



Board of Education Regular Meeting
Monday, October 20, 2025
7:00 PM
Zoom Webinar

- 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. STUDENT BOARD OF EDUCATION REPRESENTATIVES: Discussion
- IV. APPROVAL OF MINUTES: Discussion and possible action
 - September 15, 2025
 - October 3, 2025
- V. PUBLIC COMMENT
 - A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

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

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

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

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

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

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

Meeting Conduct: Bylaws of the Board #9325 -
<https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=a5f2950-f792-4ecc-bc14-37a3939de003>

- VI. NEW BUSINESS
 - A. Weston Board of Education Policies, Regulations, and Bylaws
 - 1. 1255 Civility: Discuss and possible action
 - 2. 4118.22 Code of Ethics: Discuss and possible action
 - 3. 5141.25 Student Wellness: Discussion and possible action
 - B. 2026-2027 Weston Public Schools District Calendar: Discussion and possible action
 - C. North House HVAC Project: Discussion and possible action
 - D. 2025-2026 District Improvement Plan (DIP): Discussion
- VII. CONSENT AGENDA: Possible action
 - A. Staffing
- VIII. DISTRICT UPDATES
 - A. Superintendent
 - B. Pupil Personnel Services and Special Education
 - C. Finance and Operations
 - 1. September 2025 Financial Report: Discussion and possible action
- IX. COMMITTEE UPDATES
 - A. Connecticut Association of Boards of Education (CABE)
 - B. Cooperative Educational Services (CES)
 - C. Curriculum Committee
 - D. Education Optimization Committee (EOC)
 - E. Finance & Operations Committee
 - F. Negotiations Committee
 - G. Policy Committee
 - H. Safety & Security Committee
 - I. Weston Education Foundation (WEF)
- X. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION
 - A. Board of Education Meeting: November 17, 2025; 7:00 pm; Via Zoom Webinar
- XI. ADJOURNMENT



Weston Board of Education Special Meeting

Friday, October 3, 2025

9:00 AM

Zoom Webinar

Absent: Michael Guido, Chad Hoepfner, **Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Lisa Luft. Present: 5, Absent: 2.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

Erica Forti, Superintendent of Schools; Phillip Cross, Chief Financial and Operations Officer; Juliane Givoni, Director of Human Resources

A quorum was met and the meeting was called to order at 9:02 AM
Move that the Weston Board of Education begin the October 3, 2025 meeting Carried with a motion by Luft, Lisa and a second by Ezzes, Steven.

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

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. CONTRACT RATIFICATION: Possible action

A. Weston Administrators' Association (WAA)

Move that the Weston Board of Education ratify the tentative agreement between the Board and the Weston Administrators' Association (WAA) regarding the collective bargaining agreement between the Board and the WAA covering the period July 1, 2026 to June 30, 2027. Carried with a motion by Luft, Lisa and a second by Gordon, Peter.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,
Peter Gordon: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

B. Weston Teachers' Association (WTA)

Move that the Weston Board of Education ratify the tentative agreement between the Board and the Weston Teachers' Association (WTA) regarding the collective bargaining agreement between the Board and the WAA covering the period July 1, 2026 to June 30, 2029. Carried with a motion by Luft, Lisa and a second by Gordon, Peter.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,
Peter Gordon: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

IV. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

A. Regular Board of Education Meeting: October 20, 2025; 7:00 pm; Via Zoom Webinar

V. ADJOURNMENT

The meeting adjourned at 9:05 AM.

Move that the Weston Board of Education adjourn the October 3, 2025 meeting Carried with a motion by Luft, Lisa and a second by Gordon, Peter.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,
Peter Gordon: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk



Board of Education Regular Meeting

Monday, September 15, 2025

7:00 PM

Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

Present: Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Chad Hoepfner, Lisa Luft. Present: 7. The meeting was called to order at 7:02 PM.

Chad Hoepfner attended this meeting remotely.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

Erica Forti, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Chief Financial and Operations Officer; Tracy Edwards, Assistant Superintendent of Pupil Personnel Services; Juliane Givoni, Director of Human Resources; Daniel DiVito, Director of Digital Learning and Technology; James Wiltsie, Director of Safety & Security; Meghan Conetta, Jason Bluestein, Jennifer D'Amico, Laura Kaddis: Building Principals; Jackson Doyle, Alice Sullivan: Student Board of Education Representatives

The meeting was called to order at 7:02 pm

Move that the Weston Board of Education begin the September 15, 2025 meeting. Unseconded with a motion by Ezzes, Steven.

II. PLEDGE OF ALLEGIANCE

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

III. STUDENT BOARD OF EDUCATION REPRESENTATIVES: Discussion
The Student Board of Education Representatives provided an overview of the opening of school and planned activities.

IV. APPROVAL OF MINUTES: Discussion and possible action

- June 16, 2025
- June 18, 2205
- June 25, 2025
- July 25, 2025

V.

The meeting minutes were approved without objection.

Move that the Weston Board of Education approve minutes from the June 16, 2025, June 18, 2025, June 25, 2025, and July 25, 2025 meetings. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

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

Yea: 7, Nay: 0

VI. PUBLIC COMMENT

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

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

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<https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003>

The following members of the public spoke:

Stephanie Feingold - Pink Cloud Lane

VII. OLD BUSINESS

A. Weston Board of Education Policies, Regulations, and Bylaws (second read)

1. 1250 Visitors and Observations: Discussion and possible action

1250 Visitors and Observations was approved without objection.

Move that the Weston Board of Education approve the revision of 1250 Visitors and Observations Carried with a motion by Felton, David and a second by Ferraro, Sharon.

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

2. 1600 School Security and Safety: Discussion and possible action

1600 School Security and Safety was approved without objection.

Move that the Weston Board of Education approve 1600 School Security and Safety Carried with a motion by Felton, David and a second by Ferraro, Sharon.

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

3. 5131.6 Drug and Alcohol Use by Students: Discussion and possible action

5131.6 Drug and Alcohol Use by Students was approved without objection.

Move that the Weston Board of Education approve the revision of 5131.6 Drug and Alcohol Use by Students Carried with a motion by Felton, David and a second by Ferraro, Sharon.

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

B. Culminating Goals for the 2024-2025 School Year (Part III): Discussion

The presentation provided the Board with a performance synopsis based on the district's academic goals for the 2024-2025 school year in Math Achievement and Growth, ELA Achievement and Growth, and Science Achievement. In addition, a preview of key focus areas for the 2025-2026 school year was given.

VIII. NEW BUSINESS

A. Annual Report - Discuss and possible action

The Annual Report was approved without objection.

Move that the Weston Board of Education approve the annual report as presented Carried with a motion by Felton, David and a second by Luft, Lisa.

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

IX. CONSENT AGENDA: Possible action

All items on the consent agenda were approved without objection.

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

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

A. Staffing

B. Approval of a donation to WHS from the Weston Gun Club
(mascot costume)

C. Acceptance of a donation to WHS from the WHS PTO (Assembly)

D. Approval of overnight Field Trip request to Smugglers' Notch

X. DISTRICT UPDATES

A. Superintendent

Superintendent Forti said how grateful she was to be a part of this community and expressed her gratitude for the warm and supportive welcome.

B. Pupil Personnel Services and Special Education

Students had the opportunity to access a meaningful program during ESY, professional learning sessions at the start of the school year were engaging for staff, and PPS is looking forward to partnering with four new PTO liaisons for the school year.

C. Finance and Operations

1. FY24 Encumbrance: Discuss

2. Non-Lapsing Account: Discuss

3. June 2025 Financial Report: Discuss and possible action
Move that the Weston Board of Education approve the June 2025 Financial Update as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Lisa Luft: Yea
Yea: 7, Nay: 0

XI. COMMITTEE UPDATES

A. ~~Communications Committee~~

B. Connecticut Association of Boards of Education (CABE)

C. Cooperative Educational Services (CES)

D. Curriculum Committee

E. Education Optimization Committee (EOC)

F. Finance & Operations Committee

G. Negotiations Committee

H. Policy Committee

I. Safety & Security Committee

J. Weston Education Foundation (WEF)

XII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

A. Regular BOE Meeting: October 20, 2025; 7:00 pm; Via Zoom
Webinar

XIII. ADJOURNMENT

The meeting adjourned at 8:24 PM

Move that the Weston Board of Education adjourn the September 15, 2025 meeting. Carried with a motion by Felton, David and a second by Gordon, Peter.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,

Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 7, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

School/Community Relations**Civility**

The Weston Board of Education (“the Board”) recognizes that education of children is a process that involves a partnership between a child’s parents/guardians, teachers, school administrators, and other school and Board personnel. In furthering the goal of productive partnership, it is the intent of the Board to promote mutual respect, civility, orderly conduct, and positive communication among students, District employees, parents/guardians, and other members of the public while at school, on school property, at school-sponsored activities, and in connection with the Board’s educational programs and activities.

It is the Board’s policy that harassing, defamatory, obscene, abusive, discriminatory, intimidating, and/or threatening conduct at school, on school property, at school sponsored activities, or in connection with the Board’s educational programs and activities will not be tolerated.

It is not the intent of the Board to deprive any person of his or her right to freedom of expression. The intent of this Policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for students, teachers, administrators, other staff members, parents/guardians, and the public.

Policy Adopted: April 15, 2002

Policy Revised: February 25, 2019

Policy Revised: [DATE]

WESTON PUBLIC SCHOOLS
Weston, Connecticut

School/Community Relations

Civility

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It is the Board’s policy that harassing, defamatory, obscene, abusive, discriminatory, intimidating, and/or threatening conduct at school, on school property, at school sponsored activities, or in connection with the Board’s educational programs and activities will not be tolerated.

In accordance with Policy #1255, these administrative regulations describe the Board’s and the Administration’s expectations for civility and outline consequences for failure to adhere to such expectations.

I. CONDUCT

1. Expected Level of Behavior:

- a. School and District personnel will treat colleagues, parents/guardians, students, and other members of the public with courtesy and respect.
- b. Parents and other visitors to school District facilities and school-sponsored activities will treat teachers, students, school administrators, and other District personnel with courtesy and respect.

2. Unacceptable/Disruptive Behavior:

- a. Unacceptable/disruptive behavior includes, but is not necessarily limited to:

- I. Behavior which interferes with or threatens to interfere with the educational process, the operation of a classroom, an employee’s office or office area, areas of a school or facility open to the general public, an activity occurring anywhere on District property, or the work of a District employee. Such conduct includes, but is not limited to:
 - i. Using loud and/or offensive language, profane/obscene language, intimidating language, or display of temper;
 - ii. Threats of any type, including threatening to do bodily harm (or causing bodily harm) to a District employee, Board member, parent/guardian, student, or other individual if that individual is on District property or participating in a school-sponsored activity, regardless of whether or not

- the behavior constitutes or may constitute a criminal violation;
- iii. Engaging in physically aggressive or intimidating behavior, including, but not limited to: invading personal space, standing over another person in a threatening manner, blocking doorways, hallways, or exits to impede movement, or any other physical conduct intended to intimidate, coerce, or create fear;
- iv. Damaging or destroying District property;
- v. Sending abusive, threatening, or obscene emails, texts, voice mail messages, or other communications;
- vi. Repeated use of emails, voicemails, or other communications intended to harass the recipient; or
- vii. Any other behavior that disrupts the work of a District employee or the orderly operation of a school, a school classroom, any other Board facility or other school-sponsored activity.

II. RECOURSE

1. Parent/Guardian/Visitor Recourse:

Any parent/guardian or visitor who believes they have been subject to unacceptable/disruptive behavior on the part of a staff member should bring such behavior to the attention of the staff member's immediate supervisor and/or appropriate school administrator. The Administration will review any such reports in a timely manner and take appropriate action if the Administration determines that a violation of Board Policy #1255 and these regulations has occurred.

2. Employee Recourse:

Any District employee who believes they have been subject to unacceptable/disruptive behavior by another staff member, a parent/guardian, or a visitor should notify their immediate supervisor and/or an appropriate school administrator. The Administration will review any such reports in a timely manner and take appropriate action if the Administration determines that a violation of Board Policy #1255 and these regulations has occurred.

3. Student Recourse:

Any student who believes they have been subject to unacceptable/disruptive behavior on the part of a staff member, parent/guardian, or visitor should bring such behavior to the attention of a teacher, school counselor or school administrator. The Administration will review any such reports in a timely manner and take appropriate action if the Administration determines that a violation of Board Policy #1255 and these regulations has occurred.

III. AUTHORITY OF DISTRICT EMPLOYEES TO TERMINATE A MEETING:

1. If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the conduct continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on District property, any employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary.
2. If the employee is threatened with personal harm, the employee may contact law enforcement directly.

IV. AUTHORITY OF DISTRICT EMPLOYEES TO DIRECT PERSONS TO LEAVE DISTRICT PROPERTY:

1. Any individual who: (1) disrupts or threatens to disrupt school or school District operations; (2) threatens to or attempts to do or does physical harm to Board personnel, students, or others lawfully on District property; (3) threatens the health or safety of students, Board personnel, or others lawfully on District property; (4) intentionally causes damage to Board property, or property of others lawfully on District property; (5) uses loud or offensive language; or (6) who without authorization comes on District property may be directed to leave District property by a school's principal or assistant principal (or in their absence a person who is lawfully in charge of the school), or a District level administrator. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary.
2. If an employee is threatened with personal harm, the employee may contact law enforcement directly.

V. AUTHORITY OF DISTRICT EMPLOYEES TO DECLINE TO RESPOND:

1. If any District employee receives an email, voice mail message, or other electronic communication which is abusive, threatening, or obscene, the employee is not obligated to respond to the communication or return the telephone call. The Superintendent's office will create a standard response that may be used in such situations. The employee may save the message and contact a school administrator.
2. If the employee is threatened with personal harm, the employee may contact law enforcement directly.

Regulation Approved: [DATE]

WESTON PUBLIC SCHOOLS
Weston, Connecticut

School/Community Relations

Civility ~~Policy~~

Preamble

The Weston Board of Education (“the Board”) recognizes that education of children is a process that involves a partnership between a child’s parents/guardians, teachers, school administrators, and other school and Board personnel. In furthering the goal of productive partnership, The Board recognizes that parental/guardian participation

~~in their child’s educational process through parent/guardian/teacher conferences, scheduled classroom visitation, serving as a school volunteer, serving as a field trip chaperone, PTO participation, and other such service is critical to a child’s educational success. For that reason, the Board welcomes and encourages parental participation in the life of their child’s school and the District as a whole.~~_i

It is the intent of the Board to promote mutual respect, civility, ~~and~~ orderly conduct, and positive communication among students, District employees, ~~students~~, parents/guardians, and other members of the public while at school, on school property, at school-sponsored activities, and in connection with the Board’s educational programs and activities.

It is the Board’s policy that harassing, defamatory, obscene, abusive, discriminatory, intimidating, and/or threatening conduct at school, on school property, at school sponsored activities, or in connection with the Board’s educational programs and activities will not be tolerated.

It is not the intent of the Board to ~~deprive any person of his or her right to freedom of expression. The intent of this Policy is to~~ maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for students, ~~teachers, students~~, administrators, other staff members, parents/guardians, ~~and other members of the community and the public. In the interest of presenting teachers and other District employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions.~~

Policy Adopted: April 15, 2002

Policy Revised: February 25, 2019

Policy Revised: [DATE]

WESTON PUBLIC SCHOOLS
Weston, Connecticut

~~However, from time to time parents/guardians, visitors to the District, and District employees act in a manner that disrupts the educational process, the work of District employees, or school activities. This type of conduct can be threatening and/or intimidating to students, District employees, parents/guardians, and visitors.~~

~~The purpose of this policy is to provide rules of conduct for parents, other visitors to schools, and District employees which encourage civil communication between parents, other persons, and District employees, and to empower the Board to identify and address those behaviors which are inappropriate and disruptive to the operation of a school or other District facility.~~

~~I. CONDUCT~~

~~1. Expected Level of Behavior:~~

~~a. District employees will treat colleagues, parents/guardians, students, and other members of the public with courtesy and respect.~~

~~b. Parents and other visitors to schools and school District facilities will treat teachers, students, school administrators, and other District employees with courtesy and respect.~~

~~4~~

~~2. Unacceptable/Disruptive Behavior:~~

~~a. Disruptive behavior includes, but is not necessarily limited to:~~

~~1. Behavior which interferes with or threatens to interfere with the educational process, the operation of a classroom, an employee's office or office area, an activity occurring anywhere on District property, or the work of a District employee. Such conduct includes, but is not limited to:~~

~~i. Using loud and/or offensive language, profane/obscene language, intimidating language, or display of temper;~~

~~ii. Threatening to do bodily harm (or causing bodily harm) to a District employee, Board member, a parent/guardian, student, or other individual if that individual is on District property or participating in a school~~

~~activity, regardless of whether or not the behavior constitutes or may constitute a criminal violation;~~

~~iii. Damaging or destroying District property;~~

~~iv. Any other behavior that disrupts the work of a District employee or the orderly operation of a school, a school classroom, any other Board of~~

~~Education facility, or other activity on District property;~~

~~v. Abusive, threatening, or obscene emails, texts, voice mail messages, or other communications; or~~

~~vi. The repeated use of emails, voicemails, or other communications intending to harass the recipient will be considered~~

~~unacceptable/disruptive behavior under this Policy.~~

~~II. RECOURSE~~

~~1. Parent/Guardian/Visitor Recourse:~~

~~Any parent/guardian or visitor who believes he/she was subject to~~

~~unacceptable/disruptive behavior on the part of a staff member should bring such behavior to the attention of the staff member's immediate supervisor, appropriate school administrator, and/or the Superintendent of Schools.~~

~~2. Employee Recourse:~~

~~Any District employee who believes he/she was subject to unacceptable/disruptive behavior by another staff member, parent/guardian, or visitor should notify his/her immediate supervisor, appropriate school administrator, and/or the Superintendent of Schools.~~

~~2~~

~~If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the conduct continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on District property, any employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary. If the employee is threatened with personal harm, the employee may contact law enforcement directly.~~

~~3. Student Recourse:~~

~~Any student who believes he/she was subject to unacceptable/disruptive behavior on the part of a staff member, parent/guardian, or visitor should bring such behavior to the attention of a teacher, guidance counselor or school administrator.~~

~~III. AUTHORITY OF DISTRICT EMPLOYEES:~~

~~1. Any individual who: (1) disrupts or threatens to disrupt school or school District operations; (2) threatens to or attempts to do or does physical harm to school board personnel, students, or others lawfully on District property; (3) threatens the health or safety of students, Board personnel, or others lawfully on District property; (4) intentionally causes damage to Board property, or property of others lawfully on District property; (5) uses loud or offensive language; or (6) who without authorization comes on District property may be directed to leave District property by a school's principal or assistant principal (or in their absence a person who is lawfully in charge of the school), or a District level administrator. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary by law enforcement.~~

~~2. If an employee is threatened with personal harm, the employee may contact law~~

~~enforcement directly.~~

~~IV. ABUSIVE, THREATENING, OR OBSCENE ELECTRONIC COMMUNICATIONS
AND VOICE MAIL~~

~~If any District employee receives an email, voice mail message, other electronic
communication which is abusive, threatening, or obscene, the employee is not obligated to
respond to the communication or return the telephone call. The employee may save the~~

~~3~~

~~message and contact a school administrator or the Superintendent of Schools. If the message
threatens personal harm, the employee may contact law enforcement directly.~~

~~Policy Adopted: April 15, 2002~~

~~Policy Revised: February 25, 2019~~

~~WESTON PUBLIC SCHOOLS~~

~~Weston, Connecticut~~

~~4~~

School/Community Relations

Civility

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In accordance with Policy #1255, these administrative regulations describe the Board’s and the Administration’s expectations for civility and outline consequences for failure to adhere to such expectations.

I. CONDUCT

1. Expected Level of Behavior:

~~a.~~ ~~a.~~ ~~School and District employees~~ ~~personnel~~ will treat colleagues, parents/guardians, students, and other -members of the public with courtesy and respect.

~~a.~~

~~b.~~ Parents and other visitors to ~~schools and school~~ District facilities ~~and school-sponsored activities~~ will treat teachers, -students, school administrators, and other District ~~employees~~ ~~personnel~~ with courtesy and -respect.

~~b.~~

~~±~~

2. Unacceptable/Disruptive Behavior:

~~a.~~ ~~a.~~ ~~Unacceptable/d~~Disruptive behavior includes, but is not necessarily limited to:

I. ~~±~~ Behavior which interferes with or threatens to interfere with the educational process, the operation of a classroom, an employee’s office or office area, ~~areas of a school or facility open to the general public,~~ an -activity occurring anywhere on District property, or the work of a District employee. Such conduct includes, but is not limited to:

i. ~~±~~ Using loud and/or offensive language, profane/obscene

language, ~~intimidating language, or display of temper;~~

~~ii. Threats of any type, including threatening to do bodily harm (or causing bodily harm) to a District employee, Board member, a parent/guardian, student, or other individual -if that individual is on District property or participating in a school-sponsored~~

~~activity, regardless of whether or not the behavior constitutes or may~~

ii. constitute a criminal violation;

iii. Engaging in physically aggressive or intimidating behavior, including, but not limited to: invading personal space, standing over another person in a threatening manner, blocking doorways, hallways, or exits to impede movement, or any other physical conduct intended to intimidate, coerce, or create fear;

iv. ~~iii.~~ Damaging or destroying District property;

~~iv. Any other behavior that disrupts the work of a District employee or the orderly operation of a school, a school classroom, any other Board of~~

~~Education facility; or other activity on District property;~~

v. ~~v.~~ Sending a Abusive, threatening, or obscene emails, texts, voice mail messages, or -other communications; ~~or~~

~~i. vi. The repeated Repeated use of emails, voicemails, or other communications intendeding to harass the recipient; or will be considered~~

vi. ~~vi.~~

vii. Any other behavior that disrupts the work of a District employee or the orderly operation of a school, a school classroom, any other Board facility or other school-sponsored activity.

unacceptable/disruptive behavior under this Policy.

II. RECOURSE

1. Parent/Guardian/Visitor Recourse:

Any parent/guardian or visitor who believes ~~he/she was~~ they have been subject to unacceptable/disruptive behavior on the part of a staff member should bring such behavior to the attention of the staff member's immediate supervisor ~~and/or ;~~ appropriate -school administrator, ~~and/or the Superintendent of Schools.~~ The Administration will review any such reports in a timely manner and take appropriate action if the Administration determines that a violation of Board Policy #1255 and these regulations has occurred.

2. ~~2.~~ Employee Recourse:

Any District employee who believes ~~he/she was~~ they have been subject to

unacceptable/disruptive- behavior by another staff member, a parent/guardian, or a visitor should notify his/her/their immediate supervisor and/or an, appropriate school administrator, and/or the Superintendent of Schools. The Administration will review any such reports in a timely manner and take appropriate action if the Administration determines that a violation of Board Policy #1255 and these regulations has occurred.

2

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the conduct continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on District property, any employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary. If the employee is threatened with personal harm, the employee may contact law enforcement directly.

3. 3- Student Recourse:

Any student -who -believes he/she was/they have been subject to unacceptable/disruptive behavior on -the part of a staff member, parent/guardian, or visitor should bring such behavior to -the attention of a teacher, guidance school counselor or school administrator. The Administration will review any such reports in a timely manner and take appropriate action if the Administration determines that a violation of Board Policy #1255 and these regulations has occurred.

III. ~~III.~~ AUTHORITY OF DISTRICT EMPLOYEES TO TERMINATE A MEETING:

1. If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the conduct continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on District property, any employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary.
2. If the employee is threatened with personal harm, the employee may contact law

enforcement directly.

IV. AUTHORITY OF DISTRICT EMPLOYEES TO DIRECT PERSONS TO LEAVE DISTRICT PROPOERTY:

~~1.~~ 1. Any individual who: (1) disrupts or threatens to disrupt school or school District operations; (2) threatens to or attempts to do or does physical harm to school board Board personnel, students, or others lawfully on District property; (3) threatens the health or safety of students, Board personnel, or others lawfully on District property; (4) intentionally causes damage to Board property, or property of others lawfully on -District property; (5) uses loud or offensive language; or (6) who without -authorization comes on District property may be directed to leave District property by -a school's principal or assistant principal (or in their absence a person who is lawfully -in charge of the school), or a District level administrator. If the person refuses to -leave the premises as directed, the administrator or other authorized personnel shall -seek the assistance of law enforcement and request that law enforcement take such -action as is deemed necessary by law enforcement.

1.

2. 2. If an employee is threatened with personal harm, the employee may contact law enforcement directly.

~~IV. IV. ABUSIVE, THREATENING, OR OBSCENE ELECTRONIC COMMUNICATIONS AND VOICE MAIL~~ AUTHORITY OF DISTRICT EMPLOYEES TO DECLINE TO RESPOND:

V.

—If any District employee receives an email, voice mail message, or other electronic communication which is abusive, threatening, or obscene, the employee is not obligated to respond to the communication or return the telephone call. The Superintendent's office will create a standard response that may be used in such situations. The employee may save the

3

1. message and contact a school administrator or the Superintendent of Schools.

2. If the message threatens employee is threatened with personal harm, the employee may contact law enforcement directly.

Policy Adopted: April 15, 2002

Policy Revised: February 25, 2019

Regulation Approved: [DATE]

WESTON PUBLIC SCHOOLS

Weston, Connecticut

4

Certified/Non-Certified Staff

Code of Ethics and Professional Responsibility for Personnel

The Weston Board of Education (the "Board") requires all Board employees to follow any applicable Board policy concerning employee conduct, maintain high ethical and professional standards, and exhibit professional conduct and responsibility.

All employees of the Board shall comply with the following standards:

1. Maintain a just and courteous professional relationship with students, parents, staff members, Board members, and others.
2. Make the well-being of students the fundamental value of all decision-making and actions.
3. Fulfill professional responsibilities with honesty and integrity.
4. Support the principle of due process and protect the civil and human rights of all individuals.
5. Obey local, state, and national laws.
6. Adhere to, implement, and (as applicable) enforce the Board's policies and administrative rules and regulations.
7. Avoid using positions for personal gain through political, social, religious, economic, or other influence.
8. Accept academic degrees or professional certification only from duly accredited institutions.
9. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
10. Honor all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract.
11. Refrain from engaging or participating in any activity and/or conduct, whether on duty or off duty, that is incompatible with the proper discharge of the employee's official duties, that would tend to impair the employee's independent judgment or action in the performance of the employee's professional duties, and/or that would erode the public's trust in the employee's ability to fulfill their professional duties.
12. Exhibit candor with supervisors and report to a supervisor any arrest or conviction of the employee that could erode the public's trust in the employee's ability to fulfill their professional duties.

13. Refrain from soliciting, accepting, or receiving, directly or indirectly, from any person, by rebate, gifts, or otherwise, any money, or anything of value whatsoever, or any promise, obligation, or contract for future reward or compensation in exchange for the performance of his/her duties as a Board employee. It is recognized that instructional personnel may receive unsolicited gifts from time to time from students and their families, typically associated with holidays, the end of the year, or other special occasions. This policy is not intended to prevent school personnel from accepting typical and customary gifts from students and their families in such circumstances.

14. Refrain from offering or providing any special consideration, treatment, favor, or advantage to any person, beyond that which is generally available to students and their families.

In addition:

15. Teachers must adhere to the Connecticut Code of Professional Responsibility for Teachers (Regulations of Connecticut State Agencies Section 10-145d-400a), which Code is incorporated herein by reference.

16. Administrators must adhere to the Connecticut Code of Professional Responsibility for School Administrators (Regulations of Connecticut State Agencies Section 10-145d-400b), which Code is incorporated herein by reference.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

cf. [1255](#), Civility

cf. [4118.11/4218.11](#), Non-Discrimination

Legal References:

Regulations of Connecticut State Agencies, § 10-145d-400a Code of Professional Responsibility for Teachers; Connecticut Code of Professional

Regulations of Connecticut State Agencies, § 10-145d-400b, Code of Professional Responsibility for School Administrators

Policy adopted: [DATE]



**Series 5141.25
Students**

POLICY REGARDING WELLNESS

It is the policy of the Weston Board of Education (the “Board”) to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Committee on Wellness (“Advisory Committee”) to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines to promote lifelong wellness practices among district students. This Advisory Committee has representatives from each school building and includes parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), physical education teachers, school health professionals, and school administrators. The Advisory Committee will be involved in the development and implementation of the policy and periodic updating of the policy.

The Board is committed to the optimal development of every student through the promotion of student wellness through nutrition, physical activity, and a supportive learning environment. This policy aims to meet or exceed the Connecticut Department of Education’s guidelines for school wellness, physical education, and nutrition.

I. GOALS AND GUIDELINES

The Board, following consultation with the Wellness Committee, seeks to implement the Whole School, Whole Community, Whole Child (WSCC) framework to promote student wellness. This framework includes the following key components:

- Physical Activity & Health Education
- Social Emotional & Behavioral Supports
- Community & Family Engagement
- Nutrition Services
- Safe Environment
- Employee Wellness
- Health Services

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the Assistant Superintendent to be responsible for the implementation and oversight of the school district's wellness program. The Assistant Superintendent will be responsible for ensuring that all of the components related to the goals and guidelines of this policy are met.

B. Measurement

Pursuant to this policy, the Wellness Advisory Committee will meet annually, or as needed, to evaluate the progress made in attaining the goals of this wellness policy and will provide the basis for appropriate updates or modifications to the wellness policy. Appropriate documentation will be maintained by the Wellness Advisory Committee.

C. Informing and Updating the Public

The Wellness Committee will inform and update the public (including parents, students, and others in the community) about the content and implementation of its wellness policy on the district website and at Board of Education meetings when applicable.

Legal References:

Connecticut General Statutes:

- § 10-215d Regulations re nutrition standard for school breakfasts and lunches.
- § 10-215f Certification that food meets nutrition standards.
- § 10-221o Lunch periods. Recess.
- § 10-221p Boards to make available for purchase nutritious and low-fat foods.
- § 10-221q Sale of beverages.

Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

- 7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.
- 7 C.F.R. § 210.11 Competitive food service and standards.
- 7 C.F.R. § 210.31 Local school wellness policy.
- 7 C.F.R. § 220.8 Meal requirements for breakfasts.

ADOPTED: _____
REVISED: _____

11/9/2021

R5141.25
Student Wellness

Administrative Regulations

The following sets forth the procedures to implement Board of Education Policy 5141.25 concerning the wellness of students in the Weston Public Schools. Student wellness is important and every effort will be made to provide appropriate educational opportunities as well as a healthy environment to assist students in the development of lifelong behaviors that contribute to long-term wellness. The Assistant Superintendent of Schools and Building Administration will monitor the implementation of this regulation and will be advised by the Wellness Committee.

Physical Activity and Other School-Based Activities

- All students will receive physical education instruction in accordance with national and Connecticut’s Physical Education standards.
- In grades K-8, students will have physical education yearly. In grades 9-12, students must complete graduation requirements for physical education.
- Teachers will be encouraged to incorporate physical movement into classroom activities using methods like “brain breaks” and active learning techniques.
- Students will not be denied participation in recess or other physical activities as punishment.
- Schools will ensure students engage in at least 20 minutes of outdoor recess daily at the elementary level. Unstructured play will be utilized when weather or other unforeseen circumstances prevent daily outdoor recess.
- At the high school, the school-sponsored interscholastic athletic programs will continue to encourage high participation rates and will report the percentage of students participating in at least one sport.

Health and Nutrition Education

- **Age and Developmentally Appropriate Practices**
The district recognizes that flexibility may be necessary in implementing wellness practices based on students’ age and developmental level. As such, school personnel may adapt food-related practices to be appropriate for the specific age group or educational setting, while maintaining the intent of wellness goals.
- **Oversight of Food Use**
The school administration retains the right to review and approve any planned use of food during school hours, school-sponsored events, or classroom activities. This includes—but is not limited to—celebrations, fundraisers, curriculum-based activities, and rewards. Requests must be submitted in accordance with school procedures and reviewed for alignment with the wellness policy.

Social Emotional and Behavioral Support

- Removal of recess will not be used as a consequence for classroom behavior for any student per state law.
- Each school will provide comprehensive learning experiences that promote social-emotional well-being.

Community and Family Involvement

- Parents will be encouraged to provide healthy snacks and lunches.
- Community activities will continue to be made available for students in grades K-8 through community agencies.
- The schools will continue to be available to the community for after-school, weekend, and summer activities.

Nutrition Services

- Any displays in cafeterias will promote healthy nutritional choices.
- Meals served will meet or exceed federal and state nutritional guidelines.
- School food services shall encourage the consumption of nutrient-dense foods by providing a variety of fresh fruits, vegetables, grains and dairy products.
- Each cafeteria will provide an atmosphere and food selections that encourage healthy eating.
- Food items that do not meet nutritional guidelines will not be included in fundraisers during school hours.
- Beverages sold at any location accessible to students in the school during school hours will meet all state and federal guidelines.
- The use of non-food items as a means to commemorate an occasion is encouraged.
- Access to free drinking water is available to all students and staff in all buildings.
- Breakfast is available for purchase only at the High School level. Lunch will be available for purchase at all schools.
- Students shall be provided adequate time (minimum of 20 minutes) and space in an appropriate environment to eat lunch.
- Food services information shall be made available to parents on the district website. Food services will provide families with opportunities for input and monitoring of their children's food purchases.
- Information regarding eligibility/application for free/reduced-priced lunch is made available on the district website.
- All school meals are prepared onsite and are managed by a food service management company.

Safe Environment

- Students will be discouraged from sharing food with their peers.
- Education on food allergies will be taught during appropriate health class lessons

- In grades K-5, an opportunity for a healthy snack will be provided as warranted by the scheduled lunch for each class.

Employee Wellness

- Nutrition Education and Employee Wellness opportunities will be offered to all staff throughout the school year.

Health Services

- Communicate with school staff regarding student allergies and activity restrictions.
- Provide support for students with life-threatening food allergies.

LEGAL REFERENCES:

Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004, Pub.L. 108-265 § 204
Child Nutrition Act § 10 (a)-(b) codified at 42 U.S.C. § 1799

Richard B. Russell National School Lunch Act § 9(f)(I) and § 17(a) codified at 42
U.S.C. § 1758(f)(I) and 42 U.S.C. § 1766

Regulation adopted: July 17, 2006

Weston Public Schools
Weston Connecticut

Student Wellness

It is the policy of the Weston Board of Education to promote the health and well being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness (“Advisory Council”) to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education and members of the public.

I. Goals and Guidelines

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Setting an average weekly minimum time for classroom nutrition education.
- Providing a minimum number of hours per year of training to classroom teachers on how to integrate nutrition education into other basic subjects.
- Setting rules for marketing and guidelines for promotion of nutritious foods and health habits outside the classroom.

B. Physical Activity and Other School-Based Activities

- Setting minimum physical education requirements including time, frequency and intensity.
- Giving students and the community after school access to school activity facilities.
- Creating after school activity programs, student health council, and community/family programs that encourage healthy habits.
- Providing school meals at appropriate times in appropriate settings.
- Working with food service providers to assure the marketing of healthy food in ways that increase its appeal.
- Removal from physical activity/recess should not be used as a consequence.

C. Nutritional Guidelines for School Food

- Addressing such issues as nutritional values and portion size.
- Regulating a la carte, vending machine, concession and school store offerings.
- Regulating after school activity, field trip, school event and school store offerings.
- Limiting the use of food as a reward.
- Encouraging the offering of healthy food as a fundraiser.
- Training and certification of food preparation and food service staff.
- Evaluating food and drink contracts.

At a minimum, all reimbursable school meals (i.e. free and reduced lunches) shall meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals.

II. Measuring the Implementation of Wellness Policy

Pursuant to this policy, the Board shall designate at least one (1) individual to be responsible for the oversight of the school district's wellness program. This individual will be responsible for ensuring that the goals and guidelines relating to nutrition education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

LEGAL REFERENCES:

Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, § 204
Child Nutrition Act § 10(a)-(b) codified at 42 U.S.C. § 1799

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at
42 U.S.C. § 1758(f)(1) and 42 U.S.C. § 1766

Policy adopted: May 22, 2006

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students**Wellness****Administrative Regulations**

The following sets forth the procedures to implement Board of Education Policy 5141.25 concerning wellness of students in the Weston Public Schools. The wellness of students is important and every effort will be made to provide appropriate educational opportunities as well as a healthy environment to assist students in the development of lifelong behaviors that contribute to long-term wellness. The Superintendent of Schools and Building Administration will monitor implementation of this regulation and will be advised by the Wellness Council.

Nutrition Education and Promotion

- Nutrition education is and will remain an integral component of the health/physical education curriculum and will be addressed yearly as a part of the curriculum in grades K-12. In grades 6-8, nutrition education is primarily addressed within Family and Consumer Sciences.
- Nutrition education will be incorporated into the study of other cultures that occurs in both the World Languages and Social Studies curriculum and as appropriate in other curricular areas.
- Nurses will promote nutrition through displays and materials available for students and families in each school clinic.
- Nutrition Education and Wellness will be addressed at a minimum of two faculty meetings per year.
- Displays in all cafeterias will promote healthy nutritional choices.

Physical Activity and Other School-Based Activities

- In grades K-5, in addition to physical education twice per week, students will have a daily recess period.
- Removal of recess will not be used as a consequence for classroom behavior for any student.
- In grades 6-12, students will have physical education yearly.
- At the high school, the school-sponsored interscholastic athletic programs will continue to encourage high participation rates and will report the percentage of students participating in at least one sport.
- Students in grades 6-8 will have appropriate intramural opportunities during the school year.
- Community activities will continue to be provided for students in grades K-8 by community agencies such as Parks and Recreation and Youth Services.

- The schools will continue to be available to the community for after school, weekend and summer activities.
- Each cafeteria will provide an atmosphere and food selections that encourage healthy eating.
- In grades K-5, an opportunity for a healthy snack will be provided as warranted by the scheduled lunch for each class.

Nutritional Guidelines for School Food

- The cafeteria program will follow all federal and state nutritional guidelines.
- Food items that do not meet nutritional guidelines will not be included in fundraisers during school hours.
- Food items may not be used as a reward unless specified in an Individual Education Plan.
- Classroom activities involving food must provide students the opportunity to make a healthy food choice. The use of non-food items as a means to commemorate an occasion is encouraged.
- Parents will be encouraged to provide healthy snacks and lunches.
- Students will be discouraged from sharing food with their peers.
- Beverages sold at any location in the school during school hours will meet all state and federal guidelines.

Communication

- Parents and students will be provided information about wellness in the annual legal update sent prior to the start of school.
- An annual “ Wellness” presentation will be made to each PTO.
- A display encouraging wellness will be set up at Back to School Nights at each school.
- Each school newsletter will address wellness in the first newsletter of the year and, at minimum, in two additional newsletters during the year.

Measurement

Pursuant to this policy and direction from the Board, the Superintendent shall designate at least one individual to be responsible for the oversight of the school district’s wellness program.

- Each school shall designate a contact person for the implementation of the wellness policy at each school.
- Records will be maintained regarding cafeteria participation and sales.




LEGAL REFERENCES:

Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004, Pub.L. 108-265§ 204
Child Nutrition Act § 10 (a)-(b) codified at 42 U.S.C. §1799

Richard B. Russell National School Lunch Act§ 9(f)(1) and § 17(a) codified at 42
U.S.C. § 1758(f)(1) and 42 U.S.C. §1766



Regulation adopted:
July 17, 2006

Weston Public Schools
Weston, Connecticut

WESTON PUBLIC SCHOOLS | 2026-2027 DISTRICT CALENDAR (B-2)

Delayed Opening: HES/WIS 9:45 AM
Early Dismissal: HES/WIS 11:45 AM

Delayed Opening: WMS/WHS 10:30 AM
Early Dismissal: WMS/WHS 12:35 PM

03 Independence Day
(District Closed)

JULY '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19/19
01 New Year's Day/Winter Recess
18 Martin Luther King, Jr. Day

24 PD Day
25 PD Day
26 PD Day
27 First Day of School

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15/14
05 Early Dismissal (PD)
15 President's Day
16-19 February Break

07 Labor Day
21 Yom Kippur
28 PD Day

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22/21
12 PD Day
17 K-5 and 9-12 Delayed Opening:
P/T Conferences/POG
18 K-5 and 9-12 Delayed Opening:
P/T Conferences/POG
19 K-5 and 9-12 Early Dismissal:
P/T Conferences/POG
26 Good Friday

09 Early Dismissal (PD)
12 Columbus Day

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

17/17
12-16 April Recess

03 Election Day (PD Day)
04 K-5 Delayed Opening: P/T Conferences
05 K-5 Early Dismissal: P/T Conferences
06 K-5 Early Dismissal: P/T Conferences
25-27 Thanksgiving Recess

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20/20
21 Early Dismissal (PD)
31 Memorial Day

23 Early Dismissal
24-31 Winter Recess
25 Christmas

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12/11
14 Early Dismissal
15 Early Dismissal: Projected Last Day for Students
16 Projected Last Day for Teachers/10-Month Staff
18 Juneteenth, if needed (Observed)

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/20/25

Information Only

Action Requested

Agenda Item Subject: North House HVAC Project Discussion and Possible Action

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a copy of the Condition Assessment and Treatment Recommendation report for the North House HVAC Project from Landmark Facilities Group. We are recommending moving forward with Option 3 and the Gym Split Unit.

Hurlbutt Elementary School
North House HVAC Improvements



CONDITION ASSESSMENT AND TREATMENT RECOMMENDATIONS

Prepared By:
Landmark Facilities Group, Inc.
252 East Avenue
Norwalk, CT 06855
203-866-4626

October 15, 2025

Final

Contents

INTRODUCTION	3
EXISTING CONDITIONS.....	5
Heating System	5
Heating Elements	6
Heating And Ventilation Systems	7
Air Conditioning Systems.....	11
Exhaust Systems	13
Automatic Controls.....	13
ISSUES TO CONSIDER FOR PLANNING PURPOSES	14
SYSTEM OPTIONS.....	15
RECOMMENDATIONS	32

INTRODUCTION

The North House is one of the primary instructional wings of Hurlbutt Elementary School, serving the district’s youngest learners in Weston, Connecticut. Constructed in the mid-20th century and expanded in the early 1990s with a four-classroom addition, the building is a two-story brick masonry structure with a partial basement below the classroom addition and a double height gymnasium. Like the other “house” wings that form the Hurlbutt campus, it was designed to function as a self-contained learning environment connected to the school’s core facilities.

Despite its solid structural condition, much of the mechanical and environmental infrastructure of North House is original or decades old, including piping, finned-tube radiators, and unit ventilators dating back more than fifty years. Classrooms in this wing frequently experience uneven heating, limited cooling, and humidity control challenges. Temporary measures, such as portable air-conditioning units, have been used to maintain comfort, but these are not reliable or energy-efficient.

The age of the HVAC systems, rising maintenance costs, and growing concerns about indoor air quality and climate resiliency have made North House a priority in the district’s capital improvement planning. Current proposals call for replacing the outdated heating distribution systems, installing modern split-system air conditioning, and improving ventilation and controls to provide a safe, healthy, and energy-efficient learning environment for students and staff.

Since the original building and the classroom addition have different types of systems, they are differentiated in the report by building section as shown in the following diagram.

EXISTING CONDITIONS

Heating System

The North House is heated with a hot water heating system consisting of boilers, pumps, a piping network throughout the building and heating elements.

There are two Smith Series 28 cast-iron sectional boilers in the boiler room.



Figure 2. Boilers

The boilers have dual fuel burners designed to fire on either natural gas or #2 fuel oil. According to the facilities staff, the boilers run exclusively on natural gas. Each boiler has a rated capacity of about 1,000 MBH.

There are two primary Hot Water pumps to circulate water through the boilers and two secondary pumps to circulate water to the various heating elements throughout the building.

It was reported the boilers were replaced in 2011. The boilers and pumps appear to be in good condition.

Heating Elements

There are several styles of heating elements in the building including fin-tube radiators, cabinet unit heaters, and coils in air handlers. Different areas of the building have different heaters as follows:

Original Building Classrooms

The original building classrooms are equipped with unit ventilators and fin-tube radiators under the classroom windows.

Each classroom unit ventilator has a heating coil to temper outside air being drawn in by the unit. The fin-tube radiators provided heat to offset the losses through the windows.

Original Building Bathrooms, Hallways & Vestibules

The Bathrooms, Hallways & Vestibules in the original building are equipped with hot water convectors.

Original Building Gymnasium

The gymnasium is heated by a combination of cabinet heaters and heating coils in the air supply system. There are two cabinet heaters on south wall of the gym.



Figure 3. Gym cabinet heaters

Original Building Offices

The non-classroom rooms on the first floor are heated by fin-tube radiators under the windows.

Classroom Addition

The four classrooms in the new addition are heated by a combination of ceiling radiant panels and heating coils in the air supply system.

Heating And Ventilation Systems

There is a variety of Heating and Ventilation (HV) systems serving the building. An HV system works by generating conditioned air in an air handler (either local to the room or a central unit) and distributing it to classrooms and common areas. In addition to recirculating return air from occupied spaces, the system is designed to draw in outside air through a dedicated intake, ensuring a steady supply of outside air for ventilation. This outside air is mixed with return air, filtered, and heated before being delivered through supply ducts, while stale air is exhausted from the building.

Original Building Classrooms

The original building classrooms are equipped with unit ventilators and fin-tube radiators under the classroom windows.

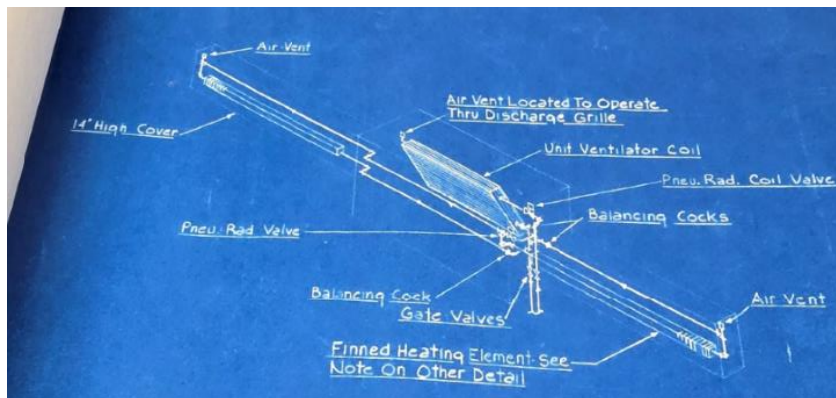


Figure 4. Coil in classroom Unit Ventilator and Fin-Tube Radiators

The unit ventilator draws in outside air through a louver behind the unit and has a heating coil to temper outside being drawn in by the unit.

There is a central exhaust system that exhausts air from each classroom into a common exhaust system that is ducted to an exhaust fan on the roof.

Original Building Offices

The non-classroom rooms were originally designed with a heating and ventilation (HV) unit located in the mechanical room next to the boiler room. The HV unit drew in outside air from the areaway to the south and had a heating coil that tempered the air for distribution to the non-classroom spaces. The HV unit is not functional.

These rooms were connected to the same central exhaust system as the classrooms.



Figure 5. Non-classroom HV unit missing fan sheave

Original Building Gymnasium

The gym was originally designed with a heating and ventilation (HV) unit located in the mechanical room next to the boiler room. The HV unit draws in outside air from the areaway to the south behind it and a heating coil tempered the air for distribution to the gymnasium. There is a return duct running under the first floor to return air to the HV unit. Note: an air-conditioning coil was added to the gym system which is discussed later.

The gym does not have an exhaust system.

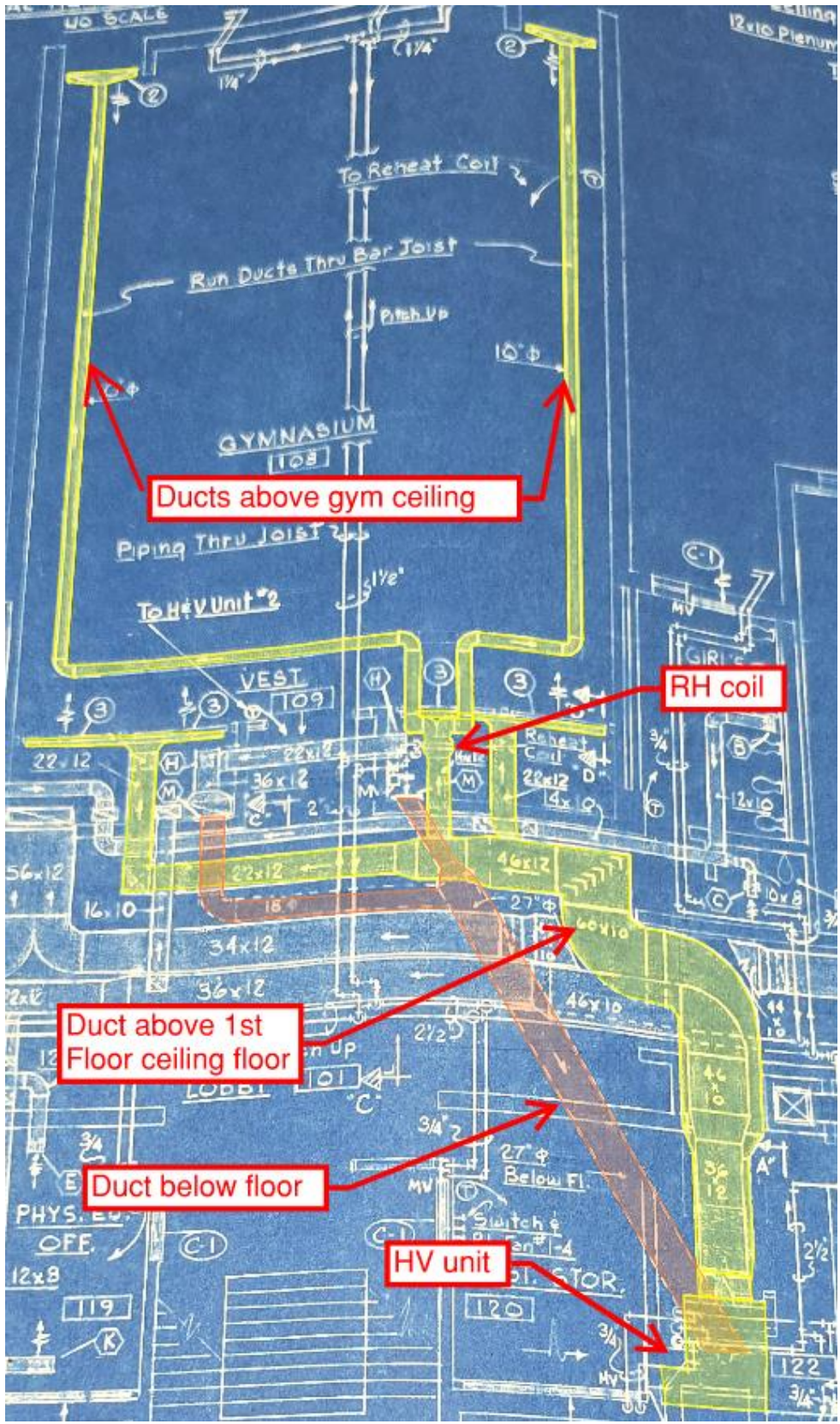


Figure 6. Gym HV ductwork

The motorized damper to open and close the outside damper is disconnected and the damper is set in the closed position, so no outside air is being introduced.



Figure 7. Damper shaft not connected

Classroom Addition

The addition was designed with a heating and ventilation (HV) unit located in the basement of the addition. The HV unit draws in outside air from a louver on the north face of the elevator tower. There are heating coils in the air handler that tempers the air for distribution to the classrooms on the first and second floors.



Figure 8. Classroom Addition HV unit

Each supply duct to a classroom in the new addition also has a reheat coil to further heat the air if the room is too cool.

Air Conditioning Systems

Original Building Second Floor Classroom Rooftop Unit

There is a rooftop heat pump unit serving a classroom on the second floor



Figure 9. Roof Top Unit

Second Floor Music Room Split System

The second floor music classroom has a ductless split air conditioner. The outdoor unit is on the roof and the indoor unit is mounted to a wall.



Figure 10. Ductless Split System

Gymnasium

The gymnasium HV unit was retro-fit with a direct expansion cooling coil. The condensing unit for this system is located on the exterior to the south of the building.



Figure 11. Gym A/C Coil and Condensing Unit

Exhaust Systems

Toilet Exhausts

There is an exhaust fan on the roof ducted to exhaust the bathrooms on the first floor.

There is an exhaust fan on the roof ducted to exhaust the bathrooms on the second floor.

Automatic Controls

The building has a hodge-podge of electronic and pneumatic controls. Pneumatic HVAC controls use compressed air to operate valves, dampers, and thermostats that regulate heating, cooling, and ventilation.

There is an air compressor in the boiler room to provide compressed air for the pneumatic devices.

ISSUES TO CONSIDER FOR PLANNING PURPOSES

1. The existing equipment, with the exception of the boilers and pumps, has long exceeded its projected useful life and has no re-use potential.
2. The HV unit serving the offices, conference rooms, etc. in the original building is defunct, so those rooms are not receiving the code mandated outside air.
3. The HV unit serving the gym is not providing code-mandated outside to the gym.
4. The air conditioning coil added to the gymnasium HV unit is leaking condensate on the floor creating a hazard.
5. Most of the valve and damper actuators are pneumatically operated. Once considered reliable and easy to maintain, these systems were widely installed in schools throughout the mid-20th century. However, they are now outdated for several reasons. Pneumatic controls lack precision, making it difficult to maintain consistent temperature and humidity levels across multiple zones. They are also energy-inefficient, as the constant operation of air compressors wastes power, and the system cannot easily integrate with modern energy-management strategies. Maintenance is labor-intensive, requiring technicians familiar with an aging technology, and replacement parts are increasingly scarce. Most importantly, pneumatic systems cannot provide the advanced monitoring, remote access, or automated optimization that digital Direct Digital Controls (DDC) offer. For these reasons, it is advisable to replace pneumatic controls with modern electronic or digital systems.
6. In general, the systems do not provide adequate outside air to keep the students healthy and alert.
7. The lack of air conditioning in the classrooms, coupled with inadequate ventilation, leads to conditions that are, at best, not conducive to learning, and can have serious health consequences for student with respiratory issues.
8. The automatic control system needs to be updated to provide better control, reporting, and energy efficiency.

SYSTEM OPTIONS

1. Provide new HVAC system(s) for the classrooms and offices that would heat, cool, dehumidify and ventilate. System Options include:
 - a. Option 1: Replicate existing design with new cooling and improved ventilation.
 - i. System Description: Install replacement classroom ventilators with cooling coils in existing building classrooms, install a new Dedicated Outside Air System (DOAS) to supply ventilation air to offices, conference rooms, and the Classroom Addition. Install Variable Refrigerant Flow (VRF) heat pumps to heat and cool offices, conference rooms, and the Classroom Addition.

Several manufacturers offer under-window (horizontal or floor-mounted) unit ventilators designed to integrate both DX cooling and hot water heating from the factory. These are ideal for drop-in replacements for the existing classroom unit ventilators where the existing footprint is maintained.

A Dedicated Outside Air System (DOAS) is a type of HVAC approach designed specifically to provide ventilation and dehumidification by conditioning outside air independently from the building's primary heating and cooling systems.

A DOAS draws in outdoor air, filters it, and conditions it (typically cooling and dehumidifying in summer, heating in winter) before delivering it directly to occupied spaces. Unlike conventional systems that mix outdoor air into return air through the same ducts that handle heating and cooling, a DOAS uses a separate duct network.

A Variable Refrigerant Flow (VRF) system with one outdoor unit and multiple wall-mounted indoor units provides centralized efficiency with decentralized comfort control. The outdoor unit houses the compressors

and circulates refrigerant through small-diameter piping that branches to several indoor units. Each indoor unit, typically wall-mounted in individual classrooms or offices, has its own coil and fan, allowing it to deliver heating or cooling as needed.

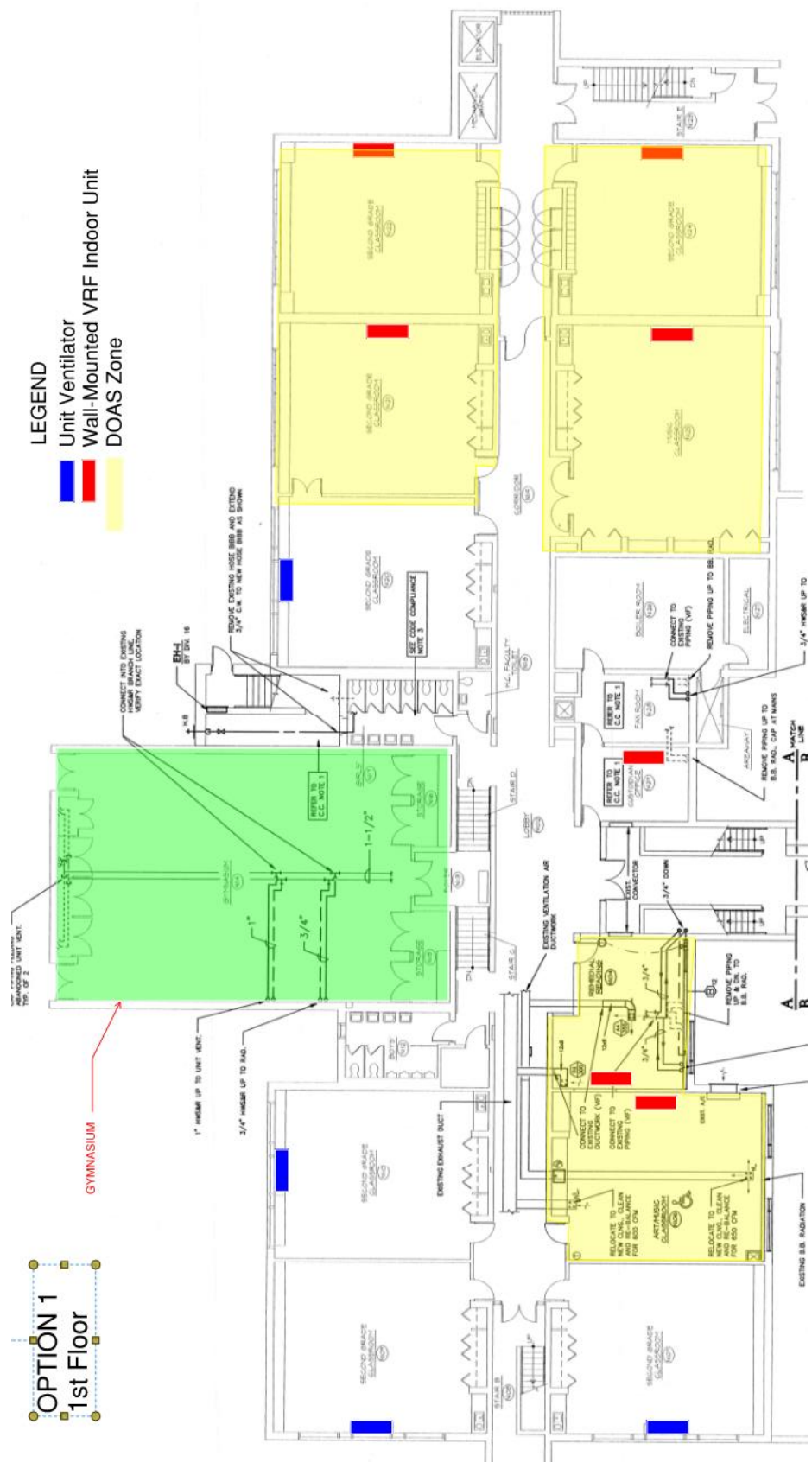
By using a DOAS, it allows the VRF heat pumps to focus on space temperature control, while the DOAS ensures that the building receives the correct amount of fresh air to meet ventilation standards.

ii. Proposed Program (See Option 1 Diagrams)

1. Remove the existing classroom ventilators and retain the opening in the exterior wall.
2. Retain the perimeter baseboard heaters.
3. Install new classroom Unit Ventilators that heat, cool and ventilate.
4. Retain the existing classroom exhaust ducts
5. Remove the non-classroom HV ductwork above the 1st floor and 2nd floor ceilings.
6. Install a DOAS unit on the roof or in the basement of the classroom addition.
7. Run new ductwork to provide conditioned outside air to each office and room without unit ventilators.
8. Run new ductwork to return air from rooms with DOAS supply to the roof to be recirculated or exhausted.
9. 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.
10. Install ductless, split, VRF system. The VRF system would have one outdoor unit and a wall-mounted indoor unit in each room without a unit ventilator to provide heating and cooling. The outdoor unit would either be on a pad adjacent to the building or on the roof.

OPTION 1
1st Floor

- LEGEND**
- Unit Ventilator
 - Wall-Mounted VRF Indoor Unit
 - DOAS Zone



11. 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 Unit Ventilators make use of the existing ventilation louvers for each classroom.
 2. The Unit Ventilators allows individual temperature control for each classroom.
 3. The DOAS system ensures each room without Unit Ventilators gets the necessary ventilation.
 4. Since the DOAS is only delivering outside air, the ducts are smaller.
 5. The VRF heat pump system allows individual temperature control in each room without a Unit Ventilator.
 6. 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: \$30–\$35 per square foot
 - viii. Energy Efficiency: System has lowest efficiency

- ix. Decarbonization/Sustainability: Medium
- 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

b. Option 2: Variable Air Volume System using Electric-Cooling, Gas-Fired Heating Rooftop Units (RTUs)

- i. System Description: Self-contained packaged units located on the roof that provide heating via natural gas and cooling via DX refrigeration.

A Variable Air Volume (VAV) system using rooftop units and classroom-level VAV boxes is a common HVAC approach for schools and other multi-zone buildings.

In this setup, rooftop units (RTUs) serve as the central source of conditioned air. Each RTU draws in outside air, filters it, and heats or cools it to a constant supply-air temperature. This conditioned air is then delivered through large supply ducts that run through the building. At each classroom, a VAV box is installed in the ductwork. The VAV box contains a damper that modulates the amount of supply air entering that space, based on the room's thermostat setting. By adjusting airflow rather than temperature, the system allows each classroom to maintain its own comfort conditions while still being served by the same central rooftop unit.

Return air from classrooms is collected and sent back to the rooftop unit, where it can be mixed with fresh outdoor air, reconditioned, and recirculated. VAV systems can also include reheat coils in the classroom

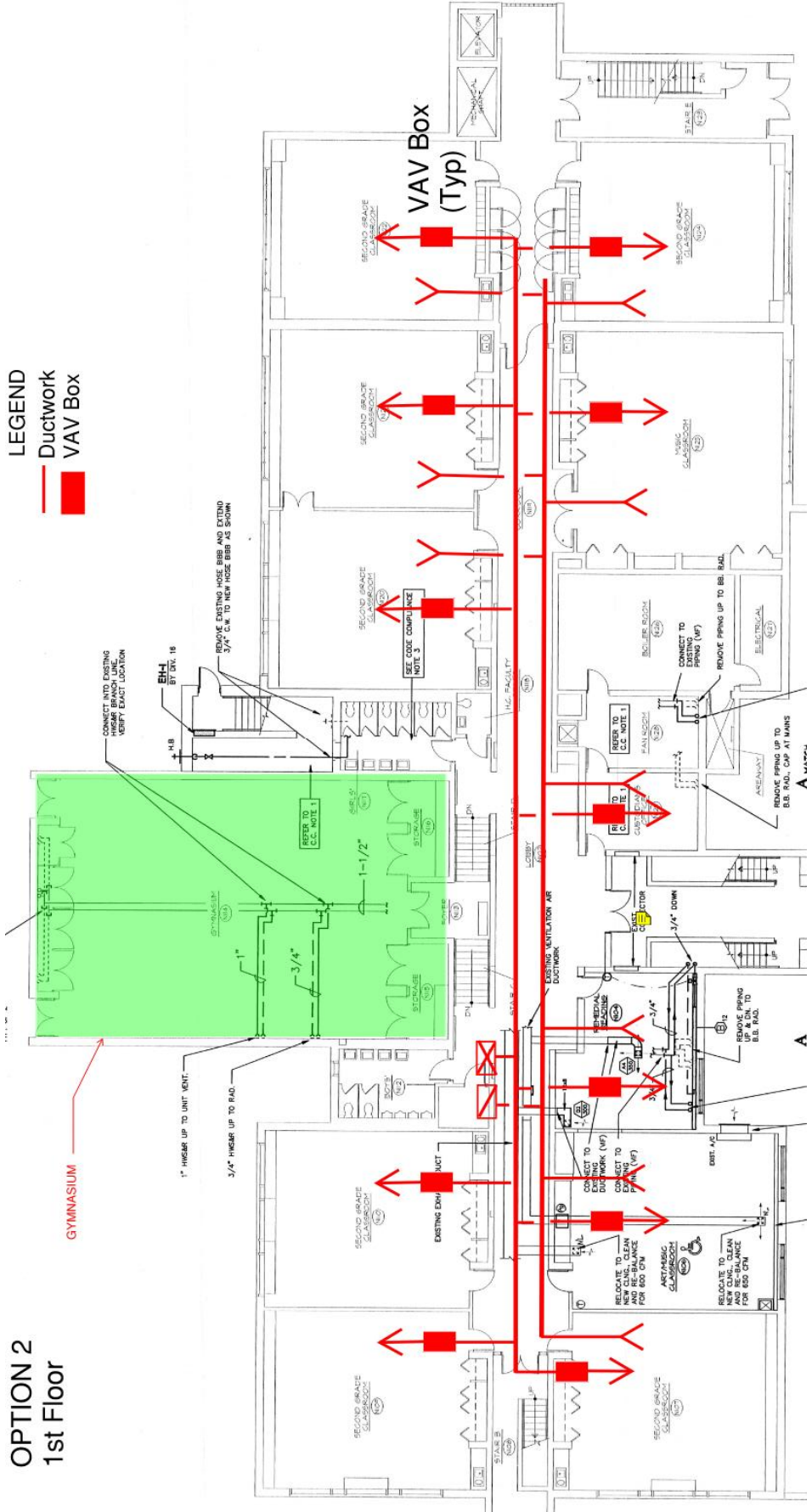
VAV boxes (electric or hot water) to fine-tune comfort when supply air is cooler than required.

ii. Proposed Program (See Option 2 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.
5. Install a VAV RTU on the roof.
6. Run new ductwork to provide conditioned air to each classroom and office.
7. Install a thermostatically controlled VAV box at the branch to each classroom
8. Run new ductwork to return air to the RTU to be recirculated or exhausted.
9. Install a Heat Recovery Ventilator (HRV) to extract heat from the exhaust and use it to pre-condition outside air going to the RTU.
10. The existing baseboard would be operated on an outdoor air reset schedule to provide heat under the windows when outside air temperatures dropped.
 - a. System Alternate: Omit the baseboard and provide hot water reheat coil for each VAV box.

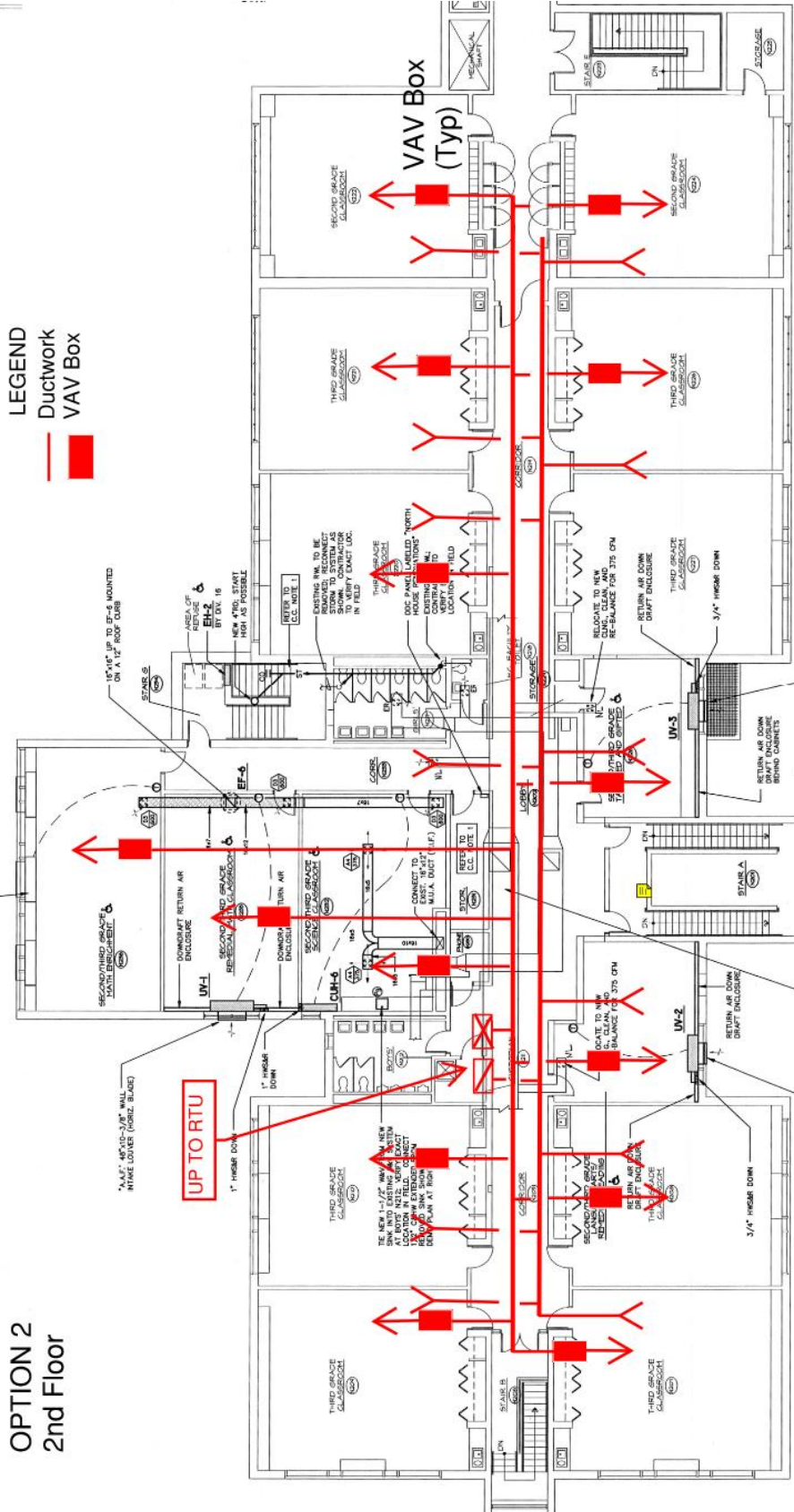
OPTION 2
1st Floor

LEGEND
 Ductwork
 VAV Box



OPTION 2 2nd Floor

LEGEND
 Ductwork
 VAV Box



- iii. Pros:
 1. Simple, all-in-one systems
 2. Familiar technology with widespread contractor support
 3. Low first cost - Easy roof installation and access for maintenance
- iv. Cons: -
 1. Adds significant roof load; bar joist reinforcement may be required
 2. Least energy efficient over time
 3. VAV boxes require periodic maintenance. Since they are above the ceilings, out of sight, they tend to get neglected.
 4. Gas-fired heat contributes to building carbon footprint
 5. Potential noise and vibration concerns for acoustically sensitive spaces.
- v. Ventilation and Economizer Considerations:
 1. All systems will need to meet ventilation requirements per ASHRAE 62.1. For Gas-Fired RTUs, outside air ventilation, energy recovery and economizers can be integrated into factory supplied unit. Economizers provide free cooling when outdoor conditions permit.
- vi. Structural Impact: Requires careful structural analysis of bar joists -
May require supplemental dunnage or roof reinforcement
- vii. Estimated First Cost: \$20–\$30 per square foot
- viii. Energy Efficiency: SEER 13–16 typical, lower than other systems
- ix. Decarbonization/Sustainability: Low—uses fossil fuel; limited pathway to net-zero
- 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, increases with fuel volatility

c. 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.

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
 - d. Option 4: Combination of systems Option 2 and 3
 - i. Description:
 - 1. Utilize a Roof-top unit for the 2nd floor and a VRF/DOAS system for the 1st floor.

The RTU option lends itself to the 2nd floor since ductwork could drop directly from an RTU to the ceiling cavity on the 2nd floor. The DOAS/VRF system lends itself to the first floor because it would require smaller ducts from the roof.
2. Provide a new HVAC system for the gymnasium that would heat, cool, dehumidify and ventilate.
 - a. Option 1: Split DX Air Conditioner with Hot Water Coil
 - i. System Description: An indoor air handling unit (AHU) provides cooling through direct expansion coils and heating through hot water coils connected to the central boiler system.
 - ii. Proposed Program

1. Remove the existing HV unit and DX coil.
 2. Remove the existing supply ductwork above the first floor ceiling.
 3. Install a new air handler with a DX coil and a hot water heating coil. The air handler for the auditorium would be in the existing mechanical room. The Air-cooled condensers would be on a pad adjacent to the building.
 4. Install new supply ductwork to the gymnasium.
 5. Reuse the existing underfloor return duct.
- iii. Pros:
1. Separates heating and cooling sources for flexibility
 2. Compatible with existing hydronic infrastructure
 3. Indoor location of AHUs avoids roof loading
 4. Only the indoor unit requires backup power from the generator to provide heat during a winter power outage.
- iv. Cons:
1. More piping and coordination than RTUs
 2. Slightly higher first cost
- v. Ventilation and Economizer Considerations:
1. DX systems will require a Dedicated Outdoor Air System (DOAS) or comparable method to meet ventilation requirements per ASHRAE 62.1. Economizers can be integrated to provide free cooling when outdoor conditions permit. DX systems will require separate ventilation units with energy recovery and optional economizer control.
- vi. Structural Impact:
- vii. Less impact on roof structure than RTUs
- viii. Estimated First Cost: \$25–\$35 per square foot
- ix. Energy Efficiency: Moderate—depends on boiler efficiency and DX system performance
- x. Decarbonization/Sustainability: Medium—if paired with electric boilers or future conversion to heat pumps

- xi. Life Cycle Costs: -
- xii. Operating Cost: Moderate
- xiii. Maintenance: Moderate
- xiv. Expected Life: 20–25 years
- xv. Total Cost of Ownership: Moderate to High depending on boiler fuel costs
- xvi. Outdoor Unit Options. There are three options associated with the outdoor unit for this concept:
 - 1. Option 1 – conventional compressor split air conditioning with up to 4 stages and hot water coil heat
 - 2. Option 2 – inverter compressor split air conditioning, variable modulation A/C and hot water coil heat
 - 3. Option 3 – inverter heat pump split system, fully modulating with heat pump for first stage heat and hot water coil for second stage heat with back up electric heating

Hurlbutt Weston PS - North House

10/15/2025

	Area	SqFt	Red. 10%	Classrooms		Tons	ft2/ton
Classrooms	1st Flr	13,400	12,060	11		34	350
	2nd Flr	13,400	12,060	16		34	350
	Gym	2,500				15	167
Total		29,300		27		84	

Option #	Options HVAC	Mech Cost					Total	Additional Costs:	Optional Costs	\$/ft2
		VRF	RTU+VAV's	DOAS gas	RTUs+VAVs	Slit AHU+CU				
1	UV+FCW VRF+DOAS AHU	\$966,263				\$ 103,086	\$ 966,263	A,C,D,E	F,H	\$ 32.98
2	Central Pckg Gas Rooftop w/ VAVs				\$ 793,143		\$ 793,143	A,B,C,D,E	H	\$ 27.07
3	FCW VRF+ Full DOAS Gas RT *	\$912,263		\$ 324,631			\$ 1,236,893	A,B,C,D,E	H	\$ 42.21
4	1st: VRF+DOAS Gas RT, 2nd: RTU GYM: Split DX AHU+CU **	\$371,663		\$ 175,559	\$ 367,888		\$ 915,110			\$ 31.23
					\$ 206,172		\$ 206,172			\$ 7.04

Additional costs:

- A Electrical work
- B Architectural work
- C Structural work
- D Electric Service Upgrade
- E Gas Service / