate.

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2. Consider: Is the student still eligible?     No     Yes

3. If "Yes," does the student's Section 504 Plan as currently written provide FAPE?     Yes     No

4. If "No," what changes to the plan are required? Explain basis for each decision in light of information gathered in re-evaluation. \_\_\_\_\_

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**H. Other Relevant Information Discussed at Meeting, including any requests rejected, and basis for such rejection.**

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**I. Summary of Actions Taken**

Parent/Guardian (or student if age 18 or over) was provided written notice of rights under Section 504 at the meeting.

Insufficient information is available to determine student's eligibility. More evaluative information will

be obtained prior to convening another Section 504 Team Meeting.

Student is identified as a person with a disability under Section 504 and in need of regular or special education, or related services or aids.

A Section 504 Plan was developed.

Student is NOT identified as a person with a disability under Section 504.

A reevaluation has been conducted.

Additional information and/or evaluations are required.

A re-valuation prior to significant change in placement has been conducted.

Other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Recorder

\_\_\_\_\_  
Title

8/17/2022

*[This form is intended to be used if a parent or guardian or student 18 years of age or older wishes to pursue mediation or an impartial hearing with respect to the identification, evaluation, or educational placement of the student. It is not intended to be used a general complaint or grievance form for all parties eligible under Section 504].*

**Section 504 Request for Mediation/Hearing**

*This form is intended to be used if a parent or guardian or student 18 years of age or older wishes to pursue mediation or an impartial hearing with respect to the identification, evaluation, or educational placement of the student.*

Name of person requesting mediation/hearing: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

E-mail: \_\_\_\_\_

I/we request a **MEDIATION** / **HEARING** (please circle) concerning:  
\_\_\_\_\_, \_\_\_\_\_, who resides at  
(Name of student) (Date of birth)

\_\_\_\_\_ and attends \_\_\_\_\_.  
(Address of student) (Name of school)

The date of the Section 504 meeting at which the parties failed to reach agreement: \_\_\_\_\_

Description of the issues in dispute between the parties regarding the identification, evaluation or educational placement of the student:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed resolution or corrective action you wish to see taken with regard to the stated issues:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

8/2016

**SECTION 504/ADA DISCRIMINATION  
GRIEVANCE/COMPLAINT FORM FOR ISSUES REGARDING STUDENTS**

*This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability, including in the identification, evaluation or educational placement of a student.*

1. Name of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

2. Contact Information for Complainant:

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Home Tel. #)

\_\_\_\_\_  
(Cell # or Work #)

\_\_\_\_\_  
(E-mail)

3. Name of the Student: \_\_\_\_\_

4. Address of Student (if different from above):  
\_\_\_\_\_  
\_\_\_\_\_

5. Age/Grade Level/School/ (if applicable):  
\_\_\_\_\_

6. Please describe the nature of your complaint:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**[DISTRICT NAME] PUBLIC SCHOOLS  
 AGREEMENT TO CHANGE SECTION 504 PLAN WITHOUT CONVENING A SECTION 504  
 MEETING**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ 504 Plan Being Changed: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

We agree to make the changes to the student’s Section 504 Plan as described in the documents specified below and which are attached to this agreement. We understand that these changes were not made at a Section 504 meeting. We agree only to the changes described in the attached documents. We understand that this agreement is optional and that a parent/guardian can request a Section 504 meeting at any time to review the Section 504 Plan. We understand that this agreement can be made only if the changes are not part of an Annual Review of the student’s program.

\_\_\_\_\_  
 Parent/Guardian Signature Date

\_\_\_\_\_  
 School District Representative Date

*This agreement must be signed by an administrator of the District who has full authority to sign such a document on behalf of the District and who is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the public agency.*

**The following documents are attached to this agreement:**

	Amendments (please specify)	
	Other (please specify)	

8/17/2022

**[DISTRICT NAME] PUBLIC SCHOOLS**  
**NOTICE AND CONSENT TO CONDUCT A SECTION 504 EVALUATION/RE-EVALUATION**

Date: \_\_\_\_\_

Dear \_\_\_\_\_

Your child, \_\_\_\_\_, \_\_\_\_\_ has been referred for an evaluation to  
 (student's name) (DOB)  
 determine eligibility for services under Section 504. The District must obtain the consent of parents before  
 conducting such an evaluation.

The tests/evaluation procedures listed below were recommended:

<u>TEST/EVALUATION PROCEDURE</u>	<u>AREA OF ASSESSMENT</u>	<u>EVALUATOR(S)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adaptations/accommodations required for this evaluation are:  
 \_\_\_\_\_  
 \_\_\_\_\_

If the student requires physical adaptations in order for testing/evaluations to be completed,  
 the following adaptations are required: \_\_\_\_\_

If the student's native language is other than English, the following adaptations are required:  
 \_\_\_\_\_

No adaptations/accommodations required

**PARENTAL CONSENT**

**I give my consent** for the [DISTRICT NAME] Public Schools to conduct the evaluations described  
 above. I understand that this consent may be revoked at any time.

\_\_\_\_\_  
 Parent/Guardian Signature Date

**I do not give** my consent for the [DISTRICT NAME] Public Schools to conduct the evaluations  
 described above. I understand that the District must take steps as are necessary, which may include  
 requesting an impartial hearing, to ensure that my child receives or continues to receive a free  
 appropriate public education.

\_\_\_\_\_  
 Parent/Guardian Signature Date

9/2013

**[DISTRICT NAME] PUBLIC SCHOOLS**  
**NOTICE AND CONSENT FOR PLACEMENT ON SECTION 504 AND**  
**FOR THE PROVISION OF SECTION 504 ACCOMMODATIONS/SERVICES**

Date: \_\_\_\_\_

Dear \_\_\_\_\_

Your child, \_\_\_\_\_, \_\_\_\_\_ has been evaluated and has been  
(student's name) (DOB)

found eligible under Section 504. Prior to the implementation of Section 504 placement, and the provision of accommodations/services under Section 504 (as described in the Section 504 Plan attached hereto), the District requires your consent.

**PARENTAL CONSENT**

- I give my consent** for the [DISTRICT NAME] Public Schools to place my child on a Section 504 plan as described in the Section 504 Plan attached hereto). I understand that this consent may be revoked at any time.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

- I do not give** my consent for the [DISTRICT NAME] Public Schools to provide the accommodations/services described in the Section 504 Plan attached hereto.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Included with this form are:

- The Section 504 Plan developed at the Section 504 meeting on \_\_\_\_\_.  
 Your Notice of Rights Under Section 504.

9/2013

**WORKSHEET FOR MANIFESTATION DETERMINATION**

(For those situations when the expulsion of a 504 student is contemplated; following a series of suspensions that constitute a change in placement; or following a series of informal exclusions that constitute a change in placement)

**STUDENT:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**1. SECTION 504 MEETING PARTICIPANTS:**

NAME	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**2. DESCRIBE NATURE OF STUDENT’S DISABILTY:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. DESCRIPTION OF MISCONDUCT:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- a. Date of Disciplinary Action: \_\_\_\_\_
- b. Date Parents Notified of Disciplinary Action: \_\_\_\_\_
- c. 504 of Notice of Rights Given? Yes    No

**4. INFORMATION CONSIDERED IN CONDUCTING A MANIFESTATION DETERMINATION:**

*(Each item below must be considered. Check box as each topic is addressed.)*

- Teacher Observations of the Student
- Relevant Information Supplied by Parents
- Evaluations and Diagnostic Results
- Student's 504 Plan
- Relevant Information Supplied by School Staff
- Other (describe)

5. Was the misconduct in question caused by the student’s disability, or does the misconduct in question have a **direct and substantial relationship** to the student’s disability?

YES  NO

Comments:

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6. Was the misconduct in question a **direct result** of the District’s failure to implement the Section 504 Plan (in relationship to the misconduct in question)?

YES  NO

Comments:

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7. If the answer to **either** #5 or #6 is “**Yes**”, the behavior under review **is** considered a manifestation of the student's disability.

8. If the answer to **both** #5 and #6 is “**No**”, the behavior under review **is not** considered a manifestation of the student’s disability.

