



Weston Board of Education Special Meeting
Monday, June 1, 2026
7:30 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

- 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. School Facilities/Campus Revitalization: Discussion
- IV. NEW BUSINESS
 - A. Retirement Incentive Program (ERIP): Discussion and possible action
 - B. Year in Review Part 1: District Improvement Plan 2025-2026: Discussion
 - Information Literacy/Technology
 - Human Resources
 - Safety and Security
 - C. Weston Board of Education Policies, Regulations and Bylaws (first read): Discussion
 1. Policy/regulation review — Review (no changes)
 - P 5131.5 Vandalism
 - R 5131.5 Vandalism
 - P 5131.91 Hazing/Initiation
 2. Policy/regulation review — New
 - P 4115 Personnel/Certified - Evaluation
 3. Policy/regulation review — Updates
 - P 4215 Personnel/ Non-Certified - Evaluation/Supervision
 - P 4153 Personnel - Family and Medical Leave
 - P 5118 Non-Resident Attendance and Tuition Fees
 - R 5118 Non-Resident Attendance and Tuition Fees
 - P 5123 Promotion/Acceleration/Retention
 - P 5124 Reporting to Parents

- P 5126 Awards for Achievement
 - R 5131.3 Student Driving/Parking
 - P 5131.8 Chemical Health Policy for Student Athletes
 - P 5132 Dress and Grooming
 - P 5134 Married/Pregnant Students
 - P 5137 Physical Activity and Student Discipline
 - P 5145.2 Freedom of Speech/Expression
 - P 6112.1 Limited Open Campus
 - P 6155 Differentiation and Grouping
 - P 6163.3 Live Animals in the Classroom
 - P 6164.2 Guidance Services
 - P 6171 Special Education
 - P 6173 Homebound Instruction
4. Policy/regulation review — Retire
- R 5144.1 Restraint and Seclusion of Students and Use of Exclusionary Time Out
 - R 4115 Personnel/Certified - Evaluation

V. OLD BUSINESS

A. Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action

1. Policy/regulation review — New
 - P 0000 Statement of Philosophy
 - P 0100 Mission Statement
 - P 6171.2 Pre-School Special Education
2. Policy/regulation review — Updates
 - R 6114.1 Fire Emergency
 - P 6121 Non-Discrimination Instructional Program
 - P 6145.3 Publications
 - P 6146 Graduation Requirements
 - P 6147 Curriculum Exemptions
 - P 6162.6 Use of Copying Devices
 - P 6164.11 Drugs, Tobacco, Alcohol
 - P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
 - P 6172.5 English Language Learners
 - R 6142.3_5141.5 Suicide Prevention Education
3. Policy/regulation review — Retire
 - P 0220 Goals and Objectives for School Operations_System (replaced with P 0000 and P 0100)
 - P 6181 Evaluation of the Special Education Program

VI. FINANCE, FACILITIES, AND OPERATIONS UPDATE: Discussion and possible action

- A. FY26 Monthly Financial Update (through April) Including Internal Services
- B. FY27 Preschool Tuition Rates
- C. FY27 Tuition Rates for Non-Residents
- D. FY27 Utility and User Fees for Facility Rentals

E. Educational Specifications for the HES North House HVAC Project

VII. UPCOMING MEETING SCHEDULE

- June 15, 2026, 7:00 PM, Board of Education Meeting, Weston Middle School Library
- June 17, 2026; 6:00 PM; Tri-Board Meeting; Via Zoom

VIII. ADJOURNMENT: Possible action



2025-2026 Year in Review: Part 1
Information Literacy/Technology
Human Resources
Safety and Security

Board of Education Meeting
June 1, 2026

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 Target: By June 2026, at least 80% of teachers, administrators, and families who participate in an AI-focused professional learning experience will report an increased understanding and/or increased comfort level of generative AI and its application and purpose in education, as measured on feedback surveys.

Evidence of Progress:

During the 2025-26 school year, the district offered 12 AI-focused professional learning sessions for staff.

- 120 participants submitted feedback surveys following these learning experiences.
- Of those respondents, **85.8%** reported an increased understanding of and/or comfort level with generative AI and its educational applications.



Information Literacy/Technology (cont.)

Action Step:

- Develop a comprehensive plan to provide a deeper understanding of generative Artificial Intelligence and its practical applications in a school setting with all stakeholders.

Evidence of Implementation

- Established a cross-functional AI Advisory Committee
 - Included teachers, administrators, IT staff, and student representatives
 - Met regularly throughout the 2025-26 school year
 - Developed AI policy, guidelines, and implementation supports
 - Evaluated instructional AI tools and resources
 - Planned and supported district AI professional learning
 - Provide [updates and recommendations to the Board of Education](#)



Information Literacy/Technology (cont.)

Evidence of Implementation continued:

- LMS and staff completed Panorama AI Literacy Certification
- School-based AI professional learning sessions facilitated by LMS staff and teachers
 - Training topics included:
 - Gemini & NotebookLM
 - Ethical AI use
 - AI-supported assessment design
 - Inquiry and project-based learning
- Exploring expanded AI literacy coursework at the high school level



Information Literacy/Technology (cont.)



Action Step:

- Identify and design units of study aligned with the ISTE/AASL standards to integrate digital literacy and AI Literacy into the current LMS curriculum and other content areas, enhancing teachers' and students' technical literacy skills and understanding.

Evidence of Implementation:

- Innovation Lab cycles integrating creativity, coding, design, and problem-solving
- Expanded Grade 4 Digital Citizenship curriculum focused on digital wellness
- Integration of VR headsets into instructional experiences
- School-wide Digital Citizenship, Computer Science, and Digital Wellness learning events
- Revised district Digital Charter to reflect future-ready learning skills
- Updated WPS Computer Science Plan aligned to CSDE AI guidance



Human Resources

Goal: To foster an inclusive environment in our schools where all students, staff, and families are safe, welcomed, and supported through meaningful school-wide relationships.

Performance Target:

By Spring 2026,

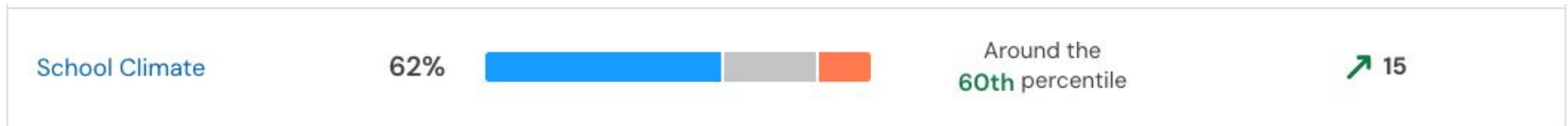
- at least 51% of teachers in Weston Public Schools will report an overall favorable rating for the school climate topic score on the Panorama Survey (Spring 2025: 47%)
- at least 62% of staff in Weston Public Schools will report an overall favorable rating for the school climate topic score on the Panorama Survey. (Spring 2025: 58%)



Human Resources (cont.)

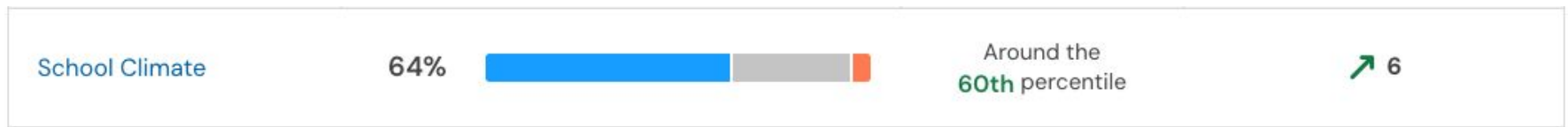
Outcomes:

Teachers



Improvement Target: at least 51% of teachers in Weston Public Schools will report an overall favorable rating for the school climate topic score (Spring 2025: 47%)

Staff



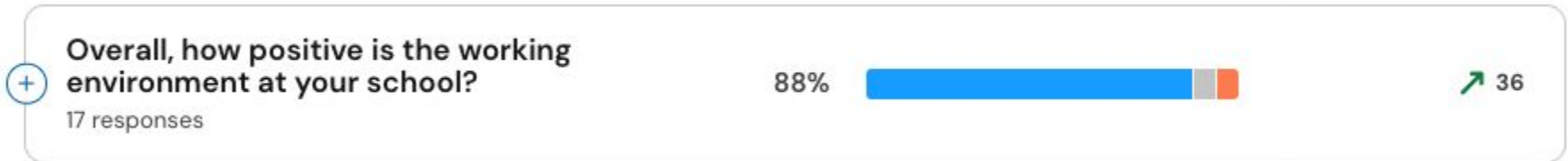
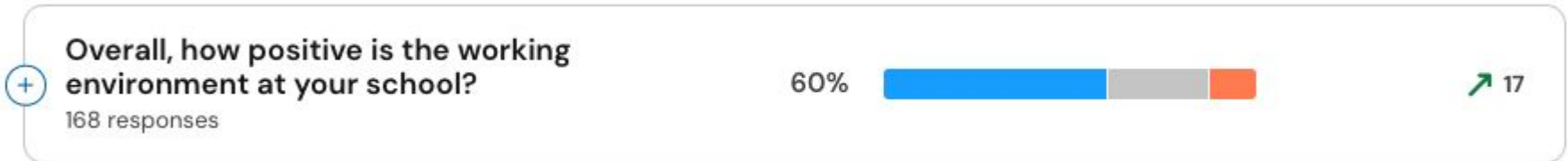
Improvement Target: at least 62% of staff in Weston Public Schools will report an overall favorable rating for the school climate topic score (Spring 2025: 58%)



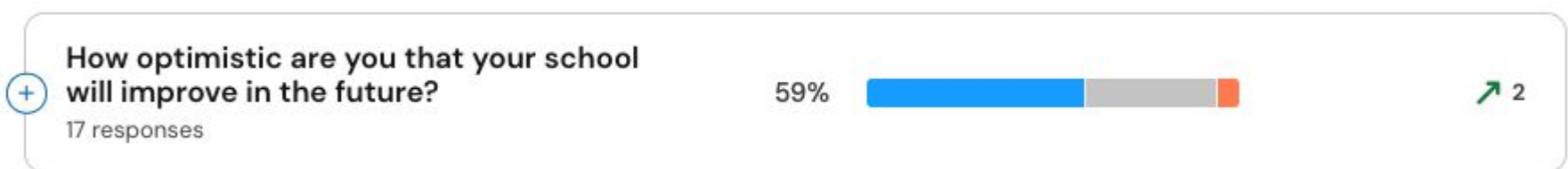
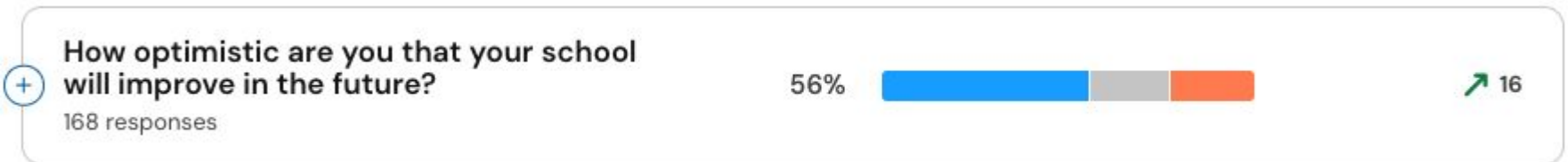
Human Resources (cont.)

Key Outcomes:

- *Work Environment*



- *Improvement*

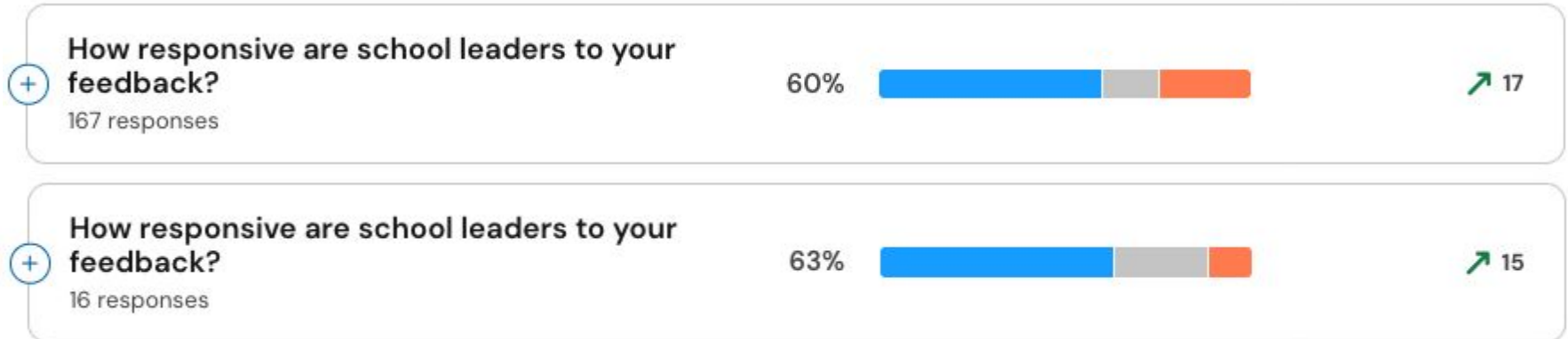


Response Rates:
Teachers (168/216 = 77.8%)
Staff (17/99 = 17.2%)

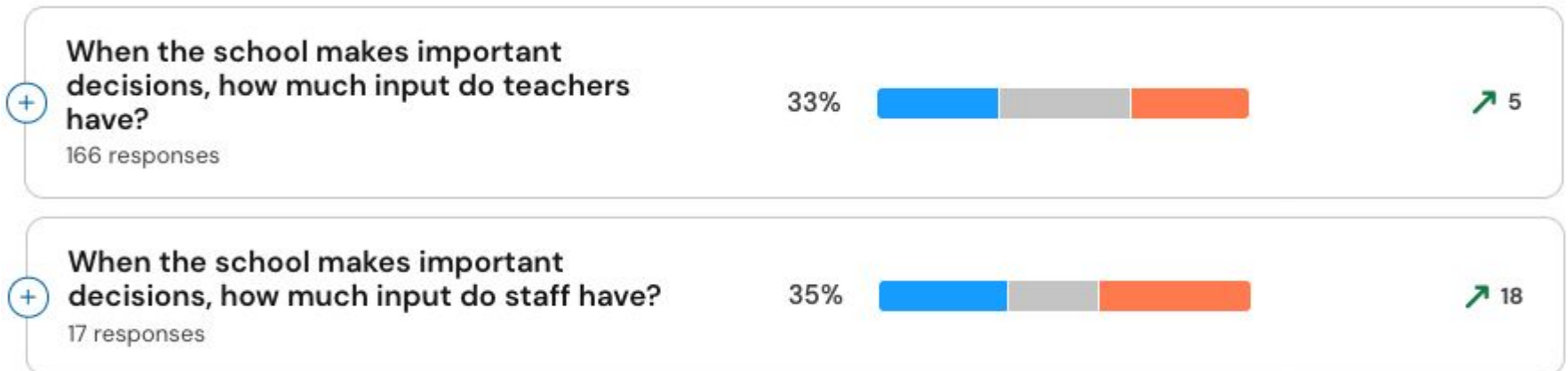
Human Resources (cont.)

Key Outcomes:

- *Feedback*



- *Input*



Teachers (168/216 = 77.8%)

Staff (17/99 = 17.2%)



Human Resources (cont.)

Action Step Highlights:

- Intentional focus on staff wellness
 - Employee Wellness Fair, flu shot clinic, revision of Bloodborne Pathogens Exposure Control plan
- Stakeholder representation on committees and working groups
 - School and district PDECs, school climate committees, restorative practices committee, wellness committee, wraparound time, progress reports
- Structured and aligned communications
 - Week Ahead, newsletters
- Restorative practice
 - team building, restorative circles
- Training



93% of families report child feels safe at school

An increase of 2% from Spring 2024, nearly meeting the 95% target

Overall, how unsafe does your child feel at school?

232 responses

93%



↑ 2

District Improvement Plan Goal

Maintain a foundational safe and secure environment so every student and staff member can thrive.

Performance Target

95% family safety rating by June 2026.

Baseline: 91% (Spring 2024)

Advancing the DIP



Training & Readiness

Strengthened crisis and medical preparedness.



Building Safety

Upgraded access control and camera visibility.



Emergency Communication

Improved radio systems and response capability.



Compliance & Governance

Aligned with state mandates and school statutes.

PREVENTION

PREPAREDNESS

RESPONSE

ACCOUNTABILITY

Progress organized by the District Improvement Plan action steps and year-end evidence indicators.

Training: Crisis, Security & Medical Readiness

- Completed NASRO School Security Officer Course.
- Partnered with CIRMA to provide De-escalation training.
- Partnered with Weston EMS for medical preparedness.
- Enhanced AED/Bleeding Control Kit accessibility at exterior fields.
- Updated expired districtwide medical kit equipment.
- Engaged with CSS and DEMHS through regional training.
- Maintained a training focus for consistent crisis response.

Building Safety: Physical Enhancements

- Advanced access control at three WHS exterior door locations.
- Added Alertus beacons in the HS cafeteria and music rooms.
- Upgraded four security desks with camera monitors.
- Added advanced environmental sensors in the HS.
- Upgraded to video analytics-enabled cameras.

Emergency Communication: Platforms

- Advanced districtwide radio infrastructure project for a unified platform.
- Designed a security ecosystem that will integrate radio, access control, camera notifications, and Alertus activations under one umbrella.
- Increased efficiency and situational awareness by enabling critical information to reach security staff and authorized responders.

Townwide Coordination & Compliance

- Enhanced coordination among WPS and town public safety partners.
- Standardized districtwide Emergency Procedures Summary.
- Maintained alignment with state statutes and mandates.
- Increased campus signage for safety awareness and consistency.
- Updated safety and security related BOE policies.
- Increased efficiency and reduced response time with our Police partnership.

BOE Summary: Safety & Security translated the DIP action steps into concrete progress across training, building safety, emergency communications, and compliance, while advancing a more integrated safety ecosystem.

Safety and security work is an ongoing cycle: assess risk, align with current legal and mandate requirements, train staff, strengthen infrastructure, communicate clearly, and evaluate outcomes.

Compliance & Current Practice

- Continue reviewing district safety procedures against current Connecticut statutes, state mandates, and school safety/security guidance.
- Maintain alignment with emergency operations planning expectations, required drills, threat/risk awareness, and staff training obligations.
- All Security personnel will be state-certified security officers for the 26-27 academic year.

Integrated Safety Ecosystem

- Continue building a layered model that connects trained personnel, access control, cameras, Alertus, radios, visitor management, signage, and response protocols.
- Advance emergency communications planning with attention to coverage, reliability, interoperability, and clear acceptance standards.
- Use grant opportunities and procurement planning to prioritize high-impact risk reduction.

Readiness & Public Safety Partnership

- Reinforce staff understanding of response levels and crisis procedures through continued training and practical review.
- Continue coordination with Weston Police, EMS, Fire Marshal, ECC, Public Works, town leadership, and state school safety partners.
- Maintain consistent family/community messaging when school safety issues intersect with town wide concerns.

FORWARD FOCUS FOR 2026–2027

Move from individual improvements to a more fully integrated, measurable, and sustainable district wide safety model that protects learning, supports staff, and strengthens public confidence.

BOE Takeaway: Safety & Security made measurable progress toward the DIP goal while establishing a stronger framework for ongoing compliance, preparedness, and risk reduction.

R 5131.5

Students

Vandalism

Property damage, theft, or endangering the well-being of others is not permitted. Reimbursement of costs, referral to policy, suspension, or expulsion will result.

Student Responsibility for Vandalism to the School

If an individual or group has been identified as causing damage to the school building, equipment, or property, the individual or group will be responsible for covering all costs incurred by the school system in repairing the damage.

Regulation Approved: October 1, 1990

Regulation Reviewed: January 20, 2009

Policy Reviewed:

Weston Public Schools Weston, Connecticut

P 5131.91

Students

Hazing and Initiation

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. Under this policy, any individual engaging in hazing activities, including being a recipient as described in Section IV-A, may be subject to discipline upon investigation.

II. Definitions

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of physical or emotional harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a substance on the body that may cause harm.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects a person to a risk of harm or that adversely affects the mental or physical health of a person.
3. Any activity of affiliation or initiation involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects a person to a risk of harm or that adversely affects the mental or physical health of a person.
4. Any intentional activity of affiliation or initiation that intimidates or threatens a person with ostracism, that subjects a person to significant embarrassment, or humiliation, that significantly and adversely affects the mental health or dignity of a person or discourages a person from remaining in school.
5. Any activity of affiliation or initiation that causes or requires a person to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Hazing activities are seriously disruptive of the educational process in that they involve the students with violence, threats of violence, or emotional harm. This policy applies to behavior that occurs on or off school property and during and/or after school hours.

E. A person who engages in an act that violates school policy, including this policy, or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

IV. Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing, shall report the alleged conduct immediately to an appropriate school district official designated by this policy.
- B. Any person who has knowledge or has been witness to conduct may constitute as hazing shall report such information immediately to an appropriate school district official designated by this policy. Failure to make such a report may be determined as consent to the hazing and may result in disciplinary action under this policy.

~~A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct that may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. In addition, any person who has knowledge that he or she may be a victim of hazing or conduct that may constitute hazing shall also report such information immediately to an appropriate school district official described by this policy; the failure to make such a report may be determined as consent to any such hazing that does occur and may be punished under this policy.~~

B. C. The building administration is responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Superintendent or his/her designee.

€ D. The building administration will notify the Superintendent and the Director of Pupil Services of any reported incidents of hazing.

Ø E. School employees who witness conduct that appears to constitute hazing must inform the building administration immediately.

E. F. Submission of a good faith complaint or report of hazing by a non-participant will not affect the complainant or reporter's future employment, grades, education or participation in school programs or work assignments.

V. School District Action

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials, local police, or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, exclusion, expulsion, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.

VI. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. Dissemination of Policy

This policy shall appear in each school's parent and/or student handbook, the athletic handbook, and in each school's staff handbook.

(cf. 5114(e) – Intimidation, Harassment, Hate Crimes and Physical Force)

Policy adopted: June 22, 2000

Policy Reviewed:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 5131.5

Students

Vandalism

The parent or guardian of any minor/un-emancipated child who willfully cuts, defaces or otherwise injures in any way any property real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed under state law.

The liability provided under [Connecticut General Statutes 52-572](#) does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent for damages done by a minor child is in addition to any other liability which exists in law.

The parent or guardian of a minor child shall also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school system. The student may also be subject to disciplinary action.

Vandalism by an Adult Student

An adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the school district. The student may also be subject to disciplinary action.

(cf. 6161.2 - Care of Instructional Materials)

Legal Reference:

Connecticut General Statutes

[10-221](#) (c) Boards of Education to Prescribe Rules

[52-572](#) Parental Liability for torts of Minors. Damage Defined

Policy Adopted: October 1, 1990

Policy Reviewed: January 20, 2009

Policy Reviewed:

P 4115

Personnel - Certified

Evaluation

The Weston Board of Education believes that an effective system of evaluation is essential to the creation of educational excellence. Accordingly, the purpose of evaluation is to guide the professional growth of Weston educators and leaders through engagement in continuous professional learning, collaboration, and reflection to deepen their expertise and help all students achieve high standards of learning and development.

The Board of Education shall adopt an evaluation program consistent with Connecticut State Department of Education requirements. The Board delegates to the Superintendent of Schools, who works with the professional staff, the responsibility to annually evaluate or cause to be evaluated all certified teachers and leaders in accordance with such program.

Legal references:

Conn. Gen. Stat. 10-151b Evaluation by superintendent of certain educational personnel

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

Policy adopted:

Non-Certified - Evaluations/Supervision

The Board of Education endorses ~~a continuous process of~~ the annual written evaluation of all employees of the school district. To this end, the Board of Education delegates to the Superintendent of Schools, who works with the professional staff, the responsibility to annually evaluate or cause to be evaluated all non-certified staff.

It is also the intention of the Board of Education that all employees receive supervision to ~~insure~~ ensure that all aspects of their job assignments are properly and competently performed.

Policy adopted: July 16, 1990

Revised:

Personnel

Family and Medical Leave

Purpose

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the Weston Board of Education (the "Board"), under the federal Family and Medical Leave Act of 1993 ("Federal FMLA") and/or the Connecticut Family and Medical Leave Act ("CT FMLA") and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

~~The purpose of this policy is to establish guidelines for leaves taken by employees of the Weston Board of Education under the Federal Family and Medical Leave Act of 1993 ("FMLA").~~

Eligibility

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.*, a "noncertified employee") is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

~~Employees who have worked for the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 hours during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.~~

Definitions

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, an individual’s or family member’s genetic tests, and/or the fact that an individual or an individual’s family member sought or received genetic services or participated in clinical research which includes genetic services. “Genetic information” includes genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Noncertified employee: For purposes of this policy, “noncertified employee” means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

Reasons for Leave

(a) Federal FMLA

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee’s newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee’s spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee’s position;
- to care for a covered injured or ill servicemember (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of an employee’s spouse, child, or parent’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the Human Resources Office):
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;

- financial and legal arrangements;
- counseling;
- rest and recuperation;
- post-deployment activities;
- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

- upon the birth of the employee's newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee's family member, if such family member has a serious health condition;
- because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

~~Leaves under the FMLA may be taken for the following reasons:~~

- ~~● incapacity due to pregnancy, prenatal care or child birth; or~~
- ~~● to care of the employee's newborn child; or~~
- ~~● the placement of a child with the employee by adoption or for foster care; or~~
- ~~● to care for the employee's spouse, child or parent who has a serious health condition; or~~

- ~~to care for the employee's own serious health condition that renders the employee unable to perform the functions of his or her position; or~~
- ~~to care for an injured or ill service member (see below - Length of Leave - for further information); or~~
- ~~a qualifying exigency arising out of a family member's military service, including one or more of the following reasons (note - more detailed information on the following categories is available from the Human Resources office):~~
 - ~~short notice deployment;~~
 - ~~military events and related activities;~~
 - ~~childcare and school activities;~~
 - ~~financial and legal arrangements;~~
 - ~~counseling~~
 - ~~rest and recuperation;~~
 - ~~post deployment activities;~~
 - ~~parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;~~
 - ~~additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency and agree to both the timing and the duration of such leave.~~

Length of Leave

(a) Basic FMLA Leave Entitlement

(1) Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

(2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional work weeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

The 12-month entitlement period for family or medical leave is measured on the basis of (1) the calendar year; (2) any fixed 12-month "leave year" such as a fiscal year or a year starting on the employee's anniversary date; (3) the 12-month period measured forward from the initial date of an employee's first leave under this policy; or (4) a "rolling" 12-month period measured

backward from the date an employee uses any FMLA leave. Currently, the 12-month period is calculated using a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Any change in calculation methods requires at least sixty (60) days' notice to all employees, and does not permit any reduction in rights for employees using/requesting leave at the time of transition.

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) work weeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard leave procedures described below apply to all requests for and designation of leave for this purpose. However, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

~~(a) Basic FMLA Leave Entitlement~~

~~If a leave is requested for one of the above listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in any 12 month entitlement period.~~

~~The 12-month entitlement period for family or medical leave is measured on the basis of (1) the calendar year; (2) any fixed 12-month "leave year" such as a fiscal year or the employee's anniversary date; (3) from the initial date of an employee's first leave under this policy; or (4) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Currently, the 12-month period is calculated using a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Any changes in calculation methods require at least sixty (60) days notice to all employees, and does not permit any reduction in rights for employees using/requesting leave at the time of transition.~~

~~(b) Leave to Care for an Injured or Ill Service Member~~

~~In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FLMA leave during a 12-month period to care for (i) an injured or ill service member who is the employee's spouse, parent, child or next of kin, and who incurred the injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or, (ii) an injured or ill covered veteran who is the employee's spouse, parent, child or next of kin.~~

~~For service members, the injury or illness must render the service member medically unable to perform the duties of his/her office, grade, rank or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.~~

~~For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and s/he (1) was a member of the Armed Forces (including the National Guard or Reserves); (2) was discharged or released under conditions other than dishonorable; and (3) was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.~~

~~For covered veterans, serious injury or illness means any of the following:~~

~~(i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or~~

~~ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~

~~(iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~

~~(iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.~~

~~When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose.~~

Types of Leave and Conditions

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the Federal FMLA and/or CT FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule Federal FMLA and/or CT FMLA leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered servicemember's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, Federal FMLA and/or CT FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered

family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care, or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If Federal FMLA leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

~~(a) Full-Time, Intermittent and Reduced Schedule Leave~~

~~Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA.
Full-time leave excuses the employee from work for a continuous period of time.~~

~~Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.~~

~~Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.~~

~~An employee may take full-time, intermittent or reduced schedule leave whenever it is medically necessary for a serious health condition of the eligible employee, his or her spouse, child or parent. Intermittent leave or reduced schedule leave for other reasons will be permitted only with the approval of the Superintendent or his/her designee.~~

~~If intermittent or reduced schedule leave is medically required, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period). For purposes of this policy, an instructional employee is defined as a teacher or other employee of the board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.~~

~~(b) Both Spouses Working for the Same Employer~~

~~If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total twelve (12) week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the twelve (12) weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.~~

~~(c) Leave Taken by Instructional Employees Near the End of an Academic Term~~

~~If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.~~

~~If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.~~

~~If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.~~

Requests for Leave

(a) Foreseeable Leave

An employee must notify the Human Resources department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

(b) Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

~~Requests for a family or medical leave must be submitted to the Human Resources department at least thirty (30) days before the leave is to commence, if possible. If thirty (30) days notice is not possible, requests must be submitted as soon as practicable under the circumstances.~~

~~For leaves taken because of the employee's or a family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form before the~~

leave begins if possible. This form may be obtained from the Human Resources department. If such advance certification is not possible, the medical certification must be provided by the employee within fifteen (15) calendar days of the Board's request for the medical certification.

If an employee takes leave to care for his or her own serious health condition, immediately upon return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the Human Resources department.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the Human Resources department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Human Resources department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

Required Certifications/Documentation

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a complete and sufficient certification

form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Human Resources department of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. Federal FMLA- and/or CT FMLA-protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Human Resources department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional Federal FMLA and/or CT FMLA leave (if eligible for such leave and such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

Use of Paid Leave

Paid sick leave, personal leave, and vacation, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy ("PTO") will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the

use of paid leave, but only in connection with the receipt of such payment. An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority") for partial income replacement benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

~~Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.~~

~~In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee agrees with the Board to do so, the Board will apply the employee's available accrued paid leave in increments as a~~

~~supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain his or her regular weekly income level.~~

Medical Insurance and Other Benefits

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During a Federal FMLA and/or CT FMLA leave, an employee shall not accrue benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

~~During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.~~

~~During an FMLA leave, an employee shall not accrue benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board Policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under Board's attendance policy.~~

Reinstatement

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

~~Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job held prior to the leave or to an equivalent position with equivalent pay and benefits.~~

Complaints

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

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An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

Additional Information

Questions regarding family or medical leave may be directed to the Superintendent or designee. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Questions regarding family or medical leave may be directed to the Superintendent or his/her designee. An employee may file a complaint with U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

Legal References:

~~[Conn. Gen. Stat. § 31-51rr](#)~~

~~[Regs. Conn. State Agencies 31-51rr-1](#), et seq.~~

Family and Medical Leave Act of 1993, ~~[29 U.S.C. Section 2601](#)~~ et seq., as amended

~~[29 CFR Part 825.100](#)~~ et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, ~~[Pub.L.110-233](#)~~, ~~[42 USC 2000ff](#)~~, ~~[29 CFR 1635.1](#)~~ et seq.

Legal References:

Connecticut:

Conn. Gen. Stat. § 31-~~51kk~~ et seq.

Conn. Gen. Stat. § 31-~~49e~~ et seq.

Regs. Conn. State Agencies 31-51qq, ~~et seq.~~

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

Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 ~~et seq.~~, as amended

29 CFR Part 825.100 ~~et seq.~~

Title II of the Genetic Information Nondiscrimination Act of 2008,
42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

Policy Adopted:	June 28, 1994
Policy Revised:	December 15, 2008
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Policy Revised:	Month DD, YYYY

P 5118

Students

Non-Resident Students, Tuition Fees

The Weston Board of Education (the “Board”) recognizes the potential benefits to the student body and the community of admitting non-resident students to participate in the educational programs of the Weston Public Schools.

The Board authorizes the Superintendent of Schools or designee to accept non-resident students for admission on a tuition basis, subject to the conditions set forth in administrative regulations. Applications for admission shall be submitted in writing to the Superintendent.

Admission of non-resident students shall be at the discretion of the Superintendent or designee and may be granted when space is available in existing classes or programs, and when such admission will not require the employment of additional staff or the expansion of existing programs.

As a condition of enrollment, the parent(s)/guardian(s) of a non-resident student, or the student if of the age of majority, shall enter into a written agreement with the Board establishing the terms and conditions of attendance. Such agreement shall include, among other provisions, that the student’s right to attend Weston Public Schools may be terminated at the discretion of the Superintendent or designee for violation of school or district policies.

Parent(s)/guardian(s) shall be responsible for providing transportation to and from school unless otherwise permitted under administrative regulations.

Non-resident students shall be charged the tuition rate established by the Board, in addition to any costs for programs and services provided beyond the general education curriculum, as determined by the Superintendent or designee.

Enrollment of non-resident students shall be for a period not to exceed one (1) school year and shall be subject to annual reapplication, review, and approval.

Participation of a non-resident student, including payment of tuition, shall not be construed as establishing residency within the Town of Weston or eligibility for resident status.

Legal References: Connecticut General Statutes

[10-4a](#) Educational interests of state defined.

10 35 Notice of discontinuance of high school service to nonresidents.

10 253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

Policy Adopted:

Weston Public Schools, Weston CT

R 5118

Non-Resident Attendance and Tuition Fees

General Provisions

The Superintendent of Schools or designee may approve the admission or continued enrollment of non-resident students on a tuition basis, subject to class size, program capacity, and resource availability.

Admission shall be at the sole discretion of the Superintendent.

No additional staff shall be hired to accommodate the enrollment or continued enrollment of non-resident students.

The Superintendent or designee shall determine school placement and class assignment. Admission of non-resident students shall be for one (1) school year or less.

Students must reapply annually. Continued enrollment shall be contingent upon:

- Compliance with Board of Education policies and school rules;
- Satisfactory attendance and academic progress;
- Appropriate conduct; and
- Continued availability of space and resources.

The Superintendent or designee may terminate a non-resident student's enrollment at any time if such enrollment is determined not to be in the best interest of the student or the school system.

Application for admission and continued enrollment shall be made in writing on forms provided by Weston Public Schools. The Superintendent or designee may require additional information or administrative review, including an interview with school personnel.

No non-resident student shall be permitted to attend school until tuition payment has been received in accordance with this regulation.

Non-resident students shall not be entitled to transportation services.

Non-resident students participating in the Open Choice Program may be admitted in accordance with applicable state law.

Payment of tuition for a non-resident student shall not be construed as establishing residency within the Town of Weston or eligibility for resident status in Weston Public Schools.

Tuition and Fees

Tuition rates shall be established annually by the Board of Education.

Tuition shall be prorated on a per diem basis for students enrolling after the start of the school year or withdrawing prior to its completion, based on a one-hundred-eighty (180) day school year.

Tuition shall be paid as follows:

- One-half (1/2) of the annual tuition shall be due prior to the first day of attendance;
- One-half (1/2) shall be due on or before January 15.

Non-resident students shall not be permitted to attend school until the initial tuition payment is received and shall not be permitted to continue attendance beyond January 15 unless full payment has been made.

In the event of a voluntary or involuntary withdrawal:

- Tuition paid may be refunded on a prorated basis;
- Any unpaid tuition shall remain the obligation of the parent(s)/guardian(s).

Special Education and Additional Services

Enrollment of a non-resident student shall not obligate the Board of Education to provide special education programs or services beyond those available in the regular education program.

Weston Public Schools shall not serve as the responsible local educational agency (LEA) for non-resident students. The student's district of residence shall remain responsible for ensuring compliance with all state and federal requirements, including the provision of a free appropriate public education (FAPE).

If special education or additional services are provided, any additional costs for these services shall be invoiced and payable within thirty (30) days, and overpayments shall be refunded.

Children of Certified and Non-Certified Staff

Children of certified and non-certified staff may be admitted upon written request and the Superintendent's approval.

Tuition for such students shall be assessed at twenty-five percent (25%) of the standard non-resident tuition rate.

Payment may be made:

- In accordance with the standard tuition schedule set forth in Tuition and Fees; or
- Through monthly payroll deductions (first paycheck of the month, beginning in September)

Children of certified and non-certified staff shall be subject to the same provisions governing special education and additional services as all other non-resident students. In the event such services are required:

- The full cost of special education and/or additional services shall be paid by the parent/guardian in addition to the reduced tuition rate;
- All provisions set forth in the Special Education and Additional Services of this regulation shall apply.

In the event that the certified or non-certified staff member terminates employment with Weston Public Schools, any student of that individual who remains enrolled in the district for the remainder of the school year shall be subject to the full established tuition rate effective as of the date of employment termination.

Legal References:

Conn. Gen. Stat. 10-261, Definitions

Conn. Gen. Stat. 10-15, Towns to Maintain Schools

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

Policy References

5111, Admission/Placement

5111.12, Change of Resident Status

Administrative Regulation References

5111, Admission/Placement

5111.12, Change of Resident Status

5112, Ages of Attendance

Regulation approved:	June 17, 1991
Regulation revised:	April 9, 2007
Regulation revised:	December 16, 2013
Regulation revised:	_____, 2026

Weston Public Schools Weston, Connecticut

WESTON PUBLIC SCHOOLS

Non-Resident Student Tuition Agreement

This Agreement ("Agreement") is entered into by and between the **Weston Board of Education** ("Board") and the undersigned parent(s)/guardian(s) (or student, if of the age of majority) for the enrollment of the student identified below as a non-resident student in Weston Public Schools, in accordance with Board Policy 5118 and Administrative Regulation 5118.

I. Student Information

Student Name: _____

Date of Birth: _____

Grade: _____ School: _____

Parent(s)/Guardian(s): _____

Address (Residence): _____

☐ Parent/Guardian is a Weston Public Schools employee
(If checked, complete Section XI – Payroll Deduction Authorization)

II. Term of Agreement

This Agreement shall be effective for the _____ school year only. Enrollment is for one (1) school year or less and is subject to annual review and approval by the Superintendent or designee.

III. Tuition and Payment

1. The parent(s)/guardian(s) agree to pay tuition at the rate established annually by the Board of Education.
2. Tuition shall be paid as follows:
 - One-half (1/2) due prior to the first day of attendance;
 - One-half (1/2) due on or before January 15.
3. The student shall not be permitted to attend school until the initial payment is received and may not continue attendance beyond January 15 unless full payment has been made.

4. Tuition shall be prorated on a per diem basis for late enrollment or withdrawal. In the event of withdrawal:
 - Tuition paid may be refunded on a prorated basis;
 - Any unpaid tuition remains the obligation of the parent(s)/guardian(s).
-

IV. Special Education and Additional Services

1. Weston Public Schools shall not serve as the responsible local educational agency (LEA). The student's district of residence remains responsible for providing a free appropriate public education (FAPE).
 2. The Board is not obligated to provide special education or additional services beyond the regular education program.
 3. If special education or additional services are provided:
 - The parent(s)/guardian(s) agree to pay the full cost of such services in addition to tuition;
 - Additional costs will be invoiced and payable within thirty (30) days;
-

V. Transportation

The parent(s)/guardian(s) agree to provide transportation to and from school. Non-resident students shall not be entitled to transportation services.

VI. Student Conduct and Compliance

The student shall comply with all Board of Education policies, school rules, and expectations, including those related to attendance, academic performance, and behavior.

VII. Termination of Enrollment

The Superintendent or designee may terminate this Agreement and the student's enrollment at any time if:

- The student violates Board policies or school rules;
 - Tuition payments are not made as required; or
 - Continued enrollment is not in the student's or the school system's best interest.
-

VIII. Residency

The parent(s)/guardian(s) acknowledge that:

- The student is not a resident of Weston, Connecticut, and
 - Participation in Weston Public Schools, including payment of tuition, does not establish residency or confer resident status.
-

IX. General Provisions

1. This Agreement is subject to all applicable Board policies and administrative regulations.
 2. This Agreement constitutes the entire understanding between the parties.
 3. The Board reserves the right to modify terms consistent with policy and regulation.
-

X. Staff Tuition Rate (If Applicable)

If the parent/guardian is a certified or non-certified employee of Weston Public Schools:

- Tuition shall be assessed at twenty-five percent (25%) of the standard non-resident tuition rate;
 - All provisions of this Agreement, including those related to special education and additional services, shall apply.
-

XI. Payroll Deduction Authorization (Staff Only)

I hereby authorize the Weston Board of Education to deduct tuition payments for the above-named student from my payroll.

I understand and agree that:

1. Tuition payments may be deducted in equal installments from my paychecks, consistent with the district's payroll schedule (first paycheck of the month beginning in September);
2. Deductions will continue until the full tuition amount (and any additional approved charges, including special education or additional services) is paid in full;
3. If my employment with Weston Public Schools ends for any reason, any remaining tuition balance shall become immediately due and payable;
4. I remain responsible for any unpaid balance not covered through payroll deduction.

Employee Name: _____

Signature: _____ Date: _____

Position: _____

XII. Signatures

By signing below, the parties acknowledge that they have read, understand, and agree to the terms of this Agreement.

Parent/Guardian1 Signature: _____ Date: _____

Parent/Guardian2 Signature: _____ Date: _____

Student Signature (if 18 or older): _____ Date: _____

Superintendent/Designee: _____ Date: _____

~~R-5118 Non-Resident Attendance and Tuition Fees~~

The Weston Board of Education ("the Board") authorizes the Superintendent of Schools to accept nonresident students on a tuition basis under the following conditions:

- ~~1. The Board will set tuition rates on an annual basis. In the case of a student entering school after the first day of school, tuition will be prorated on a per diem basis based on a 180 day school year. Non-resident children of certified staff will pay tuition at the rate of 25% of the regular non-resident tuition rate established by the Board. In the event the enrolled student requires special education and/or other services beyond the regular education program, the certified staff member must pay, in addition to the tuition fee stated above, the full cost of any such special education services and/or other services subject to the terms of paragraph 8 below.~~
- ~~2. The admission of any non-resident student is contingent upon the Superintendent of Schools' assessment of class size and the availability of school resources. A non-resident student will not be admitted if such admission will require that an additional staff member be hired by the Board or if the Superintendent determines, in his/her sole discretion that admitting the student is not in the best interest of Weston Public Schools.~~
- ~~3. Application for admission on a tuition basis shall be made in writing on a form supplied by Weston Public Schools, and the prospective student and the student's parents/guardians shall be interviewed by the principal of the school which the students would attend if admitted. The decision to admit a tuition student is in the sole discretion of the Superintendent.~~
- ~~4. Non-resident Open Choice students may be accepted by the Superintendent pursuant to the provisions of state law.~~
- ~~5. Semi-annual tuition shall be paid as follows:

 (a) One-half of the annual tuition fee is payable by the first day of school or the first day the student is enrolled to attend school;

 (b) One-half of the annual tuition fee is due and payable on January 15th.~~
- ~~6. Tuition students will not be permitted to attend school until the first tuition payment described in paragraph 5(a) above is received by the Human Resources office. Tuition students will not be permitted to continue to attend school past January 15 in a given school year unless the second tuition payment described in paragraph 5(b) is received by the Human Resources office by January 15. In the event a student withdraws mid-semester, tuition for the semester in progress will not be refunded.~~
- ~~7. Tuition students will not be provided with transportation services provided by the Board and must make their own transportation arrangements. However, tuition students may, at the Superintendent's sole discretion, be allowed to use district transportation services if they board and disembark at an already established bus stop within the district and there is sufficient space on the bus to accommodate them.~~

~~This regulation does not obligate the Board to provide special education programs and/or other services beyond the regular education program. The attendance of a tuition student with disabilities at a Weston public school pursuant to the provisions of this regulation is not an acknowledgement that Weston Public Schools must provide special education or other services beyond the regular program, and Weston Public Schools shall not act as the responsible local educational agency for the purpose of meeting the mandates of federal and state laws that concern the education of disabled children. The tuition student's district of residence remains responsible for the provision of a free, appropriate education and meeting all associated procedural requirements. Tuition students requiring special education and/or other services beyond the regular education program must pay, in addition to the regular tuition fee, the full cost of any such special education services and/or other services. Such costs will be estimated at the beginning of the school year and must be paid in two equal installments when regular tuition is paid as described in paragraph 5 above. To the extent that that the costs of such services exceed the estimated amount, Weston Public Schools will send the tuition student's parent(s) or guardian(s) an invoice reflecting the increased amount which must be paid within thirty (30) days of its issuance. If the cost of such services is lower than the estimated amount, the parent(s)/guardian(s) of the tuition student will receive a refund reflecting the difference between the estimated costs and the actual costs.~~

- ~~8. Admission as a student will be for one year or less. Students shall be required to reapply for all subsequent years of attendance, and their continued enrollment will be conditioned on the student's cooperation and compliance with all school requirements and expectations, satisfactory academic process and attendance, and a satisfactory disciplinary record. In addition, the decision to readmit a tuition student for subsequent school years is in the sole discretion of the Superintendent. The Superintendent or his/her designee may commence proceedings to deny further school accommodations at any time if he or she determines, in his or her sole discretion, that the student's continued enrollment is not in the best interest of the school system and/or the student.~~

Legal References:

~~[Conn. Gen. Stat. 10-261](#), Definitions~~

~~[Conn. Gen. Stat. 10-15](#), Towns to Maintain Schools~~

~~[Conn. Gen. Stat. 10-220](#), Duties of Boards of Education~~

Policy References

~~[5111](#), Admission/Placement~~

~~[5111.12](#), Change of Resident Status~~

Administrative Regulation References

~~5111, Admission/Placement~~

~~5111.12, Change of Resident Status~~

~~5112, Ages of Attendance~~

~~Regulation approved: June 17, 1991~~

~~Regulation revised: April 9, 2007~~

~~_____ December 16, 2013~~

P 5123

Students

Promotion/Acceleration/Retention

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and will monitor students' performance in a continuous and systematic manner. The administration and staff shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The District shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and successful completion of the curriculum. Consideration will be given to a student's grades, attendance, and performance on testing instruments, including but not limited to the ~~CMT and CAPT~~ state-wide assessments in grades **3-8 and 11** ~~4, 6, 8 and 10~~, and other standardized tests as selected by the District.

Students shall be promoted primarily on the basis of academic achievement. Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructional/learning objectives at the next educational level may be promoted.

The Board of Education shall approve the grading and reporting systems as developed by the administration and staff upon the recommendation of the Superintendent of Schools.

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Students' readiness for work at the next grade level shall be required before he/she is promoted. Students who have mastered the appropriate academic and social skills will be promoted; those who have not will be retained.

Determination of grade level status shall be based on the number of credits achieved in required subjects and electives, which are necessary for graduation as determined by Board policy.

When high academic achievement is evident, the Superintendent or his/her designees may approve a student for acceleration into a higher grade level. The student's social and emotional

growth shall be taken into consideration in making a determination to accelerate a student. The recommendation to accelerate a student will require the approval of the parent.

Schools shall identify students in danger of failing and being at risk for retention. Parents will also be informed. The administration shall determine remedial assistance and provide supplemental services for a student who is not or may not be promoted.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process. Parents will be notified as early as possible that retention is being considered and, except in very unusual circumstances, not later than April 15th. The Principal shall be responsible for making the final decision as to retention and assignment.

Notice of this policy shall be given annually to students and parents.

(cf. 5124 – Reporting to Parents)

(cf. 6146 – Graduation Requirements)

(cf. 6146.1 – Grading System)

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules.

10-223a Promotion and graduation policies. Basic skills necessary for graduation; assessment process

~~P.A. 99-288 An Act Concerning Education Accountability~~

~~10-221 (b) Board of education to prescribe rules~~

Policy adopted: October 1, 1990

Policy revised: June 22, 2000

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 5124

Students

Reporting ~~Student Progress~~ to Parents

The Board of Education encourages good communication between parent and teacher and shall promote frequent and varied reporting ~~methods~~ ~~contacts~~. ~~All forms and methods of communications, such as parent teacher conferences, mail, email, telephone, and school visitation by parents will be utilized.~~ ~~Parent-teacher conferences, letters and informal notes, emails, telephone calls to parents, and school visitation should be used regularly, among other means, to inform parents of student successes and student needs and to inform teachers of parent concerns about, suggestions for, and perceptions of their children which may help the teacher in his or her work with particular children.~~

Report Card

~~Written reports on student progress will be issued to parents on a regular basis. The reporting dates will be determined annually and disseminated to parents.~~ ~~Written reports on student progress will be issued in accordance with a schedule approved by the superintendent of schools after consultation with Principals. Reporting dates shall be determined annually and placed on the school calendar.~~ Parents will be advised no later than April 15 of a student's potential failure and the possibility of having to repeat a grade or course.

~~Report cards should reflect the educational growth of the student in relationship to each student's ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for his/her age and grade.~~

Teachers also may report on student progress through scheduled parent conferences.

Warning Notices

Student progress reports may be sent any time between marking periods to parents/guardians of students who need some type of special attention. These reports do not necessarily mean that a student is failing but a deficiency is noted which needs correction. Acknowledgment of this report by a note, email, phone call or conference by the parent or guardian is advisable.

If the parents of a child are separated or divorced, both parents will have the right to be informed of their child's progress in school unless there is an order from the court to the contrary. To receive written reports and notification of conferences. ~~Noncustodial parents shall receive written reports and conference notifications upon a request to the school principal.~~ ~~a noncustodial parent will make such request to the school Principal.~~

Legal Reference: Connecticut General Statutes

10-1 5b Access of parent or guardian to student's records

46b-56 Access to records of minor children by noncustodial parent

Policy Adopted: October 1, 1990

Policy Revised: March 16, 2009

WESTON PUBLIC SCHOOLS, Weston, Connecticut

Students

Awards for Achievement

The Board of Education encourages the *administration* to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for scholarship and distinguished service in any school activity. ~~In all cases, the relationship between the award and the relevant goal or goals of the schools should be indicated.~~

The relationship between awards and relevant goals of the schools should be clear, and approval of student achievement awards from outside the school shall require affirmative answers to at least the following questions:

1. Is the proposed award free from inappropriate personal or corporate gain and/or publicity?
2. Are criteria for the award established by the professional staff or acceptable to the staff?
3. Are the purposes, either implied or explicit, of the proposed award consistent with the goals of district schools?

~~The *administration* is authorized to review and approve, or reject, proposed trophies, prizes, scholarships or other awards from non-school donors. Acceptance will require affirmative answers to at least the following questions:~~

- ~~1. Can the proposed award be considered free from motives of personal or corporate gain and publicity?~~
- ~~2. Are the criteria for making the award under the control of the professional staff, or acceptable to the staff?~~
- ~~3. Are the purposes, either implied or explicit, of the proposed award consistent with the schools' goals?~~

Policy Adopted: October 1, 1990

Policy Revised: January 20, 2009

R 5131.3

Students

Student Driving/Parking

~~All students will recognize that driving to school is a privilege and not a right. All the rules of road safety apply on school grounds.~~

Parking a privately owned vehicle on the Weston Public School campus is a privilege, not a right. This privilege is granted to students who have met the mandatory documentation/permitting/fees required to park a privately owned vehicle on campus and also demonstrate academic responsibility, acceptable attendance, and a commitment to following all rules, policies, and regulations governing the safety and security of students and the Weston Public Schools campus.

Students granted parking privileges must have a signed *Open Campus Form* on file, to be renewed annually, which includes parental permission and a waiver of liability for the Weston Board of Education and the Town of Weston. Additionally, all students with parking privileges must adhere to the mandatory administrative sign-out/in process when leaving or returning during unassigned time.

Students must operate motor vehicles in a safe and legally permitted manner at all times. This includes compliance with Connecticut General Statutes Section 10-220 and all DMV regulations regarding teen driving, as well as, adherence to local traffic laws. Any unsafe operation will lead to a review and potential revocation of campus parking privileges.

Student parking privileges may be limited, suspended, or revoked due to, but not limited to, the following:

- Unsafe vehicle operation (including but not limited to speeding, dangerous driving, and not yielding to pedestrians).
- Failure to follow sign-out/in protocols or leaving school grounds without permission.
- Excessive tardiness.
- Failure to park in designated areas or assigned parking spaces.
- Emergency situations or school operational needs.
- Inappropriate loitering of students in their cars or accessing the vehicle without express permission by school personnel.
- Other disciplinary actions as determined by school administration.

Grounds for Revocation of Permits:

~~Students who have obtained parking permits may bring their cars on campus. Parking is by permit only. Students driving to school must observe appropriate speed limit, register car and display parking permit in plain view at all times, park in designated areas -- student parking will be confined to the official school parking lot in front of the school.~~

~~Students are not to be in their cars at any time except for the obvious purpose of parking the car or leaving the grounds.~~

~~Abuse of the above procedures may result in loss of parking privilege and/or other disciplinary action.~~

Regulation Approved: October 1, 1990

Regulation Revised: January 20, 2009

Regulation Revised:

Weston Public Schools Weston, Connecticut

P 5131.8

Students

Chemical Health Policy for Student Athletes

Policy Statement

The Board of Education ("the Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances (as defined below) or alcohol during any school sponsored athletic activity, whether occurring on or off school property. In addition, it is the Board's policy that the use, sale, distribution or possession of tobacco, electronic nicotine delivery systems, and/or vapor products (as defined below) on school property or at any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving the possession, distribution, sale or use of substances that affect behavior, including performance enhancing substances, as well as tobacco, electronic nicotine delivery systems, and vapor products. This policy applies to all student athletes participating in school sponsored athletics (interscholastic and intramural), whether or not such athletes are participating in CIAC controlled activities.

Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to [Connecticut General Statutes Section 21a-243](#), as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine type, barbiturate type, cannabis type, cocaine type, hallucinogenic, morphine type and other stimulant and depressant drugs. [Connecticut General Statutes Section 21a-240](#)(8).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to [Connecticut General Statutes Sections 21a-243](#) and [21a-240](#)(9).
- (3) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in [Connecticut General Statutes Section 21a-240](#)(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any

object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. [Connecticut General Statutes Section 21a-240\(20\)\(A\)](#).

(4) Electronic Nicotine Delivery System: means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

(5) Performance Enhancing Substances: means any anabolic steroid, hormone or analogue, diuretic or other substance designed to enhance a student's performance in athletic competition, including creatine, androstenedione, ephedrine or other performance enhancing nutritional supplements as defined by the World Anti-Doping Agency (WADA) www.wada-ama.org, except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.

(6) Professional Communication: means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. [Connecticut General Statutes Section 10-154a\(a\)\(4\)](#).

(7) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." [Connecticut General Statutes Section 10-154a\(a\)\(2\)](#).

(8) Student Athlete: means any student participating in a co-curricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student athletes who are participating in CIAC controlled activities.

(9) Vapor Product: means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product.

Procedures

(1) Discretionary Nature of Student Athletics:

The Board sponsors athletic programs as part of its co-curricular. The opportunity to participate in co-curricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities in its discretion.

(2) Emergencies:

If an emergency situation results from the use of drugs, performance enhancing substances or alcohol, the student athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

(3) Prescribed Medications:

The parent or guardian of any student athlete who is required to take any prescribed medication during student athletic activities shall so inform the school nurse or the

person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student athlete under the supervision of the school nurse or designee in accordance with [Connecticut General Statute Section 10-212a](#) and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration, except as provided below.

Student athletes taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student athletes with a documented medical history demonstrating the need for regular use of performance enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student athlete in accordance with [Connecticut General Statute Section 10-212a](#) and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes over the age of eighteen (18) with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student athlete in accordance with [Connecticut General Statutes § 21a-408a through 408g](#). Under no circumstances shall the school nurse or designee administer to the student, or permit the palliative use of marijuana by the student, on a school bus, school grounds or property, in public places or in the presence of persons under the age of eighteen (18).

(4) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral) to a Professional Employee:

The following procedures will be followed when a student athlete privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol:

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student athlete. In no event, however, will they be required to do so. [Connecticut General Statutes Section 10-154a](#)(b):

(b) Any physical evidence obtained from such student athlete through a professional communication indicating that a crime has been or is being committed by the student athlete must be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays.

Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student athlete from whom the evidence was obtained:

[Connecticut General Statutes Section 10-154a](#)(b):

(c) Any professional employee who has received a professional communication from a student athlete may obtain advice and information concerning appropriate resources and refer the student athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student athlete consents to disclosure of a professional communication concerning the student athlete's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student athlete's name and problem to the school's building administrator or designee who shall refer the student athlete to appropriate school staff members for intervention and counseling.

(5) Involuntary Disclosure or Discovery of Drug/Alcohol Problems:

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs, obtains information related to a student athlete ***from a source other than the student athlete's confidential disclosure***, that the student athlete, on or off school grounds or at a school sponsored activity, is unlawfully under the influence of, or unlawfully possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply:

(a) The staff member, coach or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student athlete to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs, drug paraphernalia or performance enhancing substances) obtained from a student athlete indicating that a crime has been or is being committed by the student athlete must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two (2) calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. [Connecticut General Statutes Section 10-154a](#)(b). The name of the student athlete must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A staff member, coach or volunteer who reasonably suspects that a student athlete is violating a state/federal law, school substance abuse policy or this chemical health policy must **immediately** report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student athlete's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student athlete has violated or is violating either the law, a school substance abuse policy, or this chemical health policy.

Any physical evidence obtained in the search of a student athlete, or a student athlete's possessions, indicating that the student athlete is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three (3) calendar days after receipt of such

physical evidence, excluding Saturdays, Sundays and holidays. [Connecticut General Statutes Section 10-154a](#)(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(6) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia, Performance Enhancing Substances or Alcohol:

(a) Any student athlete in the Weston Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol, either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with [Connecticut General Statutes § 21a-408a through 408g](#), is subject to discipline up to and including expulsion pursuant to the Board Policy 5114, Student Discipline.

(b) Student athletes found to be in violation this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(c) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy and this chemical health policy with the student athlete and parent or guardian.

(d) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol.

(e) A student athlete found by the administration to have violated this policy may, in the discretion of school administrators, be suspended from play for short or long term periods, or may have their have their student athletic participation privileges revoked.

(f) A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) school days. The Board shall report the violation to the CIAC.

(g) The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

(7) Prohibition on Smoking

Student Athletes are prohibited from smoking or any other unauthorized use or possession of tobacco or tobacco products such as chewing tobacco, electronic nicotine delivery systems (e.g. e-cigarettes or similar devices), or vapor products (or similar products) An ongoing program of student support and counseling will be offered, at the discretion of the administration, to provide support for students who wish to break the smoking habit.

~~Student athletes who violate this policy will be subject to disciplinary action consistent with the provisions of Section 6 above, as well as other relevant Board policies, administrative regulations, school rules, and athletic rules.~~

~~(8) Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches or Volunteers:~~

~~(a) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student athlete except under the supervision of the school nurse or designee in accordance with [Connecticut General Statute Section 10-212a](#) and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.~~

~~(b) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.~~

~~(c) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.~~

~~(d) A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student athletes and/or state and local authorities:~~

~~(e) The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student athletes and/or state and local authorities:~~

~~(9) Publication of Chemical Health Policy to School Staff Members, Coaches, Volunteers and Student Athletes:~~

~~(a) The Board shall publish this chemical health policy to all school staff members, coaches and volunteers responsible for or involved in student athletic programs.~~

~~(b) The Board shall publish this chemical health policy to all student athletes and their parents/guardians.~~

The Weston Board of Education (the "Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school-sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving

the possession, distribution, sale or use of substances that affect behavior, including performance-enhancing substances. This policy applies to all student athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

Definitions

(1) **Controlled Drugs:** means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, 21 U.S.C. § 801 *et seq.*, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to Connecticut General Statutes Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. Connecticut General Statutes Section 21a-240(8).

(2) **Controlled Substances:** means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to Connecticut General Statutes Sections 21a-243 and 21a-240(9).

(3) **Drug Paraphernalia:** means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing any controlled substance into the human body, including but not limited to all items specified in Connecticut General Statutes Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, cocaine vials, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled substances. Connecticut General Statutes Section 21a-240(20)(A).

(4) **Performance Enhancing Substances:** means any anabolic steroid, hormone or analogue, diuretic or other substance designed to enhance a student's performance in athletic competition, except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.

(5) **Professional Communication:** means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. Connecticut General Statutes Section 10-154a(a)(4).

(6) **Professional Employee:** means a person employed by a school who (A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is

not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school. Connecticut General Statutes Section 10-154a(a)(2).

(7) **Student Athlete:** means any student participating in an extracurricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student athletes who are participating in CIAC controlled activities.

Procedures

(1) Discretionary Nature of Student Athletics.

The Board sponsors athletic programs as part of its extracurricular program. The opportunity to participate in extracurricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities in its discretion.

(2) Emergencies.

If an emergency situation results from the use of drugs, performance enhancing substances or alcohol, the student athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

(3) Prescribed Medications.

The parent or guardian of any student athlete who is required to take any prescribed medication during student athletic activities shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student athlete under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration, except as provided below.

Student athletes taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student athletes with a documented medical history demonstrating the need for regular use of performance enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes Sections 21a-408a through 408q. Under no circumstances shall the school nurse or designee administer to the student, or permit the palliative use of marijuana by the student, on a school bus, school grounds or property, in public places or in the presence of persons under the age of eighteen.

(4) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student athlete privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student athletes. In no event, however, will they be required to do so. Connecticut General Statutes Section 10-154a(b).

(b) Any physical evidence obtained from such student athlete through a professional communication indicating that a crime has been or is being committed by the student athlete **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student athlete from whom the evidence was obtained. Connecticut General Statutes Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student athlete may obtain advice and information concerning appropriate resources and refer the student athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student athlete consents to disclosure of a professional communication concerning the student athlete's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student athlete's name and problem to the school's

building administrator or designee who shall refer the student athlete to appropriate school staff members for intervention and counseling.

(5) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs, obtains information related to a student athlete ***from a source other than the student athlete's confidential disclosure***, that the student athlete, on or off school grounds or at a school-sponsored activity, is unlawfully under the influence of, or unlawfully possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The staff member, coach or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student athlete to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs, drug paraphernalia or performance enhancing substances) obtained from a student athlete indicating that a crime has been or is being committed by the student athlete must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(b). The name of the student athlete must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A staff member, coach or volunteer who reasonably suspects that a student athlete is violating a state/federal law, school substance abuse policy or this chemical health policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student athlete's person or possessions connected to that person, in accordance with the Board's policies and regulations if such employee has reasonable suspicion from the inception of the search that the student athlete has violated or is violating either the law, a school substance abuse policy, or this chemical health policy.

Any physical evidence obtained in the search of a student athlete, or a student athlete's possessions, indicating that the student athlete is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(c). All school employees are

encouraged to contact the school administration immediately upon obtaining physical evidence.

(6) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia, Performance Enhancing Substances or Alcohol.

(a) Any student athlete in the Weston Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol, either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes Sections 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

(b) Student athletes found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(c) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy and this chemical health policy with the student athlete and parent or guardian.

(d) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol.

(e) A student athlete found by the administration to have violated this policy shall be suspended from play for short or long term periods, or may have student athletic participation privileges revoked as outlined in the Weston High School Athletic Handbook.

(f) A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) days. The violation shall be reported to the CIAC.

(f) The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

(7) Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches or Volunteers.

(a) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student athlete except under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.

(b) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.

(c) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.

(d) A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student athletes and/or state and local authorities.

(e) The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student athletes and/or state and local authorities.

(8) Publication of Chemical Health Policy to School Staff Members, Coaches, Volunteers and Student Athletes.

(a) The Board shall publish this chemical health policy to all school staff members, coaches and volunteers responsible for or involved in student athletic programs.

(b) The Board shall publish this chemical health policy to all student athletes and their parents/guardians.

Legal References:

Connecticut General Statutes:

June Special Session, Public Act No. 21-1, An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis

Section 10-154a
Section 10-212a
Section 10-221
Section 21a-240
Section 21a-243
Sections 21a-408a through 408q

2021-2022 CIAC Handbook, Section 4.12.E (Chemical Health Policy and Regulations), available at https://www.casciac.org/pdfs/ciachandbook_2122.pdf

Policy References:

1256 - Prohibition Against Alcohol, Smoking, E-Cigarettes, and Vapor Products
5114 - Student Discipline
5131.6 - Use, Sale, or Possession of Alcohol or Controlled Drugs
5144.1 - Use of Physical Force/Corporal Punishment
5145.12 - Search and Seizure;Brethalyzer

Legal References:

Connecticut General Statutes:

~~[§10-154a](#)~~
~~[§10-212a](#)~~
~~[§10-221](#)~~
~~[§21a-240](#)~~
~~[§21a-243](#)~~
~~[§21a-408a through §408q](#)~~

~~[Public Act 14-76](#), "An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Vapor Products."~~

~~[Public Act 15-206](#), "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products"~~

POLICY ADOPTED: April 18, 2016

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5132

Students

Dress and Grooming

The Weston Board of Education encourages students to dress in clothing appropriate to the school situation. Students should dress within reasonable limits set by the styles and modes of the time. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.

Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. is unsafe for the student or those around the student.
2. is disruptive to school operations and the education process in general.
3. is contrary to law.

No restriction on freedom of dress and adornment will be imposed which:

1. reflect discrimination as to civil rights.
2. enforce particular codes of morality or religious tenets.
3. attempt to dictate or adjudicate style or taste.
4. do not fall within the direct or implied powers of the Board of Education.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students, and parents.

Policy Adopted: October 1, 1990

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy Reviewed: March 16, 2009

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5134
Students
Married/Pregnant Students

Married students shall have the same educational opportunities in this school system as unmarried students.

Further, the responsibility of the Board of Education for the education of all school-age children includes the pregnant student, married or unmarried. These students shall be allowed to remain in school and support services shall be made as part of the school program. Any variation from their continuing in regular school classes shall be based upon their assessed needs. A pregnant ~~student~~ may remain in her regular school program as long as her physical and emotional condition permits. Homebound and hospitalized instruction shall be provided only when ~~a student assistance team~~ finds that it is in the best interest of the student.

Married students shall have the same educational opportunities as unmarried students, and the Board of Education's responsibility for the education of all school-age children includes pregnant students whether married or unmarried who shall be allowed to remain in school, provided adequate physical and emotional wellbeing, and provided appropriate support services as a part of the school program. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate.

Legal References: Connecticut General Statutes

10-184 Duties of parents.

10-186 Duties of local and regional boards of education re school attendance.

State Board of Education Regulations

10-76a-35 Educationally exceptional children.

10-76d-15 Homebound and hospitalized instruction (subsection b4).

10-76d(e)(2) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688.

~~10-184~~ Duties of parents

~~10-186~~ Duties of local and regional boards of education re school attendance

State Board of Education Regulations

~~10-76a~~ Educationally exceptional children

~~[10-76d](#) Homebound and hospitalized instruction (subsection b4)~~

Policy Adopted: October 1, 1990

Policy Revised: March 16, 2009

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5137

Students

Physical Activity and Student Discipline

It is the policy of the Board to promote the health and well-being of District students by encouraging healthy lifestyles, including promoting physical exercise and activity as part of the school day.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team ("PPT") may develop a different schedule for students requiring special education and related services.

Definition: For the purposes of this policy, a "school employee" is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the District schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the District schools pursuant to a contract with the Board.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may not prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

School employees may prevent or restrict recess when:

- a. a student poses a danger to the health or safety of other students or school personnel or

- b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may not require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

~~Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:~~

~~In an effort to promote physical exercise, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise during the regular school day, except in instances where the student's behavior poses a health and/or safety concern.~~

~~Prohibition on Compulsion of Physical Activity as a Form of Discipline:~~

~~For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.~~

Disciplinary Action for Failure to Follow Policy:

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the District and who fails to comply

with the requirements of this policy may be subject to having his/her contract for services suspended or terminated by the District.

Legal References:

[Connecticut General Statutes: § 10-221o](#), Lunch periods. Recess

[10-221u](#) Boards to adopt policies addressing the use of physical activity as discipline.

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children

Policy Adopted: January 25, 2016

Policy Revised:

Weston Public Schools Weston, Connecticut

5145.2

Students

Freedom of Speech/Expression

It shall be the policy of the school district to recognize and protect the rights of student expression. It will maintain a balance of these rights with the interests of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students. This policy will not be implemented on behalf of any other interests.

The school district shall assume no responsibility for the contents of any written material produced, posted, circulated or otherwise distributed, or of student conduct, taken in accordance with this policy, insofar as such matter or conduct may relate to any interests other than those of an orderly and efficient educational process and proper school environments.

In order to protect the educational process and school environment, printed material produced or distributed within the confines of school district property shall meet the following criteria:

1. Material shall be noncommercial.
2. Material shall not contain libelous or obscene language.
3. Material shall not advocate illegal actions.
4. Material shall not contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury of reputation.
5. Material will not imminently threaten to disrupt the educational process of the school.
6. Material shall not advocate action that would endanger the health or safety of students.
7. Material shall not invade the lawful rights of others.
8. Material published, posted or otherwise distributed shall bear the names of at least two students principally involved in the promotion of this material and, when applicable, the name of the sponsoring student organization or group.
9. Material may not be sold on school property, nor can material which seeks a donation or solicits funds be circulated.
10. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 6144 - Controversial Issues)

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

Legal Reference: Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).

Grayned v. City of Rockford, 408 U.S. 104 (1972).

Amendment of U.S. Constitution Article I.

Connecticut Constitution, Article First, Declaration of Rights, Sections 4, 5.

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Policy adopted: October 1, 1990

Policy revised:

WESTON PUBLIC SCHOOLS

Weston, Connecticut

~~It shall be the policy of the school district to recognize and protect the rights of student expression. It will maintain a balance of these rights with the interests of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students. This policy will not be implemented on behalf of any other interests.~~

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- ~~5. Material will not imminently threaten to disrupt the educational process of the school.~~
- ~~6. Material shall not advocate action that would endanger the health or safety of students.~~
- ~~7. Material shall not invade the lawful rights of others.~~
- ~~8. Material published, posted or otherwise distributed shall bear the names of at least two students principally involved in the promotion of this material and, when applicable, the name of the sponsoring student organization or group.~~
- ~~9. Material may not be sold on school property, nor can material which seeks a donation or solicits funds be circulated.~~
- ~~10. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.~~

~~(cf. 1220—Citizens' Advisory Committees)~~

~~(cf. 1312—Public Complaints)~~

~~(cf. 6144—Controversial Issues)~~

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

Legal References: Connecticut General Statutes

~~Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)~~

~~Grayned v. City of Rockford, 408 U.S. 104 (1972)~~

~~Amendment of U.S. Constitution—Article I~~

~~Connecticut Constitution, Article First, Declaration of Rights, Sections 4, 5~~

~~Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)~~

P 6112.1

Instruction

Limited Open Campus

Weston High School has a limited open campus policy. Freshman and Sophomore students are required to be present in school during all scheduled school time, including unassigned periods ("Unassigned Time"), and will be assigned as determined by the administration.

Junior and Senior students with an unweighted grade point average of 2.67 in the immediately prior quarter, and who meet the other requirements stated below, are permitted to be absent from school during Unassigned Time.

Junior and Senior students must have parental permission to be absent from school during Unassigned Time. Such parental permission must be in writing on a form approved by the administration ("Limited Open Campus Form") and must be renewed annually. The Limited Open Campus Form must include a waiver of liability for loss or injury occurring while the student is absent from the High School during Unassigned Time.

The Limited Open Campus Form must also include as well as an agreement to indemnify and hold harmless the Weston Board of Education, the Town of Weston, and their members, employees, agents and representatives against any liability or loss from any claim, demand, action, cause of action for damage, loss or injury arising while the student is absent from the High School during Unassigned Time. The signed "Limited Open Campus Permission Form" must be on file in the High School. Students who do not have permission on file will not be permitted to leave school during Unassigned Time.

Junior and Senior students who are absent from school during Unassigned Time must demonstrate a consistent appropriate use of Unassigned Time, a positive attendance record, safe and legally permitted operation of motor vehicles (if applicable), and ongoing adherence to school rules. If a student fails to meet any of these requirements, or fails to maintain the grade point average stated above, the school administration may limit, suspend, or revoke the privileges provided under this policy and take further disciplinary action as appropriate. Further, in the case of an emergency, or due to other operational needs, the school administration may limit or suspend the privileges provided under this policy.

Given the many "Unassigned Time" activities at Weston High School, as well as the academic demands of the curriculum and the availability of eating areas, study hall, academic resource centers, library media center, and extra help available from teachers, students should carefully consider any absence from the school and should discuss the issue with their parents. Furthermore, a student's day should be devoted to activities at the school. The school will function better as an educational institution if the student is present. Therefore, students are generally expected to be in school for the entire school day.

If a student leaves campus during Unassigned Time, the student, and his/her parent(s), must accept all responsibility for his/her actions. Any classes that are missed as a result of leaving

~~the campus will be considered unexcused absences. In addition to the possible loss of the privileges described in this policy, unexcused absences and tardies carry consequences that are detailed in Policy and Administrative Regulations Number 5113, Attendance and Excuses, and the Weston High School handbook.~~

~~The school will provide a mandatory sign out/in process that must be completed by Senior and Junior students when leaving during Unassigned Time and upon returning to school. Failure to complete the sign out/in process established by the administration will result in the loss of the privileges described in this policy for a period of time determined by the administration.~~

The Weston Board of Education recognizes that students may have periods of unassigned time within their daily school schedules. The Board also recognizes that the school campus provides important academic, social, and support resources that contribute to student learning and well-being. Students are therefore encouraged to remain on campus during the school day so that they may fully benefit from the educational opportunities and support services available within the school.

The Board may permit students to leave school grounds during unassigned periods under conditions established by the administration. Such privileges are intended to support responsible student independence while maintaining the safety, accountability, and orderly operation of the school.

Open campus privileges are considered a discretionary privilege and may be granted only to students who demonstrate the maturity, self regulation, respect, and responsibility necessary to manage unassigned time appropriately.

Eligibility

Eligibility for open campus privileges shall be determined by the school administration, completion of all required documentation and parental permissions, and based on factors including academic standing, attendance, behavior, and demonstrated responsibility.

- **Freshmen and Sophomores** may be permitted to leave campus only when unassigned time occurs at the beginning or end of the school day.
- **Juniors and Seniors** may be permitted to leave campus during unassigned periods within the school day, subject to administrative approval

Parental Permission

Students may participate in open campus privileges only with written permission from a parent or guardian. Formal documentation is a non-negotiable prerequisite for off-campus privileges. These mandates provide a legal framework that protects both the educational institution and the municipality while ensuring parents are fully informed of the responsibilities associated with off-campus status.

Required Open Campus Permission Form:

- **Parental Permission:** Formal written consent from a parent or guardian allowing the student to be absent from school during Unassigned Time. Such permission shall acknowledge that the student is permitted to leave campus during approved unassigned time and that the district is not responsible for the student while off school grounds.
- **Waiver of Liability:** A clear statement releasing the school from responsibility for any loss or injury that may occur while the student is absent from the High School.
- **Indemnification Agreement:** A comprehensive "hold-harmless" agreement protecting the Weston Board of Education, the Town of Weston, and their respective members, employees, agents, and representatives against any liability or loss from any claim, demand, or action arising while the student is off-site.

These forms must be renewed annually or at the time of any schedule in which a student's open campus access might change, to ensure that consent and liability protections remain current. Failure to have a signed, approved form on file results in an immediate denial of off-campus privileges.

Student Responsibility

Students granted open campus privileges remain responsible for attending all scheduled classes and school obligations, complying with school rules, and following established procedures for leaving and returning to campus.

Students granted this privilege are expected to demonstrate responsible use of unassigned time, maintain satisfactory academic and attendance records, comply with school rules, and conduct themselves safely and responsibly while off campus.

Revocation of Privileges

Open campus privileges may be limited, suspended, or revoked by the administration when a student fails to meet academic, attendance, behavioral, or safety expectations, or when necessary to maintain the safe and orderly operation of the school. The administration may also suspend open campus privileges for individuals or groups of students during emergencies, inclement weather, or when operational circumstances require.

This policy is designed to align with Connecticut State Law and local governance standards to ensure a safe and structured learning environment.

Legal References:

[Connecticut General Statutes Section 10-220](#)

Heigl v. Board of Education, 218 Conn. 1 (1991)

Purzycki v. Town of Fairfield, 244 Conn. 101 (1998)

Policy References:

Policy and Administrative Reg. 5113, Attendance and Excuses
Policy Number 5114, Student Discipline

Policy adopted: October 3, 1988

Policy revised: June 18, 2012

Policy revised:

Weston Public Schools Weston, Connecticut

Instruction

Differentiation and Grouping

The placement of students in instructional groups, classrooms, and programs of study has a significant impact on their educational and social development. No single grouping, differentiation, or placement practice is best for all children in all circumstances, but some general principles apply to all proper grouping, differentiation and placement decisions. It is the policy of the Board of Education that grouping and placement decisions for purposes be based exclusively on educational considerations and that their primary goal is to promote the best educational supports and interests of the students in question.

The Board does not endorse any particular method of grouping students. However, in making grouping and placement decisions within individual schools, staff members must give due regard to the following general principles:

- Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- Different students have different skills and interests;
- Students develop at different rates in different areas of learning;
- Students learn from other students as well as from adults; and

Grouping, differentiation, and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping, differentiation, and placement decisions, consequently, and should be flexible and reviewed regularly to ensure appropriateness and expected outcomes.

Secondary Schools

Students may select their courses of study and classes when they are available. However, the students shall be advised of courses required for graduation, necessary to enter credit-bearing courses at the Connecticut University System or to meet their career choices.

Secondary students may be grouped to meet individual needs in certain subjects, such as English or Mathematics. Principals shall avoid scheduling or grouping arrangements that “lock” a student into a particular grouping or track for the entire school day.

The placement of a student in an instructional grouping or level or a subject shall be discussed with the parent and be cooperatively decided by the student, parent/guardian, guidance counselor, teacher, and/or administrator. A student’s assignment to a group or level shall not be considered permanent.

The Board of Education recognizes its responsibility to set policy so that students can be educated across a wide range of developmental levels, learning rates, previous preparation, learning styles, backgrounds, native languages and special needs. To this end, the Board endorses the need to differentiate instruction to meet the needs of each student.

The Board of Education, therefore, charges the Superintendent to see that each school develops an effective plan for differentiating instruction to meet the needs of its students. The goal of any differentiation and grouping practices is to provide challenging learning experiences for every student every day regardless of learning ability or performance level. High expectations shall be set for all students.

When grouping is used for instructional purposes, parents will be informed of the criteria used for placement. Academic achievement will be monitored on a regular basis. Students will be assured of continuous learning opportunities and will be able to change groups as their progress warrants.

Children with special learning needs such as handicaps, disabilities, dominance of a language other than English, skill deficits, learning rates significantly above or below the local norm, or giftedness may need instruction which supplements the regular classroom. Such instruction may require small group or individual instruction beyond the regular classroom. In such cases educational programs will be designed to place the child in the least restrictive environment.

Differentiation and Grouping (K-8)

- A. Classroom groups will be heterogeneous in composition, reflecting the variety of students in the school at a given grade level.
- B. Within heterogeneously grouped classes, subgrouping for instruction will be expected. Teachers will create instructional groups to reflect different skill and performance levels, varying interests, different learning styles, and other formats consistent with effective instruction.
- C. So that teachers may provide for the range of concept and skill development emerging at the K-8 level, instruction will be differentiated on a regular basis for mathematics and language arts. Instructional approaches shall provide both enrichment and acceleration for optimum learning. Students will be instructed based on their performance in the curriculum area and their readiness to progress in that discipline. Such organizational techniques must be responsive to student growth and avoid inappropriate permanent placement in groups.
- D. At the primary and intermediate levels, groups involving more than one class shall be provided for in grade level teams. Students may work in groups outside of their own grade level when the need is evident. In the middle level grades, such differences shall be provided through scheduled classes and support services among teacher teams organized by department.
- E. When curriculum areas other than mathematics and language arts warrant grouping children together from different classes, teachers will work in teams to provide

~~instruction and support services. This will be especially true when small populations need to be provided for without isolation. Such teams will be small enough to effectively communicate with each other and with parents.~~

- ~~F. Grouping plans must reflect substantial teacher contact with meaningful engagement and reflect a variety of instructional methods and experiences so that all children benefit from quality instruction. Differentiation will be expected within grouped instructional settings.~~
- ~~G. Student progress in grouping plans shall be monitored on a regular basis so that adjustments can be made as children mature, grow, learn and develop at different rates.~~
- ~~H. Principals shall create a differentiation and grouping plan for their schools supporting teachers and coordinating teaming and support services within the master schedule for the building.
School wide plans shall ensure that students are challenged. Plans shall reflect practices that foster well-being for all students and ease of communication among staff and parents.~~
- ~~I. Within the context of the school plan, teachers will develop differentiation and grouping plans for their classes each year for approval by the principal. The plans shall reflect the students in their classes and anticipate the need for instruction involving teaming and the use of support services.~~

Differentiation and Grouping (9-12)

- ~~A. Recognizing the shift to a discipline-based curriculum without grade-level teams, the High School shall offer a range of instructional levels within each department consistent with the needs of the student population.~~
- ~~B. Special education students whose individualized instructional plans call for mainstream classes with modifications shall have their modifications clearly defined.~~

Policy adopted: August 21, 1995

Policy revised:

Weston Public Schools Weston, Connecticut

P 6163.3

Instruction

Live Animals in the Classroom

~~No student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the principal, in order to protect both the animal and the students.~~

~~Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals which might present a health hazard shall not be allowed without the approval of the principal, and then only for class observation and study for a limited period of time.~~

~~Science teachers may have animals such as rats, mice and frogs in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that the utmost care is taken to prevent accidents and/or suffering to the animals.~~

The presence of animals in classrooms may support instructional goals and enhance student learning when appropriate safeguards are in place. Animals may be brought into classrooms or maintained in school facilities only with the prior approval of the building principal or designee.

Animals permitted in classrooms must not present a health or safety risk to students or staff, including risks related to allergies, asthma, zoonotic disease transmission, or injury. Animals that are venomous, aggressive, or known carriers of communicable disease shall not be permitted in classrooms. Appropriate sanitation and hygiene procedures shall be followed when animals are present.

All animals maintained in classrooms or laboratories must be housed, fed, and cared for in a humane manner consistent with accepted standards of animal care. Animals shall not be subjected to unnecessary stress, injury, or neglect.

Animals used for science instruction shall be used only for educationally appropriate purposes and must be handled and maintained in accordance with accepted ethical and safety standards for educational settings.

Students shall not bring animals from home to school without prior approval from the teacher and the building principal or designee.

Animals kept in classrooms must receive proper care at all times. Teachers or responsible staff members shall ensure that arrangements are made for appropriate care during weekends, holidays, and school breaks when animals remain in the school building.

Parents/guardians shall be notified when animals will be regularly maintained in a classroom so that any health concerns, including allergies or sensitivities, can be addressed.

Nothing in this policy shall restrict the presence of service animals as required under the Americans with Disabilities Act or other applicable laws.

The principal or designee shall be responsible for ensuring compliance with this policy and any related health and safety procedures.

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6164.2

Instruction Guidance Services

Comprehensive School Counseling Program/Guidance Services

The District shall provide and maintain a comprehensive school counseling and guidance program in which students are systematically, actively, and purposely assisted in acquiring executive functioning and social emotional learning skills that support their success in and out of school. They also shall be provided with the assistance and guidance to effectively identify, select, plan, and prepare for post-secondary education or a career of choice.

The "Comprehensive Counseling and Guidance Program" is designed to assist students through specific self-appraisal and self-improvement activities, to enable effective planning to meet their personal education and career goals.

The specific goals of the school counseling program are:

1. Help students in developing a knowledge of self, including family relationships and the understanding of others.
2. Assist students with emotional growth, including family relationships and the understanding of others.
3. Assist students in the development of social skills and civic responsibilities.
4. Assist students in problem-solving, decision-making and coping skills.
5. Assist students in their career development and support partnerships between school and community.
6. Assist staff as resource/consultant in student-teacher relationships, behavior management, student evaluation and parent/guardian contacts.
7. Provide assistance to students and families during crisis situations.
8. Form relationships with parents/guardians to provide support as needed.
9. Assist in referrals to other student services personnel in the District and with out-of-school agencies serving youth.
10. Provide instruction and support students in developing effective executive functioning skills, self regulation, time management, and organization skills.

Pursuant to the Comprehensive School Counseling Guide prepared and distributed by the Connecticut Department of Education, each District school shall make reasonably available, within available resources, to all students, the following guidance and counseling services:

1. Academic Guidance to help students and their parents/guardians to acquire knowledge of the curriculum choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
2. Career Guidance to help students acquire information to plan for post-secondary education and career opportunities.
3. Personal or Social Counseling to help students develop an understanding of themselves and the rights and needs of others, resolve conflict, and define individual goals that reflect their interests and aptitudes. Such counseling may be provided either in groups in which generic issues of social development are addressed or through structured individual or small group multisession counseling that focuses on the specific concerns of the participant(s) (e.g., social skills, grief or anger management).

The major program components of the District's Comprehensive Counseling and Guidance Program shall contain the following:

1. Guidance Curriculum which is delivered through classroom presentations and activities, and structured group activities.
2. Individual Planning which is a process that includes activities to assist students and their parents/guardians in the planning, monitoring, and managing of the student's learning as well as his/her personal, educational, and career goals.
3. Responsive Services which meet the immediate concerns and needs of students, usually with a prevention focus, such as, but not limited to, drop out prevention, peer leadership, and drug and alcohol prevention.
4. System Support which focuses on program development, implementation, and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

It is expected that the collection and use of data that support and link the school counseling program to student academic success be an integral part of the program. Data collection provides the counseling program with the information needed to evaluate the program as it relates to student progress. This information ensures that the program is carried out as planned, serving every student, and that program effectiveness is analyzed, and improvements made as necessary. Essentially the accountability system shall measure the school counseling program's progress toward and impact on such things as, but not limited to, academic achievement, graduation rates, post-secondary options, school climate and attendance.

Parents/guardians shall be provided notification annually about the academic and career guidance and the personal or social counseling programs that are available to students.

The District shall not discriminate in the methods, practices, and materials used for counseling students on the basis of gender, sexual orientation, gender identity or expression, race, color,

national origin, religion, ancestry, religion or disability. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students.

Legal References: Connecticut General Statutes

Comprehensive School Counseling, A Guide to Comprehensive School Counseling Program Development, 2008, State Board of Education

Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.

Policy adopted: February 5, 1990

Policy revised:

~~The focus of the counseling and guidance program in Weston is on the developmental needs of all students at the elementary and secondary levels. Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents/guardians.~~

~~Counselors demonstrate respect for the dignity and worth of each individual, and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:~~

~~1. Educational Development~~

~~Students will participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations.~~

~~2. Personal/Social Development~~

~~Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities in order to enhance their career choices and personal development.~~

~~3. Career Development~~

~~Students will develop career options consistent with their interest, abilities and values. Career development includes focus on the exploration of desired vocation, appropriate educational alternatives, future life goals/needs, and citizenship.~~

~~Within the framework of the counseling and guidance goals, specific student and curricular objectives are to be developed.~~

~~Group guidance programs are an important component of any guidance service. Group programs occur when a counselor meets with two or more students to discuss matters such as academic program preparation for further education, career or vocational plans, college applications, etc. Group counseling may occur when it is felt that sensitive issues such as social and emotional adjustment, personal relationships, personal values and the like need to be discussed. Parents shall be informed of the content, duration and other specifics of such group counseling in advance. Parents may request that their children be excluded from such programs. In all cases the emphasis is always on the individual when group techniques are used.~~

~~Consistent with the rights of the individual and the obligations of the counselor as a professional, the counselor relationship and resulting information is, in most instances, protected as privileged communications. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.~~

~~(cf. 5124 - Reporting to Parents)~~

~~(cf. 5125 - Student Records)~~

~~Legal Reference: Connecticut General Statutes~~

~~10-21 Vocational guidance~~

~~Policy adopted: February 5, 1990~~

~~Policy revised:~~

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6171

Instruction

Special Education

~~The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.~~

~~The Superintendent of Schools is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of all individuals with exceptional needs residing in or attending school in the school district.~~

~~The Board of Education requests that the plan to be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.~~

The Board of Education accepts its legal duties and responsibilities for providing children with disabilities who reside in the Town of Weston access to the curriculum through a continuum of individualized services, accommodations, and modifications, as required under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504").

Pursuant to the IDEA and state law governing special education, the Board shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities. A student suspected of having a disability shall be referred to a planning and placement team ("PPT"), to consider whether an evaluation is necessary to determine whether the child is a child with a disability as defined in state and federal law. For students eligible for services under IDEA, they shall receive appropriate education programs and services that meet the student's needs for educational, instructional, transitional, and related services

For those students who, because of disability as defined by Section 504, need or are believed to need special instruction or related services, the Board shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s), guardian(s), or surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s) or guardians(s), representation by counsel, and a review procedure.

The Assistant Superintendent of Pupil Personnel Services (PPS) shall oversee compliance with the requirements of federal and state law for the education of students with disabilities residing in the Town of Weston.

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264I Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

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

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

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

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

Legal Reference: Connecticut General Statutes

~~10-76a Definitions~~

~~10-76b State supervision of special education programs and services~~

~~10-76c Receipt and use of money and personal property~~

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

~~10-76e School construction grant for cooperative regional special education facilities~~

~~10-76f Definition of terms used in formula for state aid for special education~~

~~10-76g State aid for special education~~

~~10-76h Special education hearing and review procedure. Mediation of disputes~~

~~10-76k Development of experimental educational programs~~

~~10-76m Auditing claims for special education assistance~~

~~Legal Reference: State Board of Education Regulations~~

~~10-76b-1 through 10-76b-4 Supervision and administration~~

~~10-76d-1 through 10-76d-19 Conditions of instruction~~

~~10-76h-1 through 10-76h-2 Due process~~

~~10-76l-1 Program Evaluation~~

~~10-145a-24 through 10-145a-31 Special Education (re-teacher certification)~~

~~34 CFR 300 Education Assistance to States for Handicapped Children~~

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6173
Instruction
Homebound Instruction

I. Purpose and Scope

In accordance with Section 10-76d-15 of the Regulations of Connecticut State Agencies and the federal and state laws governing the provision of special education, the Weston Board of Education shall provide homebound or hospitalized instruction to students under its jurisdiction when they are unable to attend school due to the reasons outlined in this policy. Such instruction shall be delivered under the conditions and in the manner described in this policy.

II. Definitions

“Medically complex” shall mean a student who has a serious, ongoing illness or chronic condition for at least one year and requires prolonged or intermittent hospitalization and ongoing medical treatment or medical devices to compensate for the loss of bodily functions.

“Maintaining the continuity of the student’s general education program” shall mean that a student will receive instruction in core academic subjects required by the Weston Board of Education for promotion or graduation, subject to the provisions of this policy.

III. Eligibility for Homebound Instruction

A. Verified Medical Reasons

The Board shall provide instruction to a student who is unable to attend due to a verified medical reason, which may include a mental health issue, provided that:

1. The student’s treating physician certifies the following in writing directly to the Board using the Board’s form:
 - a. The physician has consulted with the school health supervisory personnel and has determined that attendance at school with reasonable accommodations is not feasible;
 - b. The student is unable to attend school due to a verified medical reason;
 - c. The student’s diagnosis, with supporting documentation;
 - d. The student will be absent from school for at least ten (10) consecutive school days, or the student’s condition is such that the student may be required

to be absent from school for short, repeated periods of time during the school year; and

e. The expected date the student will be able to return to school.

2. The student's parent(s) or guardian(s) provides written consent permitting communication between the Board's school health supervisory personnel and the student's treating physician.

B. Pregnancy and Childbirth

The Board shall provide instruction to a student who is pregnant or who has given birth and cannot attend school. Such instruction shall include homebound instruction and other instruction that will enable the student to remain in school or otherwise have access to instruction and support services. Such supports may include transportation, a shortened school day, counseling, modified assignments, or a modified class schedule.

C. Students with or without Disabilities

In the case of a child receiving special education and related services, the planning and placement team (PPT) shall, where necessary, modify short term instructional objectives in the child's individualized education program (IEP)

In the case of a medically complex student, the PPT shall consider the student's education needs and the need for instruction to be provided in accordance with the student's IEP when the student is unable to attend school due to medical reasons. The PPT shall consider and accommodate for the student's program to be moved from the school setting to a home or healthcare facility, including but not limited to, a hospital, psychiatric facility, or rehabilitation center, and back to school when the student is able to return.

In the case of a student who has not previously been identified as eligible for special education and related services, but whom the Board suspects may require such services, the Board shall refer the student to a PPT to determine whether an evaluation is necessary to assess whether the student is a child with a disability under applicable state and federal statutes.

IV. Initiation and Timing of Instruction

Students eligible to receive homebound instruction under Section III(A) of this policy shall begin instruction no later than the eleventh day of absence from school, provided that the Board has received the documentation required by Section III(A) of this policy. At the Board's discretion, the instruction may begin earlier than the eleventh day, provided that the Board has received the documentation required by Section III(A) of this policy. If the student's medical condition

prevents them from receiving instruction on or before the eleventh day, the student's treating physician shall determine when instruction shall begin and inform the Board of the same in writing.

Students eligible to receive homebound or hospitalized instruction under Section III(C) who are medically complex shall begin instruction no later than the third day of absence, provided that the student is medically able to receive instruction.

V. Nature and Amount of Instruction

A. Educational Program

The Board shall provide homebound or hospitalized instruction that maintains the continuity of the student's general education program and, in the case of a student eligible to receive instruction under Section III(C) of this policy, the Board shall provide instruction that enables the student to continue to participate in the general education curriculum and to progress toward meeting the goals and objectives in the student's IEP.

B. Location of Instruction

The Board shall be responsible for determining the location of homebound instruction. Instruction may be provided in the student's home, provided that appropriate supervision of the student is present, the hospital in which the student is confined, or in another setting, such as the town library, taking into consideration the child's medical condition.

C. Time of Instruction

For students with disabilities who are three to five years old, the student's PPT shall determine the appropriate amount of time for instruction. For students in grades kindergarten through six, the Board shall provide no less than one hour per day or five hours per week of instruction. For students in grades seven through twelve, the Board shall provide no less than two hours per day or ten hours per week of instruction. The time of instruction may be modified if the Board and the student's parent(s) or guardian(s) agree that evaluative data indicates the instruction should be increased or decreased, or if the student's PPT determines the modification is appropriate.

VI. Dispute Resolution

A. Initial Review

If a dispute regarding the information submitted pursuant to Section III(A)(1) of this policy arises, the child shall receive the instruction pending review of the written statement provided by the child's treating physician by the Board's school medical advisor or other health professional employed by the Board who is qualified to review and assess the information submitted shall review the information submitted pursuant to Section III(A)(1) of this policy. The student's parent or guardian shall provide consent for the school medical advisor or said other health professional to consult with the student's treating physician. The Board is not required to commence instruction until such consent is provided by the student's parent(s) or guardian(s).

The Board shall consult with the student's treating physician and shall review the student's educational and medical records, and where appropriate, accommodations and school health services that can be provided to the student to allow the student to attend school safely. The Board shall review the information submitted pursuant to Section III(A)(1) of this policy once it receives consent from the parent(s) or guardian(s) to speak with the student's treating physician.

B. Independent Medical Review

If the dispute continues, the Board may offer an independent medical review of the student's case at the Board's expense. The failure of a student's parent(s) or guardian(s) to make the student available for such review shall end the Board's requirement to provide homebound instruction. If the student continues to be absent from school, the Board shall pursue attendance interventions in accordance with state law and the Board's policies.

C. Hearing or Mediation

The Board or the student's parent(s) or guardian(s) have the right to request a special education due process hearing if the dispute is not resolved. In the alternative, the Board or the student's parent(s) or guardian(s) may request mediation.

[LINK TO HOMEBOUND INSTRUCTION REQUEST FORM \(see below for form\)](#)

Legal Reference: Connecticut General Statutes

Section 10-76d-15 of the Regulations of Connecticut State Agencies as amended.

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-233a et sec. Exclusion.

Policy approved: March 5, 1991

Policy revised: December 17, 2018

I. Definitions

A. "Medically complex" shall mean a student who has a serious, ongoing illness or chronic condition for at least one year and requires prolonged or intermittent hospitalization and ongoing medical treatment or medical devices to compensate for the loss of bodily functions.

B. "Maintaining the continuity of the child's general education program" shall mean that a student will receive instruction in core academic subjects required by the Weston Board of Education for promotion or graduation, subject to the provisions of this policy.

II. General Requirements

A. The Weston Board of Education shall provide homebound or hospitalized instruction to a student under its jurisdiction:

A. For a verified medical reason, which may include mental health issues, after the student's treating physician provides a written statement directly to the Board, on a Board provided form, stating all of the following: (1) that the student's treating physician has directly consulted with school health supervisory personnel and determined that attendance at school with reasonable accommodations is not feasible; (2) that the student is unable to attend school due to a verified medical reason; (3) the student's diagnosis with supporting documentation; (4) that the student will be absent from school for at least ten consecutive school days or the student's condition is such that child may be required to be absent from school on short, repeated periods of time during the school year; and (5) the expected date the student will be able to return to school. The Board must also receive signed parental consent permitting communication with the student's treating physician before homebound instruction can commence.

~~B.——When a student is pregnant or has given birth and cannot attend school for medical reasons. Such a student shall be provided with homebound instruction and such other instruction as will enable the student to remain in school or otherwise have access to instruction and support services. Such services may include: transportation, shortened school day, counseling, modified class schedule.~~

~~B.——In the case of a student who is eligible to receive homebound or hospitalization instruction under Part A:~~

~~A.——The student shall receive instruction no later than the eleventh day of absence from school, provided that the Board has received the written notice required under Section A.1 of this Policy. At the Board's discretion, instruction may begin earlier than the eleventh day if the Board has been provided with adequate notice prior to the student's absence from school. If the student's medical condition fails to allow for receipt of instruction on or before the eleventh day, the treating physician shall determine when the student will be able to access instruction and inform the Board of the same in writing.~~

~~B.——The student shall receive instruction designed to maintain the continuity of the student's general education program.~~

~~C. For regular education students who are not suspected of having a disability, the requirements of evaluation and an individualized education program shall not apply and a PPT meeting need not be convened. In the case of a student not previously receiving special education and related services, requirements of evaluation and individual education program shall apply if the PPT has reason to believe the child may currently require special education and related services.~~

~~C. The amount of homebound instruction provided to a student shall be as follows:~~

~~A.——Homebound instruction is intended to be limited in duration. Homebound instruction should be discontinued as soon as the student is able to return to the school environment.~~

~~B.——For children in grades kindergarten through six, homebound and hospitalized instruction shall be provided for no less than one hour per day or five hours per week.~~

~~C. For children in grades seven through twelve, homebound or hospitalized instruction shall be for no less than two hours per day or ten hours per week.~~

~~D. For any child with a disability from three to five years of age, inclusive instruction shall be for the amount of time determined appropriate by the child's PPT.~~

~~E. Where evaluative data indicates that these time requirements should be modified, instruction may be increased or decreased upon the agreement of the parent and the Board, or upon a determination made by the PPT as appropriate in accordance with the student's individualized needs.~~

~~D. The location of homebound instruction shall be as follows:~~

~~A. Instruction may be provided in the student's home (provided that appropriate supervision of the student is present), the hospital to which the student is confined or in another setting, such as the town library, taking into consideration the student's medical condition and other relevant factors. The District will be responsible for making a determination regarding the location of homebound instruction.~~

III. ~~Students with Disabilities~~

~~Homebound instruction may also be provided to a student under the jurisdiction of the Weston Board of Education when a student who is eligible for services and/or supports under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 and a properly convened PPT or Section 504 Team, as appropriate, places the student in a homebound setting. A PPT or Section 504 Team may also determine that instruction is appropriate when a student is confined to a hospitalized setting. A student with a disability shall be provided instruction sufficient to enable the student to continue to participate in the general education curriculum and to make progress toward meeting the goals and objectives of the student's IEP. Where necessary, the PPT may modify short-term instructional objectives in the child's IEP during a period of homebound placement or hospitalization depending upon the student's individualized needs.~~

IV. ~~Medically Fragile Students~~

~~Homebound instruction shall be provided when a student has a disability and is considered to be medically complex and requires instruction to be provided in accordance with his/her Individualized Education Plan (IEP) when the student is unable to attend school due to medical reasons. The PPT shall consider and make accommodation for the child's program to be moved (A) from public school to a home or health care facility, including but not limited to, a hospital, psychiatric facility or rehabilitation center, and (B) back to school when the child is able to return to school.~~

~~A student with a disability who is medically complex shall begin instruction no later than the third day of absence provided the student is medically able to receive instruction.~~

V. ~~Disputes~~

~~A. In the event of a dispute regarding the basis upon which the student's treating physician has asserted the need for instruction, the student shall receive instruction pending review of the written statement by the school medical advisor or other health professional employed by the Board who is qualified to review and assess the information submitted, so long as the parent or guardian has consent for communication with the physician is provided as described below. The Board is not required to commence instruction until such consent is provided by the parent or guardian of the child. Said consent must allow the Board's medical advisor or other qualified health employee to consult the student's treating physician to assess the need for instruction. Consultation with the treating physician shall include a review of educational and medical records, and where appropriate, include a review of accommodations and school health services that can be provided so the student can attend school safely.~~

~~B. In the event of a continued dispute, the Board may offer at its expense a review of the student's case by a qualified independent medical practitioner. If the parent or guardian fails to make the student available for the review, the Board is no longer legally obligated to provide homebound instruction. If the student continues to be absent from school, the Board shall pursue attendance intervention in accordance with state law and Board policy.~~

~~C. In the event of the failure to resolve the dispute, both the parent or guardian of the student and the Board have the right to request a hearing, or in lieu of a hearing, to request mediation pursuant to state law and the Regulations of Connecticut State Agencies.~~

VI. ~~Miscellaneous Provisions~~

~~A. Any parent or Weston Public Schools staff member who believes a child may require homebound instruction should contact the Principal of the building in which the child attends school or the Assistant Superintendent for Pupil Personnel Services for the Weston Public Schools.~~

~~B. Homebound Instruction may also be provided in conjunction with an alternative education program. For more information, see Board Policy 5114, Student Discipline.~~

~~Legal Reference:~~

~~[R.C.S.A Section 10-76d-15](#) Homebound and hospitalized instruction (Connecticut State Board of Education Regulations)~~

HOMEBOUND INSTRUCTION REQUEST FORM

(This form is to be filled out by the student's treating physician)

https://docs.google.com/document/d/1uMYy7vhgWn_L9pkKuB8kBDXniFE2SVz5/edit

TO THE TREATING PHYSICIAN: Pursuant to the Connecticut State Department of Education regulations (specifically [R.C.S.A. §10-76d-15](#)), the following information must be provided to the district in order for a student to be eligible for homebound instruction. Please legibly complete this form.

If you have any questions about this form, please contact: Tracy Edwards, Director of Pupil Personnel Services, 203-221-6583

Student's Name: _____ **Date of Birth:** _____

Home Address: _____

Treating Physician's Name: _____

Address: _____ **Phone #:** _____

Email Address (optional): _____

This completed form is to be provided to the student's school's nurse. Please provide the information below. You are encouraged to attach extra paper as needed to this form in order to answer the questions as fully and completely as possible.

- a) State the student's current diagnosis:
- b) Please attach documentation to support this diagnosis including but not limited to a written statement, testing results, and/or medical records.
- c) Is the student unable to attend school due to a verifiable medical reason? If yes, what is the reason?
- d) Will the student be absent from school for at least 10 consecutive school days due to his or her condition?
- e) Is the child's condition such that the child may be required to be absent for short repeated periods of time during the school year?
- f) Have you consulted with school health supervisory personnel (i.e., the school nurse or the district's medical supervisor) and determined that the student's attendance at school is not feasible even with reasonable accommodations? If yes, please state the name of the school health supervisory personnel with whom you have consulted, the accommodations discussed, and the basis for determining what accommodation in school could not be provided.

The expected date the student will be able to return to school is:

mm/dd/yyyy

Signature of the Treating Physician: _____ **Date:** _____

Weston Public Schools Weston, Connecticut

**REQUEST TO RETIRE BECAUSE THE DISTRICT ALREADY HAS A
RESTRAINT/SECLUSION/EXCLUSIONARY TIME OUT POLICY and Regulation 5142**

R 5144.1

Students

Use of Physical Force/Corporal Punishment

Reasonable physical force may be used to the extent that, a teacher or other person entrusted with the care and supervision of a minor for school purposes, believes it necessary to:

1. Protect him/herself or others from immediate physical injury.
2. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
3. Protect property from physical damage.
4. Restrain student or remove student to another area to maintain order.

Physical force may not be used as a disciplinary measure.

Parents shall be notified within 24 hours when such an incident occurs.

Legal Reference: Connecticut General Statutes

53a-18 Use of reasonable physical force or deadly physical force generally

Regulation approved: October 1, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

~~Personnel—Certified~~

~~Evaluation~~

~~The Weston Board of Education believes that an effective system of evaluation is essential to the creation of educational excellence. Therefore, the purpose of the evaluation is the continuous development of the instructional skills and practices of teachers as well as determining the employment status of teachers.~~

~~The Board delegates to the Superintendent of Schools, who works with the professional staff, the responsibility of developing, organizing, and conducting a system-wide program of evaluation of teachers. The Superintendent shall be accountable to the Board for proper implementation of the program in accordance with state statutes and in accordance with Weston expectations for teacher performance.~~

~~Regulation approved: July 16, 1990~~

~~Recommend to sunset~~

Statement of Philosophy

The Board of Education believes that the educational programs and services available in the school system are designed to provide opportunities for the academic, social, and emotional growth of our student population. Among its high priorities, the Board accepts the national challenge that academic excellence and quality education must be achieved and maintained within the fiscal parameters of the community. To that end, every effort will continue to be made to support the Superintendent, administrators, and staff, both professional and non-certified, in their recommendations to improve, expand, or change current programs and services.

The Board of Education also places a high premium on accountability:

1. in measurable achievement of student learning; in the evaluation of all staff performance and including the Board;
2. in commending individual student and staff performance;
3. in maintaining appropriate fiscal controls.

The Board recognizes that continuing improvement of the school system rests on the professional abilities and commitment of the various staffs in the schools. The leadership role of the Superintendent and the policy and decision-making roles of the Board will be successful concomitant with the efforts of all concerned with the educational progress to work together to achieve those common goals. Incumbent with those roles is the high order need to communicate, to engage in constructive discussions when addressing identifiable change needs in the system, and to develop strong rationales with supportive data to support program or service recommendations.

Recognizing that within a school system there are diverse issues, strengths, and weaknesses, the overriding philosophy is to coalesce the positive energies of all involved personnel into a strong unit working together. There always is to be the opportunity for the alternative or divergent opinion to be considered in any decision-making process. When a final decision is made, however, there is the expectation that everyone will work in concert with the intent of that decision. To do otherwise would be counter-productive to the system's ability to progress.

Students are the primary focus of the system's activities, processes, and procedures. They have been entrusted to us for the expertise we can and do provide. That is an enormous responsibility. That responsibility is the staging upon which the Board accepts its roles as guardian and advocate. That is the responsibility the Board of Education charges the system personnel to accept with total and unequivocal professionalism.

Policy adopted:

Mission Statement

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, 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.

To accomplish this, we must seek the necessary resources to:

- Provide a safe, nurturing and academically challenging learning environment.
- Provide students and staff with resources, supports, and opportunities to reach their full potential.
- Prepare students to become productive, lifelong learners.
- Instill in our students a curiosity and love for learning which embraces their interests and the world around them.
- Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.
- Improve student learning by holding staff accountable for creating effective learning environments and using the most effective teaching strategies.

Policy adopted:

Pre-School Students with Disabilities

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the under regulations imposed by the Individuals with Disabilities Education Act (IDEA) which identifies children with special education needs or developmental delays.

The District will provide a preschool program consistent with the regulations delineated by the State. The Assistant Superintendent of Pupil Personnel Services (PPS) is responsible for coordinating the program and evaluating it annually. The administrative practices and procedures of this program shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Assistant Superintendent of PPS;
2. Ensuring that the parents of preschool-age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool-age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students receiving special education services who are enrolled in the program and require it per a Planning and Placement Team (PPT) decision;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (general education) students enrolled in the preschool program will be required to pay tuition for the program. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

10 76c Receipt and use of money and personal property.

10 76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10 76e School construction grant for cooperative regional special education facilities.

10 76f Definition of terms used in formula for state aid for special education.

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

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

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

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

Policy adopted:

R 6114.1

Instruction

Fire Emergency/**Crisis Response Drills**

In the event that fire is discovered in any of the school plants, the fire department shall be immediately notified and the building will be evacuated.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders including the local emergency management director, fire marshal, building inspector and emergency medical services representative. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Local law enforcement and other local public safety officials, as listed above, shall evaluate, score and provide feedback on fire drills and crisis response drills.

~~Connecticut State Law requires periodic fire drills in all public schools to ensure an orderly exit from the building in the event of fire or other emergency requiring evacuation.~~

~~The principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building.~~ When students are evacuating the building ~~the fire alarm sounds,~~ these are the procedures to be followed:

1. Students must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building. It is important to remain calm, quiet and follow instructions. Once outside, teachers are to take attendance.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the principal's office of each fire **or crisis** drill conducted. A copy of the record shall also be filed in the office of the superintendent.
4. Do not re-enter the building until directed to do so by **authorized personnel from the fire response team** ~~one of the volunteer fire department.~~
5. When instructed to return to the building, return promptly to class.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

The District shall annually submit a report, by July 1, to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills, utilizing the DESPP/DEMHS template for such reports.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

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

10-222n - School security and safety plan standards

PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

~~Legal Reference: Connecticut General Statutes~~

~~10-231 Fire drills~~

Regulation approved: March 5, 1991

Regulation revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Non-Discrimination: Instructional Program

Weston Public Schools pledges to prohibit discriminatory actions, and seeks to foster good human and educational relations which will help attain:

1. equal rights and opportunities for students and employees in the school community.
2. equal opportunity for all students to participate in the total program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to students with access not solely based upon race, color, religion, age, marital status, national origin, sex, pregnancy, sexual orientation, transgender status, gender identity or expression, or disability.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Legal Reference:

Connecticut General Statutes:

[§10-15](#), Town to maintain schools

[§10-15c](#), Discrimination in public schools prohibited

[§10-18a](#), Contents of textbooks and other general instructional materials

[§10-145a](#)(b) Certificates of qualification for teachers; intergroup relations programs

[§10-226a](#), Pupils of racial minorities

[10-220](#) Duties of boards of education.

United States Code:

Title IX of the Education Amendments of 1972, [20 U.S.C. 1681](#) *et seq.*

Section 504, U.S. Rehabilitation Act, 1973, [29 U.S.C. 791](#)

Policy References:

Policy and Admin Reg. 5114.6, Sex Discrimination and Sexual Harassment

Policy and Admin. Reg. 5145, Non-Discrimination (Students)

Policy Adopted: March 5, 1991

Policy Revised: March 21, 2016

Policy Revised:

Instruction
Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school newspapers, annuals, and magazines **because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.**

Freedom of speech and of expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6145.3 - Resolution of Differences)

Legal Reference:

Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd cir. 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd cir. 1977) cert. denied, 435 U.S. 925 (1978)

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction

Graduation Requirements

Graduation from Weston Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education; and (3) that they have fulfilled the legally mandated number and distribution of credits required to graduate from high school.

Commencing with classes graduating in 2027, and each graduating class thereafter, the Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward program goals and requirements to warrant graduation according to the terms of paragraph #1 above.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Board of Education's standards for graduation will meet or exceed the state law regarding credits for graduation from high school at all times.

Legal Reference:

Connecticut General Statutes

[10-221a](#) High School Graduation Requirements

Connecticut General Statutes § 10-221a

Policy adopted: March 5, 1991

Policy revised: February 25, 2014

Policy revised:

Weston Public Schools Weston, Connecticut

Instruction

Curriculum Exemptions

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Weston Board of Education ("the Board") shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program (effective upon the implementation of the sexual abuse and assault awareness and prevention program identified or developed by the state).

Definitions:

"Dissection Instruction" is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

"Family Life Education Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

Written Request for Mandatory Exemption:

Parents who wish to exercise such exemptions must notify the school district in writing within the first ~~two (2) weeks~~ **four (4) weeks** of school or as otherwise directed by the Superintendent or his/her designee.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.
2. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.
3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

[Conn. Gen. Stat. § 10-16c.](#)
[Conn. Gen. Stat. § 10-16e.](#)
[Conn. Gen. Stat. § 10-18d.](#)
[Conn. Gen. Stat. § 10-19\(b\).](#)
[Conn. Gen. Stat. § 17a-101q.](#)

Policy References:

Policy 5141.45, Child Sexual Abuse and Assault
Policy 6142.1, Family Life and Sex Education
Policy 6164.12, Acquired Immune Deficiency Syndrome (AIDS)

Policy adopted: July 17, 2017

Policy revised:

WESTON BOARD OF EDUCATION
Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas: Check all that apply:

1. Dissection

—
—
—
—
—
—

2. Family life education

—
—
—
—
—
—

3. HIV/AIDS

—
—
—
—
—
—

4. Sexual abuse and assault awareness and prevention program.

—
—
—
—
—
—

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by

_____.
Date

—
Name of Student (Please Print)

_____	_____
—	Date
Parent's/Guardian's Signature	
Or	

_____	_____
—	Date
Student's Signature (if 18 years of age)	

Weston Public Schools Weston, Connecticut

Instruction
Use of Copying Devices

Publication or Creation of Educational Materials — Copyrights: Printing and Duplication

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, theatrical performances, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike. The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of “fair use.”

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use”, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use”, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed in public.

The Board therefore directs that:

1. Unlawful copies of copyrighted materials may not be produced on District-owned equipment or any other equipment on District property.
2. Unlawful copies of copyrighted materials may not be used with District-owned equipment or other equipment on District property.

Any District employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. In no circumstances

shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

~~It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.~~

~~The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use".~~

~~Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bound of "fair use" as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.~~

Legal Reference:

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction

Drugs, Tobacco, Alcohol

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts which touch on the subject.

It is desired that the administration make use of in-service training sessions for ~~both~~ appropriate certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

10-19a Superintendent to designate substance abuse prevention team

10-19b Advisory councils on drug abuse prevention

10-220 Duties of boards of education

10-221(d) Boards of education to prescribe rules

Policy adopted: March 5, 1991

Policy revised:

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

~~Acquired Immune Deficiency Syndrome (AIDS) is one of the most serious health problems that Americans have ever faced. As many as 1 to 1.5 million Americans may be infected with the virus that causes AIDS. Thousands of them are young adults and teens. AIDS does not discriminate and can affect anyone – male and female, rich and poor, white, Black, Hispanic, Asian and Native American.~~

~~Currently there is no cure for those infected with AIDS, but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.~~

~~Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with regulation.~~

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of students from such instruction upon the written request of the student's parent or guardian.

Legal Reference: Connecticut General Statutes

10-19(c) AIDS education

Policy adopted: June 4, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction

English Language Learners

Limited English Proficiency Program (English Learners)

~~The Superintendent of schools shall establish services for English Language Learners (also referred to as limited English Proficient [LEP] students) in the district. The program may employ the student's native language and English for instruction. Identification of eligible students shall occur through the use of standardized assessments as required by the State Department of Education.~~

~~The program for LEP students shall concentrate on the following areas:~~

- ~~1. development of English language proficiency and literacy through English as a second language~~
- ~~2. teaching and student achievement in all the core content areas taught, especially language arts or reading, mathematics and science~~
- ~~3. long-term professional development for administrators associated with the program and for teachers of program students~~
- ~~4. parental notification and involvement.~~

~~Students will continue to eligible for services until they achieve levels of mastery on English Language Learner assessments as defined by the State Department of Education.~~

~~Legal Reference:~~

~~No Child Left Behind Act of 2001, sec.3115, 3116, 3125, 3129, 3301, and 9101
Title III of the Elementary and Secondary Education Act, [20 U.S.C.](#)~~

The Board of Education (Board) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to address the English language deficiency in order to provide the student with equal access to its programs. Multilingual learners or students who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.

The Board believes that high-quality, comprehensive, and effective English Learner/Multilingual Learner and bilingual education programs are essential for students who are English Learners (ELs) to acquire English language and academic proficiency.

In compliance with Public Act 23-150, Section 17, the Board will provide the parents and guardians of eligible students with a copy of the Multilingual Learner Bill of Rights in the dominant language of such parents and guardians and post the document on the District website.

The Superintendent or his/her designee is directed to develop and implement procedures, consistent with the requirements of the Every Student Succeeds Act (ESSA) and the Connecticut State Department of Education (CSDE) ESSA plan which:

- Determine if a student is a potential EL student through adherence to the Home Language Survey Guidance and completion of the Home Language Survey (HLS).
- Administers the state-mandated English Language Proficiency (ELP) Screener when the review of the HLS results indicates the student may have a primary or home language other than English.
- Informs parents/guardians, in writing, if the results from the ELP assessment indicate the student qualifies as an English Learner.
- Implements English learner services for all identified students.
- Annually assess the English proficiency of all English learner students during the testing window using the state-mandated English language proficiency assessment. (Students can only exit EL status if they meet all EL exit criteria.)
- Monitor the progress of students receiving English as a Second Language (ESOL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

Definitions

English Learner (EL) refers to a student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

Multilingual Learner (ML) refers to an asset-based approach that includes all the languages with which children and families interact or children who use two or more languages.

English for Speakers of Other Languages (ESOL) refers to an instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

Bilingual Education refers to an instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teachers are available.

Parents who are not able to use English in a manner that allows full participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand and a copy of the Parent Bill of Rights in their dominant language.

The goal of the ESOL program is to assist students in achieving fluency in English, including listening, comprehension, speaking, reading, and writing. The goal of the bilingual program is to permit students to learn subject matter in their dominant language while developing English language skills.

Parents/guardians of EL/ML students shall be notified by mail that their child is eligible for enrollment in a bilingual, ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child in the program.

Communications with parents/guardians of students in these programs shall be in writing, in both English and their dominant language.

Information regarding English Proficiency Assessments - LAS Links can be accessed through the following CSDE Link:

<https://portal.ct.gov/SDE/Student-Assessment/ELP-Assessment/English-Language-Proficiency-Assessment---LAS-Links/Documents>

(cf. 6141.31 - Bilingual-Bicultural Education)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10 17 English language to be medium of instruction. Exception.

10 17a Establishment of bilingual and bicultural program.

10 17d Application for and receipt of federal funds.

10 17e Definitions.

10 17f Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

10 17g Application for grant. Annual evaluation report.

10-76e Definitions.

10 146f Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

10 17h 1 to 10 17h 15. Programs of bilingual education.

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Title III, Language Instruction for English Learners and Immigrant Students, P.L. 114-95, ESSA, Sections 3001-3121

(20 U.S.C. 6812, 20 U.S.C. 6823)

P.A. 23-150 Section 17

Policy Adopted: April 21, 2003

Policy Revised:

Weston Public Schools Weston, Connecticut

Instruction
Suicide Prevention/Education

Annually, youth suicide prevention education shall be incorporated into the health education program and other pertinent curriculum. The focus of the curriculum will emphasize the development of self-esteem, coping skills, and trusting relationships with adults; build skills in stress management and problem solving; and identify support services and resources.

The professional staff shall become more aware of the factors that may increase a student's risk for suicide; symptoms of stress, coping difficulties, depression and self-destructive behaviors; warning signs of suicide; and information on school and community resources.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff in order to achieve the goals of this Board approved regulation, and that full cooperation with community agencies be given wherever such cooperation can work to the advantage of the students.

Suicide Education/Prevention - Students and Staff

- I. As part of the Weston Public Schools' Health Education Curriculum and Developmental Guidance Curriculum, students will be educated in developmentally appropriate ways regarding suicide risk factors and warning signs, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.**
- II. Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, warning signs, and the procedures outlined in these regulations.**

Regulation Approved: June 28, 1994

Policy Revised: May 4, 2026

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Management of Suicidal Risk

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Weston Board of Education (the "Board") is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

- I. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or their designee. This must be done even if the student has confided in the staff member and asked that their communication be kept confidential. The principal or designee will then notify an appropriate Pupil Personnel Services (PPS) administrator.
- II. A PPS staff member (e.g., a social worker or psychologist) shall complete a risk assessment, consider available background information and determine whether the student is at "low risk", "moderate risk" or "high risk."
- III. If the student is preliminarily assessed to be "moderate risk":
 - A. The PPS staff member shall notify the student's parent/guardian the same day or otherwise as soon as possible by calling each contact available to the school.
 - B. During the conversation with the student's parent/guardian, the PPS staff member shall discuss with the parent/guardian:
 - a. the seriousness of the situation
 - b. the potential need for any evaluations of the student
 - c. The need for continued monitoring of the student at home;
 - d. Referral to appropriate professional services outside the school system if the student is not already receiving support;
 - e. Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and
 - f. The student's access to ongoing counseling within the school.
 - C. The PPS staff member shall document in writing the course of events, including what transpired during the staff member's conversation with the student's parent/guardian and the outcome.
 - D. The PPS staff member may notify other staff or any other appropriate agencies as necessary to protect the student and others, and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).
 - E. The PPS staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.
- IV. If the student is preliminarily assessed to be at "high risk":
 - A. The PPS staff member shall ensure that the student is not left alone.
 - B. The PPS staff member shall notify the principal or their designee, who in turn will contact the student's parent/guardian. During the conversation with the

student's parent/guardian, the principal or their designee shall discuss with the parent/guardian:

- a. The seriousness of the situation
 - b. The steps the PPS staff members are taking in response to the preliminary assessment that the student is at "high risk":
 - c. The need for continued monitoring of the student at home at any such time that the student returns home;
 - d. Referral to appropriate professional services outside the school system if the student is not already receiving support;
 - e. Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and
 - f. The student's access to ongoing counseling within the school to support the student's access to school.
- C. The principal or designee shall call 911 to arrange for transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
- D. The student shall be monitored by PPS staff until transfer to a higher level of care is complete.
- E. The PPS staff member shall document in writing the course of events and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).
- F. The PPS staff member shall inform the principal or their designee of the course of the events and the outcome.
- G. The PPS staff member may notify any other staff, as necessary to protect the student and others.
- H. When a student assessed to have been at "high risk" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school including a safety plan, and changes in the instructional program, as necessary.

Suicide Education/Prevention—Students and Staff

- ~~III. As part of the Weston Public Schools' Health Education Curriculum and Developmental Guidance Curriculum, students will be educated in developmentally appropriate ways regarding suicide risk factors and warning signs, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.~~
- ~~IV. Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, warning signs, and the procedures outlined in these regulations:~~

Legal Reference:

[Connecticut General Statutes § 10-221\(e\)](#)

~~POLICY~~ REGULATION ADOPTED: October 1, 1990

~~POLICY~~ REGULATION REVISED: May 15, 2023

Regulation retired: May 4, 2026:

Mission and Function

Goals and Objectives for School Operations/System

Weston residents approach education with a strong belief in the importance of high educational standards for their community. As elected representatives, the Board of Education is committed to the support and development of a dynamic and flexible program of studies designed to effectively challenge the ability differences found among the school-age children of Weston.

Therefore, to meet its assigned tasks, the school system is striving -

1. To give each child a firm foundation and mastery of the basic skills in reading, writing, spelling and arithmetic so that he/she will have the necessary tools for further study.
2. To encourage the development of imaginative and creative thinking processes so that the children can deal with abstractions as well as concrete issues.
3. To foster scientific curiosity based upon an understanding of principles and concepts without de-emphasizing facts.
4. To stimulate an appreciation and understanding of the arts.
5. To develop in each child an understanding and appreciation of democracy so that he/she can take his/her rightful place in a democratic society.
6. To introduce the history of our culture and our social and economic institutions in relation to other world cultures and institutions.
7. To teach children about government - local, state, national, and international - so that they can assume their vital role as citizens on each level.
8. To develop in each child respect for the rights, property and opinions of others.
9. To instill in the students ethical and spiritual principles so that they will develop a good sense of values and have a firm foundation for reaching moral decisions.
10. To develop in each child an emotional stability that will enable him/her to function effectively.
11. To develop an awareness in each child of how to communicate and work with other people.
12. To teach children sound principles of health.

With these objectives in mind, the following summation may be interpreted as a beginning of an evolving statement of purposes for the Weston schools:

The guiding policy of the Board of Education is to create and sustain a public school system capable of developing to the utmost the resources of the children entrusted to it. The goal is to impart knowledge, and a love of knowledge; to teach each child to speak, to read, to write, to calculate, to think, and to do so with such initiative and imagination that each will be properly equipped to serve as a citizen of this community, this nation, this world, and to pursue self-education throughout life. To this end, the Board searches out principals and teachers who are imaginative, energetic, enthusiastic, as well as competent, and it strives to foster, in every way possible, an environment in which the children will thrive.

Policy adopted: November 6, 1989
Policy revised: April 20, 2026

Weston Public Schools Weston, Connecticut

Instruction

Evaluation of the Special Education Program

The Superintendent shall make an annual report to the Board of Education concerning the special education programs of the school district, with particular attention to the individual education programs, by program and school.

The report shall include recommendations of the Superintendent and staff, and by any Board authorized advisory groups, for improvement in the program.

In addition to the annual report the Superintendent shall make interim reports whenever it may be necessary to make adjustments in the program.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

Legal Reference: State Board of Education Regulations

10-76d-1 through 10-76d-19 Duties and powers of boards of education to provide special education programs and services

Policy adopted: March 5, 1991

Policy retired:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/1/26

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the April 2026 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the tenth FY26 (April 2026) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.



May 15, 2026

TO: BOE Finance & Operations Committee

FROM: Phillip Cross, Chief Financial & Operations Officer

SUBJECT: April Financial Report for FY 25-26

Financial Summary

Below is the financial summary for the period ending April 30, 2026 including key trends and highlights.

FY 2025-26 CATEGORY SUMMARY								
Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Expenditures	Projected Balance	Previous Month Balance	Month Over Month Change
Salaries (1000's)	36,547,836	28,103,978	8,415,874	98,028	36,617,881	(70,045)	(38,636)	(31,409)
		76.90%	23.03%	0.27%	100.19%	-0.19%	-0.11%	-0.09%
Benefits (2000's)	11,595,878	9,722,618	1,954,065	-	11,676,683	(80,805)	(87,227)	6,422
		83.85%	16.85%	0.00%	100.70%	-0.70%	-0.75%	0.02%
Professional Services (3000's)	1,575,301	1,095,587	462,032	-	1,557,619	17,682	5,502	12,180
		69.55%	29.33%	0.00%	98.88%	1.12%	0.35%	0.03%
Property Services (4000s)	2,290,134	1,733,697	601,846	100,774	2,436,317	(146,183)	(35,701)	(110,482)
		75.70%	26.28%	4.40%	106.38%	-6.38%	-1.56%	-0.30%
Other Services (5000s)	6,217,168	4,925,631	1,142,241	27,549	6,095,421	121,747	24,027	97,720
		79.23%	18.37%	0.44%	98.04%	1.96%	0.39%	0.27%
Supplies (6000s)	3,437,762	2,575,813	745,291	-	3,321,104	116,657	4,126	112,531
		74.93%	21.68%	0.00%	96.61%	3.39%	0.12%	0.31%
Equipment (7000s)	413,932	356,321	7,193	31,448	394,961	18,971	-	18,971
		86.08%	1.74%	7.60%	95.42%	4.58%	0.00%	0.05%
Other Objects (8000s)	144,451	96,252	32,321	7,709	136,282	8,169.22	-	8,169
		66.63%	22.38%	5.34%	94.34%	5.66%	0.00%	0.02%
Revenue (9000s)	(1,123,771)	(860,544)	8,740	(304,869)	(1,156,673)	32,902	46,203	(13,301)
		76.58%	-0.78%	27.13%	102.93%	-2.93%	-4.11%	-0.39%
Total	\$ 61,098,691	\$47,749,353	\$ 13,369,604	\$ (39,360)	\$ 61,079,596	\$ 19,095	\$ (81,707)	\$ 100,803
Total %		78.15%	21.88%	-0.06%	99.97%	0.03%	-0.13%	0.16%

Key Highlights

Earlier this calendar year a soft expenditure freeze was implemented to improve projections and mitigate the previously reported projected deficit. As a result of this, and along with improving trends, it is now projected that the fiscal year will end with a balanced budget.

It should be noted that account balances will fluctuate for the remainder of the fiscal year.

Salary - For the first time since Juneteenth was designated a federal holiday, the school year will end after June 19th. Historically, this paid holiday is not encumbered for ten month employees (paras, security staff, nurses). The projection includes an estimated \$19,000 for this obligation.

Property Services - The town's sidewalk expansion project at Revson Field is currently underway. Due to the proximity of the sidewalk to the field, a safety fence is required to prevent player injury. This cost was not included in the original scope and is not expected to be included by the grant. The estimated cost is \$10,200.

In addition, there are several facilities repairs and preventive maintenance e.g. boilers and pumps, that are planned for the remainder of the year.

Internal Services Fund

No unusual trend data.

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

Fiscal Year Ended					2026
STATEMENT OF REVENUES AND EXPENDITURES					
Fund Balance -July 1, 2025					\$ 418,466
Revenues:					
General Fund					\$ 385,919
Reimbursements					\$ -
Total Contributions					\$ 385,919
Total Revenues (A)					<u>\$ 385,919</u>
Projected Claims:					
Delta Dental:					
Claims					\$ 362,535
Administrative Fees					\$ 23,384
Total Dental Claims (B)					<u>\$ 385,919</u>
Net Change (A-B)					<u>-</u>
Projected Fund balance June 30, 2026					<u>\$ 418,466</u>
Dental- Actual Claims & Fees					
Month		Claims & Fees			
July		27,402			
August		44,585			
September		26,669			
October		29,837			
November		23,970			
December		25,640			
January		34,987			
February		28,067			
March		31,599			
April		27,664			
Total		\$ 300,419			
Actual YTD Spend Rate		77.8%			
Theoretical YTD Spend Rate		83.3%			
YTD Theoretical variance %		-5.5%			

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of April 30, 2026												
Period: 10 of 12												
2022-2023	2023-2024	2024-2025			2025-2026							
Year-End Expense	Year-End Expense	Year-End Expense	Object Code	Description	Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Salaries & Wages (1000s)								
2,854,614	3,375,352	3,487,109	1110	Administrators	3,593,896	-	3,593,896	2,967,086	550,717	-	3,517,804	76,092
14,827,306	15,169,704	15,671,065	1111	General Ed. Teachers	15,722,608	-	15,722,608	11,878,776	3,864,756	-	15,743,532	(20,924)
2,522,780	2,359,825	2,584,821	1112	Special Ed. Teachers	2,823,721	-	2,823,721	2,033,743	732,327	-	2,766,070	57,652
1,021,018	948,323	984,850	1113	Guidance	1,012,568	-	1,012,568	744,400	274,253	-	1,018,653	(6,085)
397,172	418,788	432,187	1114	Psychologist	468,481	-	468,481	342,352	126,130	-	468,481	-
353,558	410,444	485,393	1115	Social Worker	510,512	-	510,512	356,084	130,243	-	486,327	24,185
539,131	510,769	530,574	1116	Speech & Hearing	548,276	-	548,276	452,535	101,272	-	553,807	(5,531)
887,328	1,261,271	1,275,481	1117	Academic Assistants	1,264,381	-	1,264,381	913,463	288,072	-	1,201,535	62,846
110,854	59,724	61,217	1118	Talented & Gifted	-	-	-	-	-	-	-	-
400,239	455,475	456,095	1119	Library /Media	505,044	-	505,044	369,070	135,974	-	505,044	-
57,886	51,774	43,514	1135	Transition Coordinator	56,320	-	56,320	68,594	25,272	-	93,866	(37,546)
847,138	877,957	899,825	1139	Certified Stipends	991,761	-	991,761	657,480	278,226	-	935,706	56,055
651,668	969,094	1,015,169	1140	Academic Leader (CIL's)	955,516	-	955,516	701,217	232,059	-	933,276	22,240
1,852	2,571	1,532	1141	Mentor Teacher	2,300	-	2,300	1,000	1,300	-	2,300	-
113,090	-	78,000.00	1142	Behavioral Analyst	180,400	-	180,400	132,945	51,727	-	184,672	(4,272)
58,267	68,897	66,541	1145	Multilingual Learner	81,521	-	81,521	67,266	19,789	-	87,055	(5,534)
\$ 25,643,901	\$ 26,939,968	\$ 28,073,373		Sub-Total Certified Salaries	\$ 28,717,306	\$ -	\$ 28,717,306	\$ 21,686,012	\$ 6,812,116	\$ -	\$ 28,498,128	219,178
								75.5%	23.7%	0.0%	99.2%	0.8%
				Other Certified Salaries								
40,788	25,138	24,735	1131	Homebound Tutor	44,500	-	44,500	6,524	4,200	-	10,724	33,776
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
246,814	216,491	239,946	1137	Substitute Teacher	178,801	-	178,801	128,415	55,693	-	184,108	(5,307)
189,064	194,739	167,395	1138	Summer Work -Certified Staff	212,408	-	212,408	123,246	44,655	-	167,901	44,507
127,403	152,490	140,966	1143	Building Substitutes	203,175	-	203,175	132,568	70,493	-	203,060	115
385,336	215,245	251,666	1144	Long term Substitute	118,000	-	118,000	219,954	45,929	-	265,884	(147,884)
-	-	-	1160	Turnover Savings	(370,000)	-	(370,000)	-	-	-	-	(370,000)
\$ 989,404	\$ 804,103	\$ 824,707		Sub-Total Other Certified Salaries	\$ 431,274	\$ -	\$ 431,274	\$ 610,706	\$ 220,970	\$ -	\$ 831,676	\$ (400,402)
								141.6%	51.2%	0.0%	192.8%	-92.8%

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of April 30, 2026												
Period: 10 of 12												
2022-2023	2023-2024	2024-2025	Object Code	Description	2025-2026							
Year-End Expense	Year-End Expense	Year-End Expense			Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Non-Certified Salaries								
413,013	496,658	497,025	1210	Non-Cert. Supervisors	558,548	-	558,548	459,553	95,619	-	555,172	3,376
213,706	238,317	223,285	1211	Nurses	250,912	-	250,912	172,772	26,094	27,047	225,912	25,000
247,373	279,358	338,189	1215	Occupational & Physical Therapists	345,422	-	345,422	231,867	74,420	-	306,287	39,135
1,156,839	1,328,818	1,361,800	1221	Administrative Support	1,388,117	-	1,388,117	1,103,860	268,090	16,167	1,388,117	-
1,697,360	1,828,311	1,865,189	1231	Para Educators	1,914,820	-	1,914,820	1,496,939	391,209	26,672	1,914,820	-
156,413	141,394	108,135	1234	Bus Aides	147,297	-	147,297	71,027	25,000	-	96,027	51,270
495,877	505,325	523,857	1235	Technicians	537,922	-	537,922	434,334	87,320	-	521,654	16,268
65,017	46,914	69,477	1237	Vocational Specialist	69,229	-	69,229	53,591	15,638	-	69,229	-
262,406	276,448	301,659	1241	Safety Monitors	316,063	-	316,063	264,236	48,846	-	313,082	2,981
513,999	514,241	538,892	1251	Custodians	570,282	-	570,282	477,160	108,488	-	585,648	(15,366)
477,370	543,741	568,199	1261	Maintenance Mechanics & Grounds	585,183	-	585,183	473,096	112,108	-	585,204	(21)
90,458	103,682	107,218	1269	Athletic Support Staff	124,751	-	124,751	80,566	32,741	11,444	124,751	-
192,939	188,200	199,708	1280	Non Certified Stipends	204,550	-	204,550	129,983	67,216	7,352	204,550	-
\$ 5,982,771	\$ 6,491,408	\$ 6,702,634		Sub-Total Non-Certified Salaries	\$ 7,013,096	\$ -	\$ 7,013,096	\$ 5,448,982	\$ 1,352,788	\$ 88,682	\$ 6,890,452	\$ 122,644
								77.7%	19.3%	1.3%	98.3%	1.7%
				Other Non-Citified Salaries								
39,524	39,305	34,159	1213/1 223/12 33	Non-Certified Substitutes	47,500	-	47,500	38,153	-	9,347	47,500	-
199,553	230,025	241,665	1212/2 2/38/42 /52/62	Overtime	203,708	-	203,708	206,784	30,000	-	236,784	(33,076)
114,912	101,739	102,616	1268	Summer Work-Non-Cert.	134,952	-	134,952	113,342	-	-	113,342	21,610
\$ 353,988	\$ 371,069	\$ 378,440		Sub-Total Other Salaries	\$ 386,160	\$ -	\$ 386,160	\$ 358,279	\$ 30,000	\$ 9,347	\$ 397,625	(11,465)
								92.8%	7.8%	2.4%	103.0%	-3.0%
\$ 32,970,064	\$ 34,606,548	\$ 35,979,154		TOTAL SALARIES	\$ 36,547,836	\$ -	\$ 36,547,836	\$ 28,103,978	\$ 8,415,874	\$ 98,028	\$ 36,617,881	\$ (70,045)
								76.9%	23.0%	0.3%	100.2%	-0.2%

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of April 30, 2026												
Period: 10 of 12												
2022-2023	2023-2024	2024-2025	Object Code	Description	2025-2026							
Year-End Expense	Year-End Expense	Year-End Expense			Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Benefits (2000's)								
9,202,598	8,798,742	9,093,058	2000	Health Insurance	10,623,056	-	10,623,056	9,139,225	1,520,739	-	10,659,964	(36,908)
(1,705,489)	(1,410,661)	(1,554,889)	2022	Premium Cost Share	(1,963,364)	-	(1,963,364)	(1,677,972)	(237,468)	-	(1,915,440)	(47,924)
1,020,503	1,032,102	1,067,168	2001	Social Security & Medicare	1,160,817	-	1,160,817	853,170	290,800	-	1,143,970	16,847
175,214	180,451	186,333	2003	Workers Compensation	191,436	-	191,436	191,383	-	-	191,383	53
14,848	2,496	35,171	2004	Unemployment Compensation	20,000	-	20,000	11,432	3,068	-	14,500	5,500
130,080	-	-	2005	Early Retirement Incentive	-	-	-	-	-	-	-	-
1,328,122	1,192,864	1,325,069	2007	Pension Contributions	1,356,477	-	1,356,477	1,063,454	278,155	-	1,341,609	14,868
91,124	101,963	54,001	2010	Tuition Reimbursement	85,500	-	85,500	-	85,500	-	85,500	-
63,051	71,543	72,641	2011-12	Life & Disability Insurance	76,956	-	76,956	65,640	13,272	-	78,912	(1,956)
56,400	22,381	27,148	2014	Sick Bank	45,000	-	45,000	76,285	-	-	76,285	(31,285)
\$10,376,450	\$9,991,881	\$10,305,700		TOTAL BENEFITS	\$ 11,595,878	\$ -	\$ 11,595,878	\$ 9,722,618	\$ 1,954,065	\$ -	\$ 11,676,683	\$ (80,805)
								83.8%	16.9%	0.0%	100.7%	-0.70%
				Professional & Technical Services (3000s)								
504,232	525,441	174,021	3210	Contracted Services Educational	238,176	-	238,176	159,116	75,232	-	234,348	3,828
149,405	176,454	154,137	3220-21	Consulting Services	168,935	-	168,935	137,427	45,368	-	182,796	(13,861)
75,937	94,342	94,477	3235	Testing	144,421	-	144,421	59,906	47,463	-	107,369	37,051
106,990	260,876	302,332	3239	Other Pupil Services	301,200	-	301,200	222,830	78,675	-	301,505	(305)
66,056	34,711	37,221	3303	Management Services	37,714	-	37,714	61,275	11,073	-	72,348	(34,634)
2,064	3,145	2,048	3304	License Fees-Facilities	3,500	-	3,500	5,657	1,110	-	6,767	(3,267)
232,999	183,838	339,334	3306	Legal Fees-SPED	240,000	-	240,000	169,710	70,290	-	240,000	-
187,860	162,916	148,456	3306	Legal Fees- Districtwide	150,000	-	150,000	127,848	22,152	-	150,000	-
106,091	109,322	118,358	3308	Police/Fire	118,741	-	118,741	77,689	41,052	-	118,741	-
67,685	155,452	123,318	3309	Professional & Technical Services	114,628	-	114,628	74,129	11,630	-	85,759	28,869
41,996	41,210	54,136	3310	Sports Officials	57,987	-	57,987	-	57,987	-	57,987	-
\$ 1,541,316	\$ 1,747,705	\$ 1,547,836		TOTAL PROF. & TECH SERVICES	\$ 1,575,301	\$ -	\$ 1,575,301	\$ 1,095,587	\$ 462,032	\$ -	\$ 1,557,619	\$ 17,682
								69.5%	29.3%	0.0%	98.9%	1.1%

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of April 30, 2026												
Period: 10 of 12												
2022-2023	2023-2024	2024-2025		Description	2025-2026							
Year-End Expense	Year-End Expense	Year-End Expense	Object Code		Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Property Services (4000s)								
907,204	969,175	991,847	4200	Cleaning Services	994,738	-	994,738	828,044	166,694	-	994,738	-
50,825	66,687	65,839	4202	Rubbish Removal	75,877	-	75,877	49,316	12,355	14,206	75,877	-
82,370	171,370	181,873	4302	Equipment Repairs	188,898	-	188,898	87,245	38,849	32,805	158,898	30,000
184,530	189,525	199,670	4400	Equipment Rental	187,115	-	187,115	126,347	80,354	-	206,701	(19,586)
213,171	210,800	224,644	4500	Repair Allowance	150,000	-	150,000	98,895	58,485	-	157,379	(7,379)
30,182	40,740	49,171	4514	Fire Alarm System	44,400	-	44,400	56,165	1,585	-	57,750	(13,350)
201,994	191,606	169,137	4518	Sewer System Plant Maintenance	184,795	-	184,795	180,139	112,729	-	292,868	(108,073)
205,809	247,875	187,095	4520	Service Contracts	194,724	-	194,724	170,280	50,268	-	220,548	(25,824)
93,203	74,982	82,676	4530	Parks & Recreation	86,547	-	86,547	26,449	35,551	24,547	86,547	-
39,271	31,644	107,951	4540	Athletic Facilities Repairs	59,500	-	59,500	62,216	25,090	-	87,306	(27,806)
195,029	74,974	111,169	4541	Contracted Services	102,300	-	102,300	44,444	10,359	29,216	84,019	18,281
109,755	-	-	4600	Special Projects	-	-	-	-	-	-	-	-
11,275	6,377	-	4604	Snow Plowing	10,500	-	10,500	-	9,528	-	9,528	972
35,888	35,100	5,869	4701	Security System Monitoring	10,740	-	10,740	4,158	-	-	4,158	6,582
\$ 2,360,505	\$ 2,310,853	\$ 2,376,940		TOTAL PROPERTY SERVICES	\$ 2,290,134	\$ -	\$ 2,290,134	\$ 1,733,697	\$ 601,846	\$ 100,774	\$ 2,436,317	\$ (146,183)
								75.7%	26.3%	4.4%	106.4%	-6.4%

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of April 30, 2026												
Period: 10 of 12												
2022-2023	2023-2024	2024-2025	Object Code	Description	2025-2026							
Year-End Expense	Year-End Expense	Year-End Expense			Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Other Services (5000's)								
1,592,600	1,737,496	1,724,934	5100	Regular Transportation	1,777,015	-	1,777,015	1,783,480	2,604	(9,070)	1,777,015	-
843,911	935,160	869,290	5101	SPED Transportation	815,957	-	815,957	773,266	149,236	-	922,502	(106,544)
218,024	100,391	113,287	5104	Athletic Transportation	116,093	-	116,093	80,563	30,437	5,093	116,093	-
12,802	4,237	4,524	5105	Extra-Curricular Transportation	16,360	-	16,360	7,217	150	8,993	16,360	-
160,181	107,032	107,125	5112	Diesel & Gasoline	101,265	-	101,265	60,172	19,050	-	79,222	22,043
128,142	136,003	134,609	5200	General Liability Insurance	154,233	-	154,233	113,907	-	-	113,907	40,326
14,400	15,008	15,008	5202	Athletic Insurance	15,758	-	15,758	15,008	-	-	15,008	751
104,154	106,579	109,196	5205	Property Insurance	114,250	-	114,250	112,350	-	-	112,350	1,901
87,714	89,711	96,937	5300	Communications	94,106	-	94,106	78,408	24,050	-	102,457	(8,351)
27,469	27,030	31,991	5400	Postage	29,383	-	29,383	25,932	2,541	910	29,383	-
853	1,626	2,417	5500	Advertising	2,000	-	2,000	3,394	341	-	3,736	(1,736)
16,962	19,046	18,519	5501	Printing	24,078	-	24,078	15,113	4,800	4,166	24,078	-
2,367,437	2,232,934	2,045,796	5600	Out of District Tuition	1,652,829	-	1,652,829	1,280,612	352,602	-	1,633,214	19,615
1,063,918	1,162,396	1,098,685	5601	Tuition Settlements	1,223,256	-	1,223,256	527,538	546,975	-	1,074,513	148,743
41,076	39,352	44,431	5800	Travel & Conference	59,045	-	59,045	39,503	5,646	13,897	59,045	-
3,803	3,282	2,901	5801	Mileage Reimbursement	14,231	-	14,231	5,006	2,010	2,215	9,231	5,000
5,684	3,905	12,670	5900	Other Purchased Services	7,310	-	7,310	4,165	1,800	1,345	7,310	-
\$ 6,689,131	\$ 6,721,189	\$ 6,432,319		TOTAL OTHER SERVICES	\$ 6,217,168	\$ -	\$ 6,217,168	\$ 4,925,631	\$ 1,142,241	\$ 27,549	\$ 6,095,421	\$ 121,747
								79.2%	18.4%	0.4%	98.0%	2.0%
				Supplies & Materials (6000's)								
884,656	897,948	532,944	6110	Materials	697,780	-	697,780	423,072	174,901	-	597,973	99,807
36,390	32,940	29,480	6120	Office Materials	35,328	-	35,328	29,495	15,644	-	45,139	(9,811)
174,050	183,027	192,226	6130	Maintenance Materials	181,624	-	181,624	153,210	44,120	-	197,330	(15,706)
95,137	98,925	132,842	6131	Custodial Materials	78,348	-	78,348	66,085	19,042	-	85,127	(6,779)
21,943	43,776	14,895	6132	Security Materials	26,284	-	26,284	7,109	2,091	-	9,200	17,084
517,581	570,459	642,148	6140	Software	657,407	-	657,407	664,470	18,303	-	682,773	(25,366)
98,833	104,926	105,727	6410	Books	186,730	-	186,730	111,612	16,745	-	128,357	58,373
325,229	467,063	496,828	6510	Heating Oil	515,195	-	515,195	434,513	112,448	-	546,961	(31,766)
482,463	644,985	1,085,613	6520	Electricity	1,056,067	-	1,056,067	684,242	341,003	-	1,025,244	30,823
2,890	2,377	2,870	6530	Propane	3,000	-	3,000	2,007	993	-	3,000	-
\$ 2,639,172	\$ 3,046,427	\$ 3,235,574		TOTAL SUPPLIES & MATERIALS	\$ 3,437,762	\$ -	\$ 3,437,762	\$ 2,575,813	\$ 745,291	\$ -	\$ 3,321,104	\$ 116,657
								74.9%	21.7%	0.0%	96.6%	3.4%

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of April 30, 2026												
Period: 10 of 12												
2022-2023	2023-2024	2024-2025	Object Code	Description	2025-2026							
Year-End Expense	Year-End Expense	Year-End Expense			Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Equipment (7000's)								
192,826	265,378	413,486	7300	Equipment	413,932	-	413,932	356,321	7,193	31,448	394,961	18,971
\$ 192,826	\$ 265,378	\$ 413,486		TOTAL EQUIPMENT	\$ 413,932	\$ -	\$ 413,932	\$ 356,321	\$ 7,193	\$ 31,448	\$ 394,961	\$ 18,971
								86.1%	1.7%	7.6%	95.4%	4.6%
				Other Objects (8000's)								
87,938	89,475	76,267	8100	Dues, Fees and Memberships	110,106	-	110,106	74,470	27,467	-	101,937	8,169
32,434	39,246	32,768	8900	Other Objects	34,345	-	34,345	21,782	4,854	7,709	34,345	-
\$ 120,372	\$ 128,721	\$ 109,035		TOTAL OTHER OBJECTS	\$ 144,451	\$ -	\$ 144,451	\$ 96,252	\$ 32,321	\$ 7,709	\$ 136,282	\$ 8,169
								66.6%	22.4%	5.3%	94.3%	5.7%
				Revenue Offset (9000's)								
(29,462)	(29,903)	(31,457)	9200	Technology Revenue	(31,946)	-	(31,946)	-	-	(31,946)	(31,946)	-
(74,800)	(78,660)	(75,600)	9201	Participation Fees, Athletics	(70,475)	-	(70,475)	(58,200)	8,740	(21,015)	(70,475)	-
(21,689)	(13,475)	-	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	-	-	(14,000)	(14,000)	-
(89,987)	(25,495)	(22,425)	9204	Transportation Credits	-	-	-	-	-	-	-	-
(928,213)	(839,156)	(733,726)	9205	Excess Cost Reimbursement	(526,014)	-	(526,014)	(435,257)	-	(80,456)	(515,713)	(10,301)
(121,242)	(156,288)	(192,195)	9206	Pre School Tuition	(249,209)	-	(249,209)	(248,678)	-	(531)	(249,209)	-
(119,873)	(141,162)	(121,752)	9207	Non-Resident Tuition	(28,755)	-	(28,755)	(75,158)	-	(15,575)	(90,733)	61,978
(61,203)	(42,681)	(35,111)	9208	Parks & Rec Portion of Field Maintenance	(72,712)	-	(72,712)	(39,846)	-	(32,866)	(72,712)	-
(30,800)	-	(24,075)	9209	Parking Fees	(24,075)	-	(24,075)	-	-	(24,075)	(24,075)	-
(42,223)	(53,727)	(16,870)	9210	Theater Receipts	(51,025)	-	(51,025)	-	-	(35,250)	(35,250)	(15,775)
-	-	(27,500)	9212	Facility Use Rental	(37,500)	-	(37,500)	-	-	(37,500)	(37,500)	-
(14,336)	(50,764)	(13,513)	9215	Medicaid Revenue	(18,060)	-	(18,060)	(3,406)	-	(11,654)	(15,060)	(3,000)
(\$1,533,828)	(\$1,431,311)	(\$1,294,225)		Total Revenue Offset	(\$1,123,771)	\$ -	(\$1,123,771)	(\$860,544)	\$8,740	(\$304,869)	(\$1,156,673)	\$32,902
								76.6%	-0.8%	27.1%	102.9%	-2.9%
\$ 55,356,008	\$ 57,387,390	\$ 59,105,820		GRAND TOTAL	\$ 61,098,689	\$ -	\$ 61,098,689	\$ 47,749,353	\$ 13,369,604	\$ (39,360)	\$ 61,079,596	\$ 19,095
								78.15%	21.88%	-0.06%	99.97%	0.03%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/1/26

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of FY27 Pre School Tuition Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for PreK for FY27. We are recommending approval of the rates.



May 15, 2026

TO: Weston Board of Education
FROM: Phillip Cross, Chief Finance and Operations Officer
SUBJECT: Recommended 2026-27 Pre-School Tuition Rates

The full rates for our integrated pre-school are established by the Pupil Services Department in collaboration with the Business Office. Periodically, we compare our tuition rates with our DRG A counterparts and local private pre-schools to ensure that our tuition remains competitive. Since this comparison was just made two years ago, it is our recommendation that the FY27 Pre-K tuition for Weston residents' children without special needs be increased by \$1,000. This will increase the tuition rate to \$9,277 for FY27. Per Federal mandate, Weston residents with special needs are admitted to the program tuition free.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/1/26

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the FY27 Tuition Rates for Non-Residents

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for non-residents for FY27. We are recommending approval of the rates.



May 15, 2026

TO: Weston Board of Education

FROM: Phillip Cross, Chief Finance and Operations Officer

SUBJECT: FY26/27 Non-Resident Tuition Rates

Each year we increase the District's Non-Resident Tuition Rates by that year's approved budget increase. We are recommending that the FY26/27 tuition rate for non-resident students be increased by 3.07%.

WESTON PUBLIC SCHOOLS
FY26/27 NON-RESIDENT TUITION RATES

Description	FY26-27 Recommended		FY26 Rates	
<u>ELEMENTARY GRADES K-5</u>	<u>Total</u>	<u>Semester</u>		<u>Semester</u>
KINDERGARTEN	\$22,831.78	\$11,415.89	\$22,151.72	\$11,075.86
REGULAR	\$22,831.78	\$11,415.89	\$22,151.72	\$11,075.86
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>MIDDLE SCHOOL GRADES 6-8</u>				
REGULAR	\$23,005.43	\$11,502.72	\$22,320.20	\$11,160.10
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>HIGH SCHOOL GRADES 9-12</u>				
REGULAR	\$24,763.81	\$12,381.91	\$24,026.21	\$12,013.11
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>CERTIFIED STAFF NON-RESIDENT PUPILS</u>				
<u>ELEMENTARY GRADES K-5</u>	<u>Total</u>	<u>Semester</u>	<u>Total</u>	<u>Semester</u>
KINDERGARTEN	\$5,707.95	\$2,853.98	\$5,537.94	\$2,768.97
REGULAR	\$5,707.95	\$2,853.98	\$5,537.94	\$2,768.97
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>MIDDLE SCHOOL GRADES 6-8</u>				
REGULAR	\$5,751.36	\$2,875.68	\$5,580.05	\$2,790.03
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>HIGH SCHOOL GRADES 9-12</u>				
REGULAR	\$6,190.95	\$3,095.48	\$6,006.55	\$3,003.28
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	

Rates are increased annually by the approved budget percentage increase. The approved FY 27 budget increase is 3.07%

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

Weston Board of Education Policy 5118

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/1/26

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of FY27 Building/Facility Use Hourly Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed utility and facility rental rates for FY27. We are recommending approval of the rates.



May 15, 2026

TO: Weston Board of Education

FROM: Phillip Cross, Chief Finance and Operations Officer

SUBJECT: FY26/27 Building/Facility Use – Hourly Rates

We are recommending that the FY26/27 utility and user fees be increased by the FY27 budget increase of 3.07%.

WESTON PUBLIC SCHOOLS
FY 26-27 BUILDING/FACILITY USE – HOURLY RATES

Building	Capacity	Group I School/Town	Group II Community		Group III Private		Energy Rates	
			2026-2027	2025-2026	2026-2027	2025-2026	2026-2027	2025-2026
Hourly Building Rental Fees								
High School								
Auditorium & Stage	602 seated	No Fee	\$84.37	\$81.86	\$168.77	\$163.74	\$21.53	\$20.89
Gymnasium	577 seated, 1,320 standing	No Fee	\$96.79	\$93.91	\$194.82	\$189.02	\$21.53	\$20.89
New Gymnasium	1,100 seated, 1,603 standing	No Fee	\$96.79	\$93.91	\$191.10	\$185.41	\$21.53	\$20.89
Cafeteria/Kitchen	250 seated, 600 standing	No Fee	\$84.37	\$81.86	\$168.77	\$163.74	\$21.53	\$20.89
Middle School								
New Gymnasium	360 seated, 770 standing	No Fee	\$96.79	\$93.91	\$194.82	\$189.02	\$21.53	\$20.89
Old Gymnasium	360 seated, 780 standing	No Fee	\$96.79	\$93.91	\$194.82	\$189.02	\$21.53	\$20.89
Cafeteria Kitchen	236 seated, 507 standing	No Fee	\$84.37	\$81.86	\$168.77	\$163.74	\$21.53	\$20.89
Library		No Fee	\$84.37	\$81.86	\$168.77	\$163.74	\$21.53	\$20.89
Intermediate School								
Gymnasium	398 (no bleachers)	No Fee	\$96.79	\$93.91	\$194.82	\$189.02	\$21.53	\$20.89
Cafetorium/Kitchen	626/stage 63	No Fee	\$84.37	\$81.86	\$168.77	\$163.74	\$21.53	\$20.89
Elementary School								
Gymnasium	300	No Fee	\$50.67	\$49.16	\$99.27	\$96.31	\$21.53	\$20.89
South House All Purpose	100 seated, 225 standing	No Fee	\$45.17	\$43.82	\$86.87	\$84.28	\$21.53	\$20.89
South Cafeteria/Kitchen	112 seated, 240 standing	No Fee	\$42.96	\$41.68	\$86.87	\$84.28	\$21.53	\$20.89
East Cafeteria/Kitchen	99 seated, 212 standing	No Fee	\$45.17	\$43.82	\$86.87	\$84.28	\$21.53	\$20.89
Classrooms								
All Buildings	25	No Fee	\$45.20	\$43.85	\$86.87	\$84.28	\$14.34	\$13.91
Fields								
*Turf I		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*Turf II		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*All Other Fields		No Fee	N/A	N/A	N/A	N/A	N/A	N/A

Rate increase based on the approved FY27 budget increase of 3.07%.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/1/26

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Discussion and Approval of the Educational Specifications for the HES North House HVAC Project

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

We are recommending approval of the educational specifications for the HES North House HVAC Project.



June 1, 2026

TO: Weston Board of Education

FROM: Phillip Cross, Chief Finance and Operations Officer

SUBJECT: Educational Specifications for the HES North House HVAC Project

An application will be submitted to the Office of Grants Administration (OGA) for a Non-Priority School Construction grant for the North House HVAC Improvement Project. Submission of the application is contingent upon approval of bond issuance and required OGA motion language by the Board of Selectman. In addition, the application requires Board of Education approval for the accompanying Education Specifications (Ed. Specs).

On October 20, 2025, Landmark Facilities Group, Inc. presented the findings of the North House conditions assessment, along with several potential HVAC improvement options. Landmark recommended option 3: A Dedicated Outside Air System (DOAS) coupled with Variable Refrigerant Flow (VRF) heat pumps.

The VRF system will provide cooling and backup heating throughout the North House wing. The area will also be fed by two DOAS (dedicated outside air system) units. The DOAS ensures that the building receives the correct amount of fresh air to meet ventilation standards. In addition, the gymnasium will be served by a separate VRF system.

Working collaboratively with Colliers, the accompanying Ed Specs were developed based on Landmark's recommendation.

Option 3: Dedicated Outside Air System coupled with Variable Refrigerant Flow (VRF) heat pumps

i. Description:

By using a DOAS, it allows the VRF heat pumps to focus on space temperature control, while the DOAS ensures that the building receives the correct amount of fresh air to meet ventilation standards.

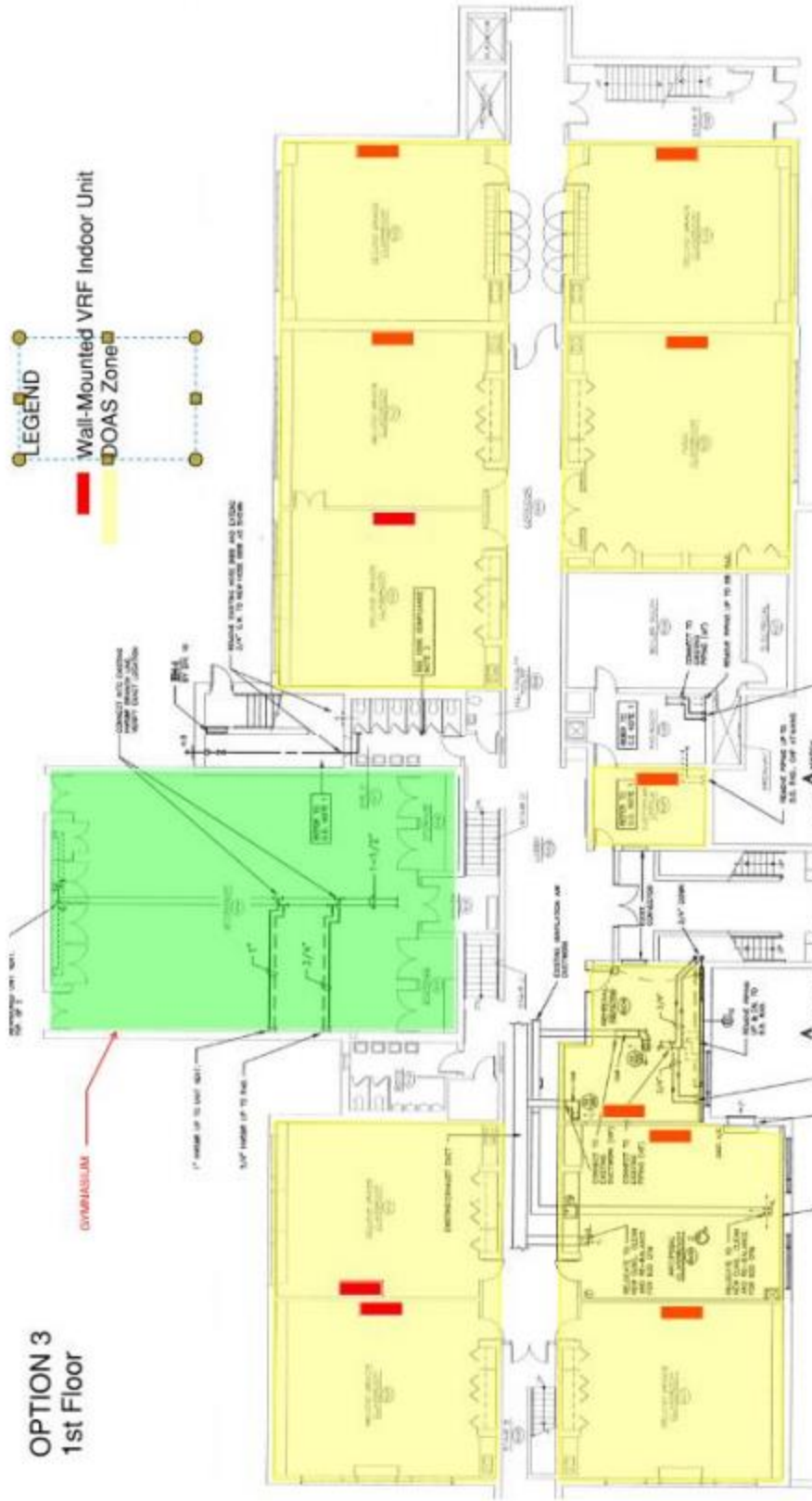
ii. Proposed Program (See Option 3 Diagrams)

1. Remove the existing classroom ventilators and patch the opening on the exterior wall.
2. Retain the perimeter baseboard heaters.
3. Remove the existing classroom exhaust ducts
4. Remove the non-classroom HV ductwork above the 1st floor and 2nd floor ceilings.

[illegible]

LEGEND

- Wall-Mounted VRF Indoor Unit
- DOAS Zone



Wall-Mounted VRF Indoor Unit
DOAS Zone

5. Install a DOAS unit on the roof.
6. Run new ductwork to provide conditioned outside air to each classroom and office.
7. Run new ductwork to return air to the roof to be recirculated or exhausted.
8. Install a Heat Recovery Ventilator (HRV) to extract heat from the exhaust and use it to pre-condition outside air going to the DOAS unit.
9. Install ductless, split, VRF system. The VRF system would have one outdoor unit and a wall-mounted indoor unit in each classroom to provide heating and cooling. The outdoor unit would either be on a pad adjacent to the building or on the roof.
10. The existing baseboard would be operated on an outdoor air reset schedule to provide heat under the windows when outside air temperatures dropped.

iii. Pros:

1. The DOAS system ensures each room gets the necessary ventilation.
2. Since the DOAS is only delivering outside air, the ducts are smaller.
3. The VRF heat pump system allows individual temperature control in each classroom and office.
4. The VRF system can exchange heat within the building, so if one area is warm and another area is too cool, the system transfers the heat without requiring heating and cooling to operate simultaneously.

iv. Cons:

1. DOAS unit and VRF Outdoor unit, if on roof, adds significant roof load; bar joist reinforcement may be required
2. New refrigerants require special precautions.

3. If boiler is retained, Gas-fired heat contributes to building carbon footprint
- v. Ventilation and Economizer Considerations:
 1. All systems will need to meet ventilation requirements per ASHRAE 62.1. DOAS ensures proper ventilation is delivered.
 - vi. Structural Impact: Requires careful structural analysis of bar joists - May require supplemental dunnage or roof reinforcement
 - vii. Estimated First Cost: \$35–\$50 per square foot
 - viii. Energy Efficiency: System has highest efficiency
 - ix. Decarbonization/Sustainability: High
 - x. Life Cycle Costs:
 1. Operating Cost: Moderate to High
 2. Maintenance: Low
 3. Expected Life: 15–20 years
 4. Total Cost of Ownership: Moderate

Weston Public Schools



Educational Specifications

For

Upgrades to the Hurlbutt Elementary School North House HVAC System

Erica Forti, Superintendent

Approval by Board of Education: XX/XX/2026

LONG RANGE EDUCATIONAL PLAN:

Weston Public Schools published the 2025-2026 District Improvement Plan that guides the district with the educational goals. The Vision and Mission guided the development of the plan

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

MISSION: 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.

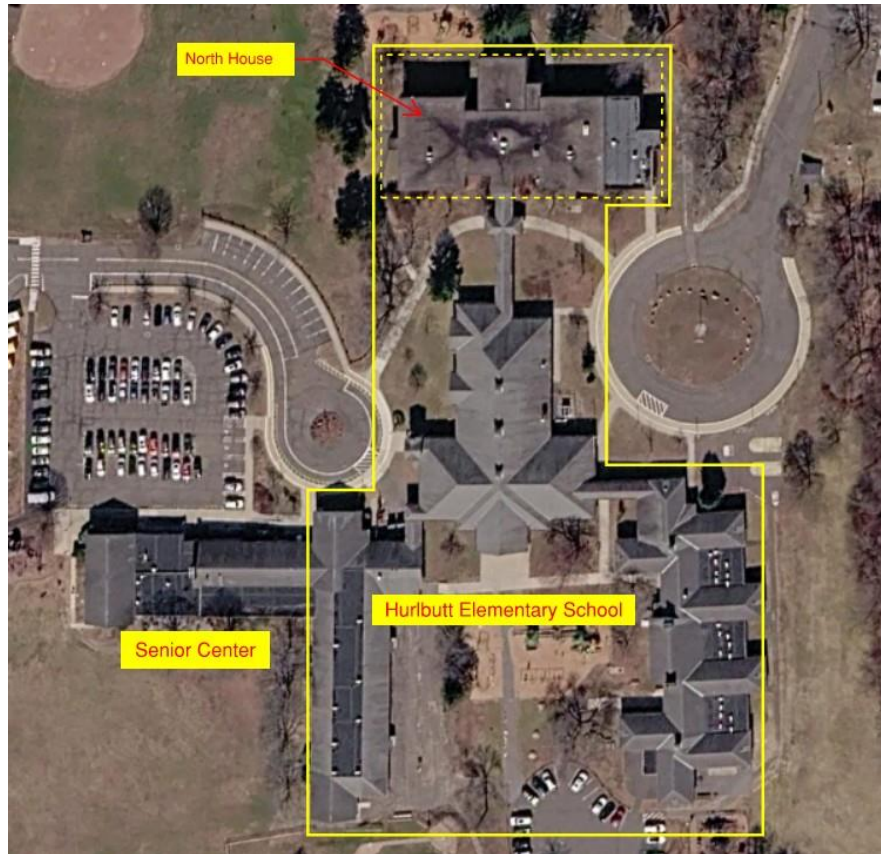
The Weston Public School district is committed to the success of the district mission by:

- Supporting a Pre K-12 program that challenges and inspires students to understand diverse perspectives, to become innovative thinkers, creative problem solvers and empowered learners prepared to thrive in an ever-changing world. These are essential for developing global citizens.
- Maintaining a safe community and inclusive climate that honors the uniqueness of every individual independent of race, skin color, religion, disability, gender identity, sexual orientation or other perceived differences.
- Ensuring that the policies, practices and curricula are designed to be equitable and inclusive.
- Constantly challenging itself to evaluate and refine curricula, policies, practices, setting goals, expecting accountability and allocating the appropriate resources to ensure we embody the vision and mission of the district each and every day.

PROJECT PURPOSE:

On January 28, 2025 the Weston Board of Education approved the FY26 capital improvement plan that includes the upgrades to the heating, ventilation, and air conditioning system of the North House (wing) of the Hurlbutt Elementary School. The project will replace outdated ventilation systems and ad-hoc cooling systems with new systems that will provide filtered and tempered outside air whilst exhausting stale indoor air to provide improved indoor air quality for our students and staff.

The existing building is served by a combination of mechanical systems including air handlers and split system air conditioning units in select rooms that no longer work and are at the end of their useful lives. The existing mechanical systems are controlled by outdated pneumatic controls, stand alone controls and an Allerton building management system.



Hurlbutt Elementary School

The proposed project will install a new VRF (variable refrigerant flow) system providing cooling and backup heating for all spaces in the North House wing. The area will also be fed by two new DOAS (dedicated outside air system) units mounted to the roof. The gymnasium in the wing will be served by a new VRF system as well.

New ductwork will be installed to distribute fresh air from the DOAS units to the classroom and spaces in the wing. The existing Allerton building automation system will be utilized to control the system.

ENROLLMENT DATA:

Enrollment projections were prepared by MP Planning Group in November 2025. Below are the enrollment projections for Hurlbutt Elementary School for the next eight years starting with the 2026-27 academic year.

Hurlbutt E.S.	YEAR							
	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34
Enrollment	443	480	497	523	535	535	524	519

Hurlbutt's enrollment is projected to increase over the next five years, averaging 496 students with a peak of 535 students. Over the next decade, Hurlbutt is projected to average 511 students.

PROJECT SCHEDULE:

The project is anticipated to be bid in late summer or early fall of 2026 with award in the fall so that long-lead material items can be procured in preparation for a summer 2027 installation.