***Procedure if Misconduct is not a Manifestation of the Student’s Disability:***

If the manifestation determination team determines that the misconduct in question is **not** a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

***Procedure if Misconduct is a Manifestation of the Student’s Disability:***

If the manifestation determination team determines that the misconduct in question **is** a manifestation of the student's disability, the 504 Team should:

- 1) conduct a functional behavioral assessment unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student;
- or**
- 2) if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; **and**

- 3) return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

8/17/2022



Weston Public Schools 2025-2026 District Calendar (DRAFT 4)  
 Start Tuesday, 9/25, shorted February break, April break third week, last day students Thursday 6/11, staff Friday 6/12

4/7

July 2025						
Su	Mo	Tu	W	Th	Fr	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		

July 4: Independence Day

August 2025						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	7	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						

Aug 21, 22, 25: PD  
 Aug 26: First Day of School

20/20

September 2025						
Su	Mo	Tu	W	Th	Fr	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				

Sept 1: Labor Day  
 Sept 23: Rosh Hashanah

21/21

October 2025						
Su	Mo	Tu	W	Th	Fr	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	

Oct 2: Yom Kippur  
 Oct 10: Early Dismissal (PD)  
 Oct 13: Columbus / Indigenous People Day

16/17

November 2025						
Su	Mo	Tu	W	Th	Fr	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						

Nov 4: Election Day/PD  
 Nov 6: Delayed Opening K-5 Conference  
 Nov 7: Early Dismissal K-5 Conference  
 Nov 8: Early Dismissal K-5 Conference  
 Nov 26-28: Thanksgiving Recess

17/17

December 2025						
Su	Mo	Tu	W	Th	Fr	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			

Dec 23: Early Dismissal  
 Dec 23-Jan 2: Winter Recess

19/19

January 2026						
Su	Mo	Tu	W	Th	Fr	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

Jan 1: New Year's Day  
 Jan 1-2: Winter Recess  
 Jan 19: Martin Luther King Jr. Day

17/18

February 2026						
Su	Mo	Tu	W	Th	Fr	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

Feb 6: Early Dismissal (PD)  
 Feb 13: PD  
 Feb 16: Presidents' Day  
 Feb 16-17: February Recess

21/22

March 2026						
Su	Mo	Tu	W	Th	Fr	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				

Mar 18: Delayed Opening K-5 Conference and 9-12 POG  
 Mar 19: Delayed Opening K-5 Conference and 9-12 POG  
 Mar 20: Early Dismissal K-5 Conference and 9-12 POG  
 Mar 27: PD

16/16

April 2026						
Su	Mo	Tu	W	Th	Fr	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		

Apr 3: Good Friday  
 Apr 13-17: April Recess ????

20/20

May 2026						
Su	Mo	Tu	W	Th	Fr	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						

May 22: Early Dismissal (PD)  
 May 25: Memorial Day

9/10

June 2026						
Su	Mo	Tu	W	Th	Fr	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				

June 10: Early Dismissal  
 June 11: Early Dismissal Projected Student Last Day  
 June 12: Projected Teacher / 10-Month Staff Last Day  
 June 19: Juneteenth

- School in Session
- Professional Development (PD)
- Inclement Weather Make-up Days (if needed)
- Projected Teacher/10-Month Staff Last Day
- Inclement Weather Day Used (district was closed)

\* The Weston Board of Education reserves the right to modify this calendar. Approved by the Weston Board do Education on \_\_\_\_\_, 2024.  
 \* There are 5 inclement weather days built into the 2025-2026 calendar. In the event additional make-up days are needed, the District will use them in the following order: Monday, April \_\_\_\_; Tuesday, April \_\_\_\_; Wednesday, April \_\_\_\_; Thursday, April \_\_\_\_; Friday, April \_\_\_\_.  
 \* The last day for teachers and 10-month staff is the day after the last day of school for students.  
 \* The graduation date will be set the first week of April and will take place on the last day of school.

Scheduled Delayed Openings: WMS/WHS: 9:45 am; HES/WIS: 10:30am  
 Scheduled Early Dismissals: WMS/WHS: 11:45am; HES/WIS: 12:35pm

Students: 180 Days  
 Teachers: 187 Days



Weston Public Schools 2025-2026 District Calendar (DRAFT 5)

Start Thursday, 9/28, shorted February break, April break second week, last day students Monday, June 15, staff Tuesday, June 16

July 2025						
Su	Mo	Tu	W	Th	Fr	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		

July 4: Independence Day

August 2025						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	7	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						

Aug 25-27 PD  
Aug 28: First Day of School

September 2025						
Su	Mo	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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Sept 1: Labor Day  
Sept 23: Rosh Hashanah

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19	20	21	22	23	24	25
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Oct 13: Columbus / Indigenous People Day

November 2025						
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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26	27	28	29	30		

Apr 3: Good Friday  
Apr 6-10 April Recess ?????

May 2026						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
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May 25: Memorial Day

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Students: 180 Days  
Teachers: 187 Days

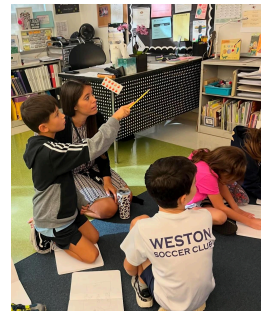
# WESTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN

2024-2025



**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.**

[www.westonps.org](http://www.westonps.org)



# 2024-2025 DISTRICT STRATEGIC GOALS

- Page 06    Ensure all students see themselves as capable mathematicians
  
- 08        Develop highly proficient readers who understand content & are skilled at critical thinking
  
- 10        Ensure all students have access to high-quality, inquiry-based K-12 science instruction that aligns with the Next Generation Science Standards (NGSS) and fosters the development of habits and practices used by real-world scientists.
  
- 11        Foster an inclusive environment in our schools where all students, educators, and families are safe, welcomed, and supported through meaningful school-wide relationships.
  
- 12        Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.
  
- 14        Create and sustain a climate in which all members of our staff feel connected and supported as vital members of the learning community.
  
- 15        Cultivate an environment where every student and staff member consistently feels physically safe, both in the classroom and throughout the campus
  
- 16        Determine a plan for our campus that addresses the infrastructure needs in our schools in collaboration with the Town of Weston

## RATIONALE BEHIND THE GOALS

Our commitment to excellence and purposeful innovation drives our efforts to enhance educational outcomes for all students while fostering a positive, inclusive school culture. This improvement plan is a reflection of our dedication to academic achievement, social-emotional well-being, and the preparation of students for a rapidly changing global landscape. Below is an explanation of why these goals are essential to our district's future success.

### Academic Excellence: Teaching and Learning

Our primary focus is to ensure that all students achieve academic excellence by developing critical skills in mathematics, reading, and science.

- **Mathematics Proficiency:** We aim to ensure that all students, from elementary through high school, deepen their understanding of mathematical concepts and see themselves as capable problem-solvers. This is critical in equipping students with the analytical skills necessary for future academic success and real-world problem-solving.  
*Why?* Mathematics serves as a foundation for many disciplines, including engineering, technology, and the sciences. By building a solid mathematical foundation, we prepare students for advanced studies and diverse career opportunities. The inclusion of problem-based learning in our curriculum emphasizes critical thinking and real-world application, allowing students to engage deeply with complex problems.
- **Reading and Literacy:** Our literacy goals focus on achieving grade-level reading proficiency by third grade and fostering critical thinking and writing skills throughout K-12 education. A particular emphasis is placed on structured literacy, rooted in the science of reading, to ensure comprehensive reading development.  
*Why?* Early literacy is a strong predictor of future academic success. By prioritizing reading proficiency in early grades, we lay the groundwork for students to access and engage with content across all subjects. Structured literacy approaches, grounded in research, provide a clear pathway for addressing diverse learning needs and ensuring no student falls behind.
- **Science Education:** We are committed to aligning our K-12 science instruction with the Next Generation Science Standards (NGSS), ensuring that all students have access to inquiry-based learning that mirrors the practices of real-world scientists.  
*Why?* In an era of rapid scientific advancement, it is crucial for students to develop not only content knowledge but also the habits of mind that scientists use in the

field. These include inquiry, experimentation, and critical evaluation. Our science goals reflect a commitment to fostering curiosity and preparing students for STEM careers

## **Social and Emotional Well-being: School Climate and Culture**

A strong academic foundation must complement a healthy school climate that promotes social-emotional well-being and positive relationships.

- **Sense of Belonging and Connection:** We prioritize creating a restorative school environment where students, staff, and community members feel connected, valued, and supported. This includes initiatives aimed at fostering school-wide relationships, engaging disengaged community members, and ensuring all feel welcome in our schools.

*Why?* Research shows that students perform better academically when they feel emotionally and socially secure. Our focus on school climate is based on the Connecticut School Climate Standards, which emphasize creating environments where all students feel safe, engaged, and supported. By building a restorative culture, we aim to reduce barriers to learning and foster a sense of community within the district

- **Restorative Practices:** In alignment with state guidelines, we aim to embed restorative practices throughout the district. This approach emphasizes relationship-building, accountability, and re-engagement, especially for students and families who may feel disconnected from the school community.

*Why?* Restorative practices provide a framework for addressing conflicts, fostering empathy, and repairing relationships. This proactive approach reduces disciplinary incidents and enhances students' sense of responsibility and community, contributing to a more positive school climate

## **Future-Ready Skills: Digital Citizenship and Information Literacy**

In an increasingly digital world, equipping students with the skills to navigate technology responsibly is essential.

- **Digital Citizenship:** We are focused on empowering students to become responsible digital citizens by integrating technology throughout the curriculum and enhancing students' understanding of digital ethics, safety, and collaborative learning in a global context.

*Why?* As technology becomes ubiquitous in both academic and professional settings, it is essential that students not only master the tools of technology but

also understand the ethical implications of its use. Digital literacy is a key skill for future success in nearly every field, and our curriculum reflects this shift.

## **Staff Well-Being and Development**

Our staff are the heart of the district, and their well-being and professional growth are critical to student success. In promoting the personal wellness and professional growth of our staff, we aim to foster a climate in which all members feel connected and supported. Additionally, we are working to cultivate a workforce that is reflective of the diversity of our community.

*Why?* Well-being is closely linked to productivity and longevity, and diversity embraces varied perspectives, enriching the learning environment for all. By supporting staff wellness and fostering diversity, we create a more inclusive and dynamic school community.

## **Safety and Security**

Ensuring a safe, secure, and well-maintained physical environment is critical to supporting the academic and emotional well-being of our students.

- **Safety Initiatives:** We are also committed to enhancing the safety and security of our campuses through upgraded technology, staff training, and the development of comprehensive emergency protocols.

*Why?* In light of increasing safety concerns in schools nationwide, ensuring the physical safety of students and staff is of paramount importance. Our initiatives aim to reassure families that Weston Public Schools is a secure environment where students can focus on learning

## **Future Planning of Our Campus Infrastructure**

- **Campus Infrastructure Planning:** In collaboration with the Town of Weston, we are dedicated to addressing the infrastructure needs of our school buildings, ensuring that they are conducive to modern learning environments.

*Why?* Safe, comfortable, and well-equipped learning spaces are essential for both student achievement and staff productivity. Addressing infrastructure needs proactively will prevent future issues and ensure that our facilities remain a place of pride for the community

# Section 1: ACADEMIC EXCELLENCE: TEACHING & LEARNING

## 1A: MATHEMATICS

**Goal:** Ensure ALL students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they see themselves as capable mathematicians.

**Achievement Goal:**

By June 2025, a minimum of:

- 84% of students in grades K-2 will meet or exceed the on-grade level expectations (50th percentile) as measured by the NWEA Map Assessment. (Fall Avg @ 50thile for 1&2=79%)
- 81% of students in grades 3-8 will meet or exceed the grade level proficiency targets as measured by the Smarter Balanced Assessment (2024 = 78%)
- 79% of ninth-grade students will demonstrate proficiency (61st percentile or better) as measured by the NWEA spring assessment (Spring 2024=82%; Fall 2024 Avg = 76%).
- 70% of eleventh-grade students will meet or exceed the College and Career Readiness Benchmarks as measured by the Math SAT scores (2024=62%; 3-year avg.=70%)

**Growth Goal:**

By June 2025, a minimum of:

- 80% of all students in grades 1-9 will meet or exceed their projected growth targets as measured by the NWEA Map Assessment (2024=76%)
- 71% of Students with Disabilities (SwDs) in grades 1-9 will meet or exceed their projected growth targets as measured by the NWEA Map Assessment (2024=67%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Provide ongoing professional development and coaching support to ensure the Illustrative Math problem-based curriculum is implemented with integrity in grades 2 and 5 through Algebra 1	August 2024	June 2025	Grade-level planning agendas, Classroom observations, Curriculum documents
Establish teacher focus groups to develop a district-wide definition of student-centered learning in the mathematics classroom aligned to the CSDE Equity in Mathematics Framework	January 25	June 2026	Training schedules, Partnership work with Imagine Learning (IM)
Gather data to identify and incorporate evidence-based teaching approaches aligned with the core curriculum during grade-level planning meetings.	Sept 2024	June 2025	Classroom Observations, Lesson Plans, Coaching Cycles, Data team forms,

I.e. Building Thinking Classroom strategies, Instructional Routines, and Activities, Project-based Tasks			Curriculum documents
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Resources: [EdReports.org](#), [NEASC Report 2023](#), [MTSS Tier 1](#), [Tri-State Report 2023](#)

## 1B: ENGLISH LANGUAGE ARTS

**Goal:** Ensure all students achieve grade-level reading proficiency by grade 3 and continue developing literacy and critical thinking skills through grades 4-12, using reading and writing as tools to understand and engage with content across subjects, with a particular emphasis on refining the writing process in high school.

**Achievement Goal:**

By June 2025, a minimum of:

- 85% of students in grades K-3 will demonstrate grade-level benchmark proficiency as measured by the DIBELS8 composite score. (Fall 2024 baseline 82%)
  - 69% of students with disabilities (SwDs) in grades K-3 will meet or exceed grade level benchmark proficiency as measured by the DIBELS8 composite score (Fall 2024 baseline 66%)
- 83% of students in grades 3-8 will meet or exceed grade level proficiency targets as measured by the Smarter Balanced Assessment (2024=80%)
- 82% of our ninth-grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Reading Assessment. (Spring 2024=75%; Fall 2024= 79%)
- 94% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the EBR/W SAT School Day assessment. (2024=91%; 3-year avg=92%)

**Growth Goal:**

By June 2025, a minimum of:

- 60% of students in grades 3-9 will meet or exceed their projected growth targets as measured by the NWEA Map Reading assessment. (2024=56%)
- 50% of students with disabilities in grades 3-9 will meet or exceed their projected growth targets as measured by the NWEA Map Reading assessment. (2024=46%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Gather DIBELS8 baseline data for grade 3 as a measure to understand reading proficiency based on the components of the Science of Reading to make adjustments to the curriculum and update our district assessment practices	Sept 2024	June 2025	Amplify DIBELS8/Tableau Grade level and intervention data
Provide oversight, management, and professional learning support to all leaders and teachers during the second year of ARC implementation at K-2 and the first year at 3-5.	Sept 2024	June 2025	Meeting Agenda, PL schedules, Data Team minutes
Explore and integrate the use of instructional tools to increase vocabulary and comprehension skills in grades 6 through 9	Sept 2024	June 2025	Newsela vocabulary and comprehension assessments, common curriculum tasks

<p>Refine, re-design, reorganize, and update materials across all core english courses to ensure teachers have the strategies and tools to ensure students practice a variety of writing tasks.</p>	<p>Sept 2024</p>	<p>June 2025</p>	<p>Curriculum rubrics, lesson plans, observations, student work samples, classroom data</p>
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**Resources:** [NEASC Report 2023](#), [MTSS Tier 1](#)

## 1C: SCIENCE

**Goal:** Ensure all students have access to high-quality, inquiry-based K-12 science instruction that aligns with the Next Generation Science Standards (NGSS) and fosters the development of habits and practices used by real-world scientists.

**Achievement Goal:**

By June 2025, a minimum of:

- 87% of students in grades 5, 8, and 11 will meet or exceed the grade-level proficiency as measured by the NGSS summative assessment. (2024 Achievement avg.= 84%; Cohort Avg. = 81%)
- 51% of students with disabilities (SwDs) in grades 5, 8, and 11 will meet or exceed the grade-level proficiency as measured by the NGSS summative assessment. (2024 Achievement avg. 48%; Cohort Avg. 48%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Develop, implement, and evaluate mid-unit and core course-specific formative assessments to adjust curriculum and instructional practices aligned to Science and Engineering Practices within the NGSS framework	Sept 2024	June 2025	InnerOrbit assessment data, NGSS Interim Assessments, Grade level/Course data team meeting documents
Increase the number of non-fiction articles to increase literacy across the content area for all students in grades 3 through 12 to build vocabulary and engagement	Sept 2024	June 2025	Newsela assigned text sets, and Interim Language comprehension and Vocabulary assessments

**Resources:** [NGSS Standards](#), [InnerOrbit](#), [Newsela](#)

## Section 2: DISTRICT CULTURE AND CLIMATE

<b>Goal:</b> To foster an inclusive environment in our schools where all students, educators, and families are safe, welcomed, and supported through meaningful school-wide relationships.			
ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Implement the Panorama survey for students, teachers, staff, and families (Fall and Spring)	September/October 2024	May 2025	Completion of survey  Analysis of data for individual buildings and district
Adopt CAFE Climate Policy and begin implementation of policy components during the 2024-2025 school year	December 2024	June 2024	Adoption of new policy  Training for administrators and staff
Provide professional learning to staff regarding restorative practices	August 2024	June 2025	Convocation  November PD day (Grades 6-12)
Provide professional learning opportunities to staff and families regarding the impact of social media on connectedness and belonging	August 2024	June 2025	Max Stossel <i>Anxious Generation</i> Anchor text Book study groups
To create a distraction-free environment that encourages positive student and staff interactions so that all members of the school community can focus on teaching and learning	September 2024	June 2025	School-wide Practices i.e. Yondr Pouches, decrease in cell phone violations
Review programs to ensure that they effectively promote respect and inclusivity among all school community members.	October 2024	June 2025	Advisory programs, activities and presentations

## Section 3: INFORMATION LITERACY/TECHNOLOGY

**Goal:** Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

**Performance Goal:**

- Continued integration of the ISTE/AASL Standards in K-12 content-specific areas. (Year 2 of 2)
- Develop a professional learning plan to support teachers with the implementation of the K-12 Computer Science scope and sequence (Year 1 of 3)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Identify where ISTE/AASL standards integrate with curricular areas, documenting within the approved curriculum	October 2023 (2 year goal)	June 2026	Unit plans and lesson plans, classroom observations, classroom schedules; student projects, assured experiences
Continue to develop a comprehensive understanding of generative Artificial Intelligence and its practical application in a school setting.	December 2023	June 2026	Professional development workshops, meeting attendance, rolling agendas AI Advisory Council
Establish a K-12 task force of STEM-focused cross-curricular educators to collaborate and design a comprehensive K-12 computer science curriculum framework, ensuring alignment with state and national standards (e.g., CSTA and ISTE). (2-year goal)	September 2024	June 2026	Partnership with Sacred Heart
Develop a K-12 computer science curriculum framework that includes standards-aligned units of study that promote computational thinking, problem-solving, and digital literacy.	September 2024	June 2026	Scope and Sequence Document Crosswalk document

*Implementation in the 2025-2026 school year.			
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Resources: [ISTE Standards](#)

## Section 4: HUMAN RESOURCES

<p><b>Goal:</b> Create and sustain a climate in which all members of our staff feel connected and supported as vital members of the learning community.</p> <p><b>Growth Goal:</b> By June 2025, WPS will increase the percentage of staff who report that they feel like part of the community.</p>			
ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Plan, promote, and implement a series of opportunities to engage staff in the promotion of personal wellness.	September 2024	June 2025	District staff communications Calendared events Staff participation Event feedback
Work with the Office of the Assistant Superintendent to provide targeted training and ongoing support in implementing the district's pilot Teacher & Leader Growth, Support, & Evaluation Plan.	September 2024	June 2025	Slide presentations Sample resources Meeting agendas
Utilize the PDEC TEVAL subcommittee to create a system for gathering feedback from teachers, leaders, and evaluators regarding the efficacy of the pilot plan.	November 2024	June 2025	Survey data Focus group data Proposed revisions based on data
Leverage the capacity of the school and district PDECs to respond to educator needs in professional development.	September 2024	June 2025	Committee working structure Agendas Planned PD activities Survey data
Create systems to support the recruitment, selection, induction, and retention of highly qualified, culturally diverse educators.	August 2024	June 2025	Hiring Procedures Manual Educator Induction/TEAM programming Integration of Frontline Central
Review key policies in personnel and community relations (i.e. Civility, Non-discrimination)	November 2024	June 2025	Policy Committee & BOE meeting agendas

## Section 5: SAFETY AND SECURITY

**Goal:** To cultivate an environment where every student and staff member consistently feels physically safe, both in the classroom and throughout the campus

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Upgrade camera system servers and install new cameras	July 2024	September 2024	Installation of new equipment
Replace existing cameras as needed	September 2024	June 2025	Replacement of cameras
Train all administrators in National Incident Management System (NIMS) protocols	July 2024	August 2024	Certificate of Completion
Restrict access to campus during school hours	September 2024	October 2024	Signage Communications
Enhance features of the mass notification system including staff portable notification buttons	September 2024	January 2025	Installation of additional features and buttons
Ensure all new employees are trained in safety procedures	August 2024	September 2024	Agendas new staff orientation, meetings
Recruit and hire a new Director of Safety and Security	September 2024	November 2024	Postings Applicants Interview process
Replace classroom door hardware	October 2024	January 2025	New hardware
Finalize reunification plan and execute drill	November 2024	May 2025	Plan and date of drill

## Section 6: FUTURE PLANNING - BOARD OF ED & WPS ADMINISTRATION & TOWN OF WESTON

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**Goal:** To determine a plan for our campus that addresses infrastructure needs in our schools in collaboration with the Town of Weston.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Engage with Colliers Project Leaders to review the existing studies and reports completed by Silver Petrucelli and Associates and Tecton Architect regarding future renovation and infrastructure projects.	July 2024	December 2024	Reports Meeting schedules
Present options to BOE regarding school infrastructure and building projects	November 11, 2024	November 11, 2024	November Presentation
Continue to analyze enrollment projects through the lens of grade configurations, section numbers, and cohorts	November 2024	June 2025	Budget 2026 enrollment report Section projections for the 2025-2026 school year

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 10/21/24

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the September 2024 Financial Report

**Submitted by:** Phillip Cross

**Document Summary/Purpose and/or Recommended Action:**

Following is the third FY25 (September 2024) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.



October 18, 2024

**TO:** BOE Finance Committee

**FROM:** Phillip Cross, Director of Finance and Operations

**SUBJECT:** September Financial Report for FY 24-25

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**Financial Summary**

Below is the financial summary for the quarter ending September 30, 2024 as well as trends and highlights.

**FY 2024-25 CATEGORY SUMMARY**

Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Expenditures	Projected Balance
Salaries (1000's)	36,444,080	4,981,521	29,660,222	1,726,717	36,368,460	75,620
		13.67%	81.39%	4.74%	99.79%	0.21%
Benefits (2000's)	10,643,788	2,437,423	7,098,869	928,055	10,464,347	179,441
		22.90%	66.69%	8.72%	98.31%	1.69%
Professional Services (3000's)	1,584,714	207,487	1,183,828	313,398	1,704,714	(120,000)
		13.09%	74.70%	19.78%	107.57%	-7.57%
Property Services (4000s)	2,266,696	271,861	1,481,945	477,888	2,231,693	35,003
		11.99%	65.38%	21.08%	98.46%	1.54%
Other Services (5000s)	6,635,775	2,602,633	3,304,199	951,016	6,857,848	(222,072)
		39.22%	49.79%	14.33%	103.35%	-3.35%
Supplies (6000s)	2,881,453	631,425	1,570,028	680,000	2,881,453	-
		21.91%	54.49%	23.60%	100.00%	0.00%
Equipment (7000s)	274,579	251,619	251,163	(228,203)	274,579	-
		91.64%	91.47%	-83.11%	100.00%	0.00%
Other Objects (8000s)	133,013	32,979	49,349	50,685	133,013	-
		24.79%	37.10%	38.11%	100.00%	0.00%
Revenue (9000s)	(1,524,396)	(185,760)	-	(1,125,919)	(1,311,679)	(212,717)
		12.19%	0.00%	73.86%	86.05%	13.95%
<b>Total</b>	<b>\$ 59,339,701</b>	<b>\$11,231,187</b>	<b>\$ 44,599,603</b>	<b>\$ 3,773,638</b>	<b>\$ 59,604,427</b>	<b>(264,726)</b>
<b>Total %</b>		<b>18.93%</b>	<b>75.16%</b>	<b>6.36%</b>	<b>100.45%</b>	<b>-0.45%</b>

**TRENDS AND HIGHLIGHTS**

**RFP & Budget Cut-**

As of the period ending September 30, 2024 the projected end of year balance is a deficit of **(\$264,726)**.

As a reminder, the current year's approved budget includes a Board of Finance reduction of **(\$221,891)**. This reduction was not line item specific; instead, it was a reduction to the total requested budget.

You may recall RFPs were issued at the end of the last fiscal year for the following expiring service contracts, cleaning services, in district transportation and out of district transportation. This competitive bidding process resulted in savings of \$344,029 compared to budget.

<b>RFP SAVINGS</b>			
Service	Budget	RFP Result	Variance
In-District	2,111,022	1,953,726	157,296
Out of District Transportation	782,855	637,245	145,610
Cleaning	1,034,776	993,653	41,123
<b>Total</b>	<b>3,928,653</b>	<b>3,584,624</b>	<b>344,029</b>

**Salary**

The net turnover savings and degree level changes is \$75,620.

**Benefits**

A combination of open-enrollment changes and new hires not enrolling in the health plan resulted in a lower-than-expected census enrollment. It is possible an employee may have a life-changing event that will necessitate enrollment in the plan.

**Legal Fees (SPED)**

We are having more instances where families are disagreeing with the recommendations made by the district. Typically, these differences are resolved in mediation or a resolution meeting. However, when the district cannot resolve these differences in a resolution meeting or mediation, the district and the family participate in a due process hearing, which is a lengthy proceeding that requires ongoing collaboration and work with district counsel. Due to the combination of ongoing legal needs and hearings, current projections are that this line will end the year with an unfavorable balance.

**Settlement & Tuition**

The budget lines for tuition and settlement agreements are highly variable and dependent on individual student needs. The needs of multiple students have changed, resulting in recommendations for more intensive support and services in placements outside of the district.

Consistent with recent years, no contingencies were included for this year.

**Revenue Offset**

Transportation Credit - With additional combined runs at the end of last fiscal year the transportation credit is more than budgeted. Currently, our transportation provider, First Student Inc. is fully staffed.

Technology revenue – There was a small increase in shared software cost. The increase revenue offset represents the Town’s portion.

**Internal Service Fund**

Dental claims and fees are in-line with historical averages.

**INTERNAL SERVICES FUND  
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended							2025
<b>STATEMENT OF REVENUES AND EXPENDITURES</b>							
Fund Balance -July 1, 2024							\$ 418,466
Revenues:							
General Fund							\$ 385,918
Reimbursements							\$ -
Total Contributions							\$ 385,918
Total Revenues (A)							<u>\$ 385,918</u>
Projected Claims:							
Delta Dental:							
Claims							\$ 362,534
Administrative Fees							\$ 23,384
Total Dental Claims (B)							<u>\$ 385,918</u>
Net Change (A-B)							<u>-</u>
Projected Fund balance June 30, 2025							\$ 418,466
<b>Dental- Actual Claims &amp; Fees</b>							
<b>Month</b>							<b>Claims &amp; Fees</b>
July							37,461
August							33,544
September							22,928
<b>Total</b>							<u><b>\$ 93,932</b></u>
Actual YTD Spend Rate							24.3%
Theoretical YTD Spend Rate							25.0%
<i>YTD Theoretical variance %</i>							-0.7%

**WESTON PUBLIC SCHOOLS**

**FYE 25 FINANCIAL REPORT**

As of September 30, 2024

Period: 3 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Salaries &amp; Wages (1000s)</i>								
2,881,354	2,854,614	3,375,352	1110	Administrators	3,471,863	-	3,471,863	792,123	2,680,044	-	3,472,167	(304)
14,465,388	14,827,266	15,169,704	1111	General Ed. Teachers	15,789,653	-	15,789,653	1,856,893	13,897,818	-	15,754,711	34,942
2,303,563	2,522,780	2,359,825	1112	Special Ed. Teachers	2,731,016	-	2,731,016	285,684	2,344,028	-	2,629,712	101,304
983,206	1,021,018	948,323	1113	Guidance	993,064	-	993,064	113,637	871,213	-	984,850	8,214
468,881	397,172	418,788	1114	Psychologist	437,475	-	437,475	50,478	386,997	-	437,475	-
202,927	353,558	410,444	1115	Social Worker	490,714	-	490,714	59,292	437,637	-	496,929	(6,215)
543,134	539,131	510,769	1116	Speech & Hearing	636,232	-	636,232	69,561	461,013	-	530,574	105,658
1,184,208	887,328	1,261,271	1117	Academic Assistants	1,281,047	-	1,281,047	154,536	1,132,876	-	1,287,412	(6,365)
169,686	110,854	59,724	1118	Talented & Gifted	61,217	-	61,217	7,064	54,154	-	61,217	-
403,577	400,239	455,475	1119	Library/Media	477,800	-	477,800	56,164	430,593	-	486,757	(8,957)
46,587	57,886	51,774	1135	Transition Coordinator	68,088	-	68,088	4,932	37,812	25,344	68,088	-
832,301	847,138	877,957	1139	Certified Stipends	953,162	-	953,162	26,520	199,982	726,659	953,162	-
574,562	651,668	969,094	1140	Academic Leader (CIL's)	1,016,399	-	1,016,399	124,536	922,963	-	1,047,499	(31,100)
2,650	1,852	2,571	1141	Mentor Teacher	2,000	-	2,000	511	-	1,489	2,000	-
187,872	113,090	-	1142	Behavioral Analyst	169,321	-	169,321	10,153.86	79,236	79,931	169,321	-
45,835	58,267	68,897	1145	Multilingual Learner	85,703	-	85,703	7,737	59,318	18,648	85,703	-
<b>\$ 25,295,731</b>	<b>\$ 25,643,861</b>	<b>\$ 26,939,968</b>		<b>Sub-Total Certified Salaries</b>	<b>\$ 28,664,754</b>	<b>\$ -</b>	<b>\$ 28,664,754</b>	<b>\$ 3,619,822</b>	<b>\$ 23,995,683</b>	<b>\$ 852,071</b>	<b>\$ 28,467,577</b>	<b>197,177</b>
					6.40%			12.6%	83.7%	3.0%	99.3%	0.7%
				<i>Other Certified Salaries</i>								
45,700	40,788	25,138	1131	Homebound Tutor	44,500	-	44,500	6,319	-	38,181	44,500	-
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
278,078	246,814	216,491	1137	Substitute Teacher	178,801	-	178,801	5,780	22,100	150,921	178,801	-
212,521	189,064	194,739	1138	Summer Work -Certified Staff	190,408	-	190,408	114,577	-	75,831	190,408	-
99,315	127,403	152,490	1143	Building Substitutes	203,175	-	203,175	6,920	117,100	79,155	203,175	-
295,291	385,336	215,245	1144	Long term Substitute	118,000	-	118,000	3,524	14,977	99,499	118,000	-
-	-	-	1160	Turnover Savings	(170,000)	-	(170,000)	-	-	-	-	(170,000)
<b>\$ 930,904</b>	<b>\$ 989,404</b>	<b>\$ 804,103</b>		<b>Sub-Total Other Certified Salaries</b>	<b>\$ 609,274</b>	<b>\$ -</b>	<b>\$ 609,274</b>	<b>\$ 137,120</b>	<b>\$ 154,177</b>	<b>\$ 443,588</b>	<b>\$ 734,884</b>	<b>\$ (125,610)</b>
								22.5%	25.3%	72.8%	120.6%	-20.6%

**WESTON PUBLIC SCHOOLS**

**FYE 25 FINANCIAL REPORT**

As of September 30, 2024

Period: 3 of 12

2021-2022	2022-2023	2023-2024	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Non-Certified Salaries</i>								
381,506	413,013	496,658	1210	Non-Cert. Supervisors	503,427	-	503,427	106,216	401,212	-	507,429	(4,002)
223,520	213,706	238,317	1211	Nurses	244,816	-	244,816	30,823	214,049	-	244,872	(56)
306,924	247,373	279,358	1215	Occupational & Physical Therapists	337,013	-	337,013	36,445	299,206	-	335,651	1,362
1,140,104	1,156,839	1,328,819	1221	Administrative Support	1,350,863	-	1,350,863	260,340	1,090,355	-	1,350,695	168
1,767,360	1,697,360	1,828,311	1231	Para Educators	1,856,507	-	1,856,507	246,541	1,712,780	(102,814)	1,856,507	-
146,862	156,413	141,394	1234	Bus Aides	147,297	-	147,297	8,164	-	139,133	147,297	-
485,773	495,877	505,325	1235	Technicians	524,782	-	524,782	112,275	411,582	-	523,857	925
61,996	65,017	46,914	1237	Vocational Specialist	67,540	-	67,540	7,112	63,186	-	70,298	(2,758)
247,175	262,406	276,448	1241	Safety Monitors	308,860	-	308,860	40,187	261,472	-	301,659	7,201
506,491	513,999	514,241	1251	Custodians	553,611	-	553,611	96,725	455,652	-	552,378	1,233
460,027	477,370	543,741	1261	Maintenance Mechanics & Grounds	568,374	-	568,374	113,244	455,152	-	568,395	(21)
84,861	90,458	103,682	1269	Athletic Support Staff	122,205	-	122,205	8,983	57,380	55,842	122,205	-
197,442	192,939	188,200	1280	Non Certified Stipends	198,605	-	198,605	17,555	88,336	92,715	198,605	-
<b>\$ 6,010,040</b>	<b>\$ 5,982,771</b>	<b>\$ 6,491,407</b>		<b>Sub-Total Non-Certified Salaries</b>	<b>\$ 6,783,900</b>	<b>\$ -</b>	<b>\$ 6,783,900</b>	<b>\$ 1,084,610</b>	<b>\$ 5,510,362</b>	<b>\$ 184,876</b>	<b>\$ 6,779,848</b>	<b>\$ 4,053</b>
				<i>Other Non-Certified Salaries</i>				16.0%	81.2%	2.7%	99.9%	0.1%
47,199	39,524	39,305	1213/122 3/1233	Non-Certified Substitutes	47,500	-	47,500	-	-	47,500	47,500	-
176,085	199,553	230,025	1212/22/ 38/42/52/ 62	Overtime	203,700	-	203,700	37,425	-	166,275	203,700	-
127,252	114,912	101,739	1268	Summer Work-Non-Cert.	134,952	-	134,952	102,544	-	32,408	134,952	-
-	-	-	1270	Salary Differential	-	-	-	-	-	-	-	-
<b>\$ 350,536</b>	<b>\$ 353,988</b>	<b>\$ 371,068</b>		<b>Sub-Total Other Salaries</b>	<b>\$ 386,152</b>	<b>\$ -</b>	<b>\$ 386,152</b>	<b>\$ 139,969</b>	<b>\$ -</b>	<b>\$ 246,183</b>	<b>\$ 386,152</b>	<b>-</b>
								36.2%	0.0%	63.8%	100.0%	0.0%
<b>\$ 32,587,211</b>	<b>\$ 32,970,025</b>	<b>\$ 34,606,546</b>		<b>TOTAL SALARIES</b>	<b>\$ 36,444,080</b>	<b>\$ -</b>	<b>\$ 36,444,080</b>	<b>\$ 4,981,521</b>	<b>\$ 29,660,222</b>	<b>\$ 1,726,717</b>	<b>\$ 36,368,460</b>	<b>\$ 75,620</b>
					5.31%			13.7%	81.4%	4.7%	99.8%	0.2%

**WESTON PUBLIC SCHOOLS**

**FYE 25 FINANCIAL REPORT**

As of September 30, 2024

Period: 3 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Benefits (2000's)</i>								
8,412,125	9,202,598	8,801,704	2000	Health Insurance	9,440,933	-	9,440,933	2,093,728	7,009,518	118,192	9,221,438	219,495
(1,508,844)	(1,705,489)	(1,410,661)	2022	Premium Cost Share	(1,580,090)	-	(1,580,090)	(239,646)	-	(1,298,754)	(1,538,400)	(41,690)
1,006,469	1,020,503	1,032,102	2001	Social Security & Medicare	1,079,635	-	1,079,635	154,644	-	924,991	1,079,635	-
175,275	175,214	180,451	2003	Workers Compensation	189,473	-	189,473	187,836	-	-	187,836	1,637
25,494	14,660	1,644	2004	Unemployment Compensation	30,000	-	30,000	504	-	29,496	30,000	-
149,718	130,080	-	2005	Early Retirement Incentive	-	-	-	-	-	-	-	-
1,177,822	1,328,122	1,192,864	2007	Pension Contributions	1,276,861	-	1,276,861	222,616	30,615	1,023,630	1,276,861	-
83,227	91,124	101,963	2010	Tuition Reimbursement	85,500	-	85,500	-	-	85,500	85,500	-
63,952	63,051	71,543	2011-12	Life & Disability Insurance	76,476	-	76,476	17,740	58,736	-	76,476	-
105,506	56,400	22,381	2014	Sick Bank	45,000	-	45,000	-	-	45,000	45,000	-
<b>\$9,690,744</b>	<b>\$10,376,262</b>	<b>\$9,993,990</b>		<b>TOTAL BENEFITS</b>	<b>\$10,643,788</b>	<b>\$ -</b>	<b>\$10,643,788</b>	<b>\$2,437,423</b>	<b>\$ 7,098,869</b>	<b>\$928,055</b>	<b>\$10,464,347</b>	<b>\$179,441</b>
					6.50%			22.9%	66.7%	8.7%	98.3%	1.69%
				<i>Professional &amp; Technical Services (3000s)</i>								
545,611	504,232	525,441	3210	Contracted Services Educational	285,176	-	285,176	3,536	242,457	39,184	285,176	-
128,921	149,405	176,454	3220-21	Consulting Services	186,777	-	186,777	34,745	99,154	52,878	186,777	-
123,549	75,937	94,342	3235	Testing	96,565	-	96,565	35,904	83,250	(22,589)	96,565	-
6,158	106,990	260,876	3239	Other Pupil Services	294,100	-	294,100	20,366	254,134	19,600	294,100	-
64,991	66,056	34,711	3303	Management Services	37,169	-	37,169	15,356	20,733	1,080	37,169	-
1,775	2,064	3,145	3304	License Fees-Facilities	3,500	-	3,500	1,998	740	763	3,500	-
245,731	232,999	183,838	3306	Legal Fees-SPED	240,000	-	240,000	48,907	191,093	120,000	360,000	(120,000)
167,193	187,860	162,916	3306	Legal Fees- Districtwide	150,000	-	150,000	28,522	111,479	10,000	150,000	-
95,138	106,091	109,322	3308	Police/Fire	124,101	-	124,101	6,703	97,901	19,497	124,101	-
67,382	67,685	155,452	3309	Professional Technical Services	113,190	-	113,190	11,453	28,752	72,986	113,190	-
49,966	41,996	41,210	3310	Sports Officials	54,136	-	54,136	-	54,136	-	54,136	-
<b>\$ 1,496,415</b>	<b>\$ 1,541,315</b>	<b>\$ 1,747,705</b>		<b>TOTAL PROF. &amp; TECH SERVICES</b>	<b>\$ 1,584,714</b>	<b>\$ -</b>	<b>\$ 1,584,714</b>	<b>\$ 207,487</b>	<b>\$ 1,183,828</b>	<b>\$ 313,398</b>	<b>\$ 1,704,714</b>	<b>\$ (120,000)</b>
								13.1%	74.7%	19.8%	107.6%	-7.6%

**WESTON PUBLIC SCHOOLS**

**FYE 25 FINANCIAL REPORT**

As of September 30, 2024

Period: 3 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Property Services (4000s)</i>								
859,036	907,204	969,175	4200	Cleaning Services	1,034,776	-	1,034,776	161,996	831,657	-	993,653	41,123
48,405	50,825	66,687	4202	Rubbish Removal	72,934	-	72,934	4,486	55,141	13,307	72,934	-
122,591	82,370	171,370	4302	Equipment Repairs	188,805	-	188,805	6,519	50,931	131,355	188,805	-
164,029	184,530	189,525	4400	Equipment Rental	175,767	-	175,767	28,861	131,567	15,339	175,767	-
74,770	213,171	215,350	4500	Repair Allowance	150,000	-	150,000	-	-	150,000	150,000	-
29,913	30,182	40,740	4514	Fire Alarm System	37,430	-	37,430	3,208	40,342	-	43,550	(6,120)
172,720	201,994	191,606	4518	Sewer System Plant Maintenance	159,795	-	159,795	10,082	149,713	-	159,795	-
171,669	205,809	247,875	4520	Service Contracts	194,724	-	194,724	41,976	120,907	31,842	194,724	-
61,247	93,203	66,984	4530	Parks & Recreation	82,425	-	82,425	-	62,000	20,425	82,425	-
16,959	39,271	31,644	4540	Athletic Facilities Repairs	59,500	-	59,500	11,005	13,175	35,320	59,500	-
186,270	195,029	74,974	4541	Contracted Services	89,300	-	89,300	1,568	25,432	62,300	89,300	-
122,304	109,755	-	4600	Special Projects	-	-	-	-	-	0	-	-
2,366	11,275	6,377	4604	Snow Plowing	10,500	-	10,500	-	-	10,500	10,500	-
138,631	35,888	35,100	4701	Security System Monitoring	10,740	-	10,740	2,160	1,080	7,500	10,740	-
<b>\$ 2,170,908</b>	<b>\$ 2,360,505</b>	<b>\$ 2,307,405</b>		<b>TOTAL PROPERTY SERVICES</b>	<b>\$ 2,266,696</b>	<b>\$ -</b>	<b>\$ 2,266,696</b>	<b>\$ 271,861</b>	<b>\$ 1,481,945</b>	<b>\$ 477,888</b>	<b>\$ 2,231,693</b>	<b>\$ 35,003</b>
								12.0%	65.4%	21.1%	98.5%	1.5%

**WESTON PUBLIC SCHOOLS**

**FYE 25 FINANCIAL REPORT**

As of September 30, 2024

Period: 3 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Other Services (5000s)</i>								
1,589,157	1,592,600	1,737,496	5100	Regular Transportation	1,848,365	-	1,848,365	1,688,010	3,059	-	1,691,069	157,296
729,788	843,911	935,160	5101	SPED Transportation	1,045,512	-	1,045,512	293,434	304,569	301,899	899,902	145,610
96,953	218,024	100,391	5104	Athletic Transportation	174,168	-	174,168	-	111,000	63,168	174,168	-
1,537	12,802	4,237	5105	Extra-Curricular Transportation	14,060	-	14,060	-	-	14,060	14,060	-
104,190	160,181	107,032	5112	Diesel & Gasoline	116,710	-	116,710	-	56,374	60,337	116,710	-
103,321	128,142	136,003	5200	General Liability Insurance	142,803	-	142,803	134,609	-	8,194	142,803	-
15,525	14,400	15,008	5202	Athletic Insurance	15,758	-	15,758	15,008	-	751	15,758	-
100,707	104,154	106,579	5205	Property Insurance	109,776	-	109,776	109,196	-	580	109,776	-
89,975	87,714	89,414	5300	Communications	94,106	-	94,106	11,703	74,731	7,672	94,106	-
30,990	27,469	27,030	5400	Postage	29,383	-	29,383	7,500	18,682	3,201	29,383	-
4,440	853	1,626	5500	Advertising	4,000	-	4,000	721	725	2,554	4,000	-
17,176	16,962	18,356	5501	Printing	23,987	-	23,987	9,281	3,500	11,206	23,987	-
2,007,688	2,367,437	2,232,934	5600	Out of District Tuition	1,929,128	-	1,929,128	283,322	1,920,784	250,000	2,454,106	(524,978)
923,345	1,063,918	1,147,396	5601	Tuition Settlements	1,006,152	-	1,006,152	42,891	794,616	168,645	1,006,152	-
15,346	41,076	39,352	5800	Travel & Conference	58,317	-	58,317	5,857	12,973	39,487	58,317	-
3,163	3,803	3,282	5801	Mileage Reimbursement	10,703	-	10,703	600	-	10,103	10,703	-
2,349	5,684	3,905	5900	Other Purchased Services	12,847	-	12,847	502	3,186	9,159	12,847	-
<b>\$ 5,835,649</b>	<b>\$ 6,689,130</b>	<b>\$ 6,705,201</b>		<b>TOTAL OTHER SERVICES</b>	<b>\$ 6,635,775</b>	<b>\$ -</b>	<b>\$ 6,635,775</b>	<b>\$ 2,602,633</b>	<b>\$ 3,304,199</b>	<b>\$ 951,016</b>	<b>\$ 6,857,848</b>	<b>\$ (222,072)</b>
								39.2%	49.8%	14.3%	103.3%	-3.3%
				<i>Supplies &amp; Materials (6000's)</i>								
395,832	884,656	889,057	6110	Materials	542,614	-	542,614	62,888	207,128	272,599	542,614	-
22,091	36,390	32,719	6120	Office Materials	34,009	-	34,009	741	25,839	7,429	34,009	-
184,684	174,050	173,801	6130	Maintenance Materials	181,624	-	181,624	13,781	111,604	56,239	181,624	-
71,587	95,137	98,514	6131	Custodial Materials	78,348	-	78,348	767	62,164	15,417	78,348	-
16,815	21,943	43,776	6132	Security Materials	26,284	-	26,284	370	7,731	18,183	26,284	-
522,319	517,581	570,217	6140	Software	629,926	-	629,926	505,945	55,295	68,685	629,926	-
196,324	98,833	104,825	6410	Books	61,450	-	61,450	7,048	29,500	24,901	61,450	-
388,111	325,229	467,063	6510	Heating Oil	492,452	-	492,452	5,551	421,044	65,857	492,452	-
722,884	482,463	644,985	6520	Electricity	831,746	-	831,746	34,334	646,723	150,689	831,746	-
2,079	2,890	2,377	6530	Propane	3,000	-	3,000	-	3,000	-	3,000	-
<b>\$ 2,522,725</b>	<b>\$ 2,639,172</b>	<b>\$ 3,027,334</b>		<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>\$ 2,881,453</b>	<b>\$ -</b>	<b>\$ 2,881,453</b>	<b>\$ 631,425</b>	<b>\$ 1,570,028</b>	<b>\$ 680,000</b>	<b>\$ 2,881,453</b>	<b>\$ -</b>
								21.9%	54.5%	23.6%	100.0%	0.0%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of September 30, 2024

Period: 3 of 12

2021-2022	2022-2023	2023-2024	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Equipment (7000's)</i>								
541,176	192,826	262,615	7300	Equipment	274,579	-	274,579	251,619	251,163	(228,203)	274,579	-
<b>\$ 541,176</b>	<b>\$ 192,826</b>	<b>\$ 262,615</b>		<b>TOTAL EQUIPMENT</b>	<b>\$ 274,579</b>	<b>\$ -</b>	<b>\$ 274,579</b>	<b>\$ 251,619</b>	<b>\$ 251,163</b>	<b>(\$228,203)</b>	<b>\$ 274,579</b>	<b>\$ -</b>
								91.6%	91.5%	-83.1%	100.0%	0.0%
				<i>Other Objects (8000's)</i>								
87,211	87,938	89,670	8100	Dues, Fees and Memberships	105,668	-	105,668	27,386	36,212	42,070	105,668	-
24,317	32,434	38,529	8900	Other Objects	27,345	-	27,345	5,593	13,137	8,615	27,345	-
<b>\$ 111,528</b>	<b>\$ 120,372</b>	<b>\$ 128,199</b>		<b>TOTAL OTHER OBJECTS</b>	<b>\$ 133,013</b>	<b>\$ -</b>	<b>\$ 133,013</b>	<b>\$ 32,979</b>	<b>\$ 49,349</b>	<b>\$50,685</b>	<b>\$ 133,013</b>	<b>\$ -</b>
								24.8%	37.1%	38.1%	100.0%	0.0%
				<i>Revenue Offset (9000's)</i>								
(29,042)	(29,462)	(29,903)	9200	Technology Revenue	(29,903)	-	(29,903)	(31,457)	-	-	(31,457)	1,554
(73,800)	(74,800)	(78,660)	9201	Participation Fees, Athletics	(64,133)	-	(64,133)	-	-	(64,133)	(64,133)	-
(18,350)	(21,689)	(13,475)	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	-	-	(14,000)	(14,000)	-
(77,445)	(89,987)	(25,495)	9204	Transportation Credits	(14,805)	-	(14,805)	(22,425)	-	-	(22,425)	7,620
(812,440)	(928,213)	(839,156)	9205	Excess Cost SPED	(711,339)	-	(711,339)	-	-	(711,339)	(711,339)	-
(79,561)	(121,242)	(156,288)	9206	Pre School Tuition	(188,361)	-	(188,361)	(86,500)	-	(101,861)	(188,361)	-
(75,981)	(119,873)	(141,162)	9207	Non-Resident Tuition	(116,623)	-	(116,623)	(44,507)	-	(72,116)	(116,623)	-
(19,878)	(61,203)	(42,681)	9208	Revenue from Town for Fields	(42,681)	-	(42,681)	-	-	(42,681)	(42,681)	-
(40,000)	(30,800)	-	9209	Parking Fees	(24,075)	-	(24,075)	-	-	(24,075)	(24,075)	-
(46,050)	(42,223)	(53,727)	9210	Theater Receipts	(51,025)	-	(51,025)	-	-	(51,025)	(51,025)	-
-	-	-	9212	Facility Use Rental	(27,500)	-	(27,500)	-	-	(27,500)	(27,500)	-
(4,768)	(14,336)	(50,764)	9215	Medicaid Revenue	(18,060)	-	(18,060)	(872)	-	(17,189)	(18,060)	-
				Board of Finance Reduction - TBD	(221,891)	-	(221,891)	0	-	-	-	(221,891)
<b>(\$1,277,316)</b>	<b>(\$1,533,828)</b>	<b>(\$1,431,311)</b>		<b>Total Revenue Offset</b>	<b>(\$1,524,396)</b>	<b>\$ -</b>	<b>(\$1,524,396)</b>	<b>(\$185,760)</b>	<b>\$0</b>	<b>(\$1,125,919)</b>	<b>(\$1,311,679)</b>	<b>(\$212,717)</b>
								12.2%	0.0%	73.9%	86.0%	14.0%
<b>\$ 53,679,039</b>	<b>\$ 55,355,779</b>	<b>\$ 57,347,685</b>		<b>GRAND TOTAL</b>	<b>\$ 59,339,701</b>	<b>\$ -</b>	<b>\$ 59,339,701</b>	<b>\$ 11,231,187</b>	<b>\$ 44,599,603</b>	<b>\$ 3,773,637</b>	<b>\$ 59,604,427</b>	<b>(\$264,726)</b>
								18.93%	75.16%	6.36%	100.45%	-0.45%

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 10/21/24

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the FY26 Budget Calendar

**Submitted by:** Phillip Cross

**Document Summary/Purpose and/or Recommended Action:**

Following is a draft copy of the FY26 Budget Calendar. We are recommending approval of the calendar.



**Weston Public Schools**  
**DRAFT Budget Calendar -- FY 2026**

**KEY:**

Board of Education Meetings are underlined

- |                            |   |
|----------------------------|---|
| 10/15/2024<br>(Tuesday)    | Leadership Team receives draft copy of Budget Calendar.   |
| 10/18/2024<br>(Friday)     | Board of Education Finance Committee Meeting<br>Review of Budget Calendar.  |
| 10/18/2024 -<br>10/25/2024 | Schools and departments work on budgets and meet with the Director of Finance and Operations if necessary.  |
| 10/21/2024<br>(Monday)     | <u>Board of Education Meeting</u><br>Board reviews and votes on Budget Calendar   |
| 10/23/2024<br>(Wednesday)  | Director of Finance and Operations opens MUNIS budget module to schools and departments.  |
| 11/6/2024<br>(Wednesday)   | Leadership Team Budget Discussion: Framing the Work, <b>(3:30 PM - 5:00 PM)</b>   |
| 11/8/2024<br>(Friday)      | School and program budget requests are due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available). |
| 11/11/2024 -<br>11/14/2024 | Schools and Programs meet individually with Superintendent, Asst. Superintendent and Director of Finance.   |
| 11/14/2024<br>(Thursday)   | Central Office Leadership Team discusses budget<br><b>(8:45 AM - 10:30 AM)</b>  |
| 11/15/2024<br>(Friday)     | Board of Education Finance Committee Meeting  |
| 11/20/2024<br>(Wednesday)  | Building principals and central office Administrator discuss budget drafts<br><b>(2:15 PM - 4:15 PM)</b>  |
| 12/5/2024<br>(Thursday)    | District Leadership Team finalizes budget request and prepares presentation,<br><b>(8:45 AM– 9:45 AM)</b>   |

12/13/2024 (Friday)	Board of Education Finance Committee Meeting
1/2025 - 2/2025	Superintendent and Building Administrators meet with school staff. (Meetings to be scheduled.)
1/2/2025 (Tuesday)	Budget request delivered to Board of Education.
1/6/2025 (Monday)	<u>Board of Education Meeting (6:00 PM) – Remote Meeting</u> Formal Presentation of Requested Operating & Capital Budgets
1/7/2025 (Tuesday)	<u>BOE Workshop to discuss Budget Request (9:00 AM – 1:00 PM) - Remote Meeting</u>
1/10/2025 (Friday)	BOE questions submitted to Superintendent by end-of-day.
1/15/2025 (Wednesday)	<u>BOE Meeting - Public Forum #1 with Administration on Budget Request (6:00 PM.)</u> This will be an open forum for parents and the community to share comments and ask questions regarding the Requested Budget
1/16/2025 (Thursday)	<u>BOE Workshop to discuss Budget Request (9:00 AM – 12:00 PM Remote Meeting</u>
1/17/2025 (Friday)	Board of Education Finance Committee Meeting – Remote Meeting
1/21/2025 (Tuesday)	<u>BOE Monthly Meeting (6:00 PM.)</u> – can be used for budget meeting on this date, or moved to later in the month – Remote Meeting
1/22/2025 (Wednesday)	Deadline for all written responses to Board of Education questions distributed.
1/23/2025 (Thursday)	<u>BOE Meeting - Public Forum #2 with Administration on Budget Request (6:00 PM.)</u> This will be an open forum for parents and the community to share comments and ask questions regarding the Requested Budget.
1/27/2025 (Monday)	<u>BOE Workshop to discuss Budget Request (9:00 AM – 1:00 PM) – Remote Meeting</u>

- 1/28/2025  
(Tuesday) Board of Education Meeting –(6:00 PM) – Remote Meeting  
Approval and Adoption of FY 2026 Recommended Operating and Capital Budgets
- 1/30/25  
(Thursday) Board of Education Meeting – if necessary (6:00 PM) – Remote Meeting  
Approval and Adoption of FY 2026 Recommended Operating and Capital Budgets, if necessary.
- 1/31/25  
(Friday) Board of Education transmits Operating and Capital Budgets request to the Board of Selectmen (Charter requires by February 3<sup>rd</sup>).

**Below is the schedule from last year. Updated dates will be determined by the Town.**

- 2/14/24  
(Wednesday) Board of Selectmen reviews Board of Education budget recommendation.  
6:00 PM.
- 2/26/24  
(Monday) BOS votes on and transmits First Selectwoman’s and Board of Education budgets to Board of Finance. Board also nominates moderator for Annual Town Budget Meeting. Regular Board of Selectmen’s meeting. 6:00 PM.
- 3/1/24  
(Friday) Deliver Budget Books to Board of Finance – if haven’t already been delivered.
- 3/6/24  
(Wednesday) Board of Finance reviews Board of Education budget request  
6:00 PM
- 3/14/24  
(Thursday) Board of Finance reviews Board of Education budget request (if necessary)  
6:00 PM.
- 3/22/24  
(Friday) Publish Notice of Public Hearing on budget  
(Charter requires 10 days prior to Public Hearing)
- 4/2/24  
(Tuesday) Board of Finance holds Public Hearing on budget request.  
(Charter requires at least two weeks prior to Annual Budget Meeting)  
6:00 PM.
- 4/4/24  
(Thursday) Board of Finance Budget Deliberation Meeting  
6:00 PM
- 4/8/24  
(Monday) Board of Finance Budget Deliberation Meeting (if necessary)  
6:00 PM.
- 4/19/24  
(Friday) Publish and Post Notice of Annual Town Budget Meeting  
(Charter requires at least five days prior to meeting)
- 4/24/24  
(Wednesday) Annual Town Budget Meeting  
8:00 PM. - Weston High School Auditorium

5/4/24  
(Saturday)

Proposed Referendum  
12:00 PM. to 8:00 PM

5/6/24  
(Monday)

Board of Finance meets after Town Meeting to set mill rate.

DRAFT

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 10/21/24

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the FY26 Budget Assumptions

**Submitted by:** Phillip Cross

**Document Summary/Purpose and/or Recommended Action:**

Following is a draft copy of the FY26 Budget Assumptions We are recommending approval of the assumptions.

# **Weston Public Schools**

## **Budget Assumptions**

### **FY 2026**

*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.*

This mission serves as the lens by which the FY 2026 budget will be developed. The following principles will guide this process:

- Requests must align with district goals, and the FY 2026 budget will continue to support this work.
- Curriculum and instruction funding allocations must lead to positive academic outcomes. Analysis of student performance and teaching and learning through multiple data points will determine appropriate funding and reallocations where necessary.
- Projected enrollment will be carefully analyzed to determine class size, course offerings, programming and staffing (see chart below).
- Certified and support staffing allocations will be analyzed.
- The Superintendent, Director of Finance, and Board of Education Chairperson will engage in discussions with the First Selectwoman and Town Administrator regarding possible opportunities for shared services.
- Operational and capital needs will be prioritized. The District Administration and Board of Education will collaborate with the First Selectwoman and town on long-term planning for the optimization of WPS facilities.
- Adhere to the costs associated with Employee Contracts & Health Insurance Benefits
  - WAA: 2.5% GWI.
  - WTA: 0.77% GWI plus step and 2.50% at top step.
  - AFSCME: 2.5% GWI plus step
  - The salaries for employees that are not affiliated with a union would be determined between May and June 2025. Salary increases for the un-affiliated groups typically have been aligned to the parallel bargaining unit. For planning purposes, the Recommended FY 26 Operating Budget would show district-wide administrators with a 2.5 percent GWI (the WAA increase); District-wide support staff is 2.5% (the AFSCME increase).
- The cost of consumable goods and services will be increased by 3.4% or based on the terms of existing contracts.
- Meet all Federal and State mandates that pertain to Connecticut School Districts.
- Carefully monitor and examine the immediate and long-term impact to the Weston Public Schools of any State of Connecticut adopted budget.
- Continue to maintain and monitor current Pupil Personnel Services and Special

Education programs and services for their efficacy, ensuring that all students eligible for special education services receive a free and appropriate public education as mandated through the Individuals with Disabilities Education Act. The district will continue to explore ways to provide a continuum of services and new models of instructional delivery to address the academic, behavioral, and social-emotional needs of students, supporting their individual growth and progress within the district.

## Current and Projected Enrollment Data

Listed below are the FY 2025 PowerSchool actual enrollment numbers as of October 1, 2024, and FY 2026 projected student enrollment figures. The FY 2026 projection is based on the comprehensive enrollment study presented to the BOE in December 2023. Our Special Education Department forecasts enrollment for all students that are placed in educational facilities outside the Weston Public Schools.

Grade	Power School Enrollment October 1, 2024	SLAM Enrollment Projections 2025-26 <sup>1</sup>	Projected V. Actual Enrollment
Kindergarten	113	141	28
Grade 1	153	143	(10)
Grade 2	131	162	31
Hurlbutt Elementary School Total	<b>397</b>	<b>446</b>	<b>49</b>
Grade 3	146	138	(8)
Grade 4	164	154	(10)
Grade 5	168	169	1
Intermediate School Total	<b>478</b>	<b>461</b>	<b>(17)</b>
Grade 6	142	170	28
Grade 7	149	146	(3)
Grade 8	183	153	(30)
Middle School Total	<b>474</b>	<b>469</b>	<b>(5)</b>
Grade 9	170	184	14
Grade 10	166	180	14
Grade 11	170	121 168	(2)

Grade 12	185	177	(8)
High School Total	<b>691</b>	<b>709</b>	<b>18</b>
In-District Total (K-12 )	<b>2,040</b>	<b>2,085</b>	<b>45</b>
Pre-School	46	45	(1)
<b>Total In-District Enrollment</b>	<b>2,086</b>	<b>2,130</b>	<b>44</b>

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

Note: There are 30 students that attend our schools through the Open Choice program. These students are reflected in the enrollment numbers presented above. The decision to accept additional Open Choice students is mission driven and will be made when we determine initial class size projections and establish estimated sections. We would consider adding 2 to 4 new Open Choice students across Kindergarten and First Grade. In the past, we have delayed this decision until late August, which is disruptive to school planning and to the needs of Open Choice families. As space permits, additional students might be added in August, which can increase the revenue received through the Open Choice grant. At no point would additional Open Choice students be accepted if additional classroom teachers are required.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 10/21/24

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the Contract for Medical Advisor for the 2024-2025 school year

**Submitted by:** Phillip Cross

**Document Summary/Purpose and/or Recommended Action:**

We are recommending that the Weston Board of Education approve the renewal of Dr. Laura Mark's contract as medical advisor for the period from July 1, 2024 to June 30, 2025 at the stipend level of \$7,114.00 representing a 2.41% increase (this amount represents the percentage budget increase for FY25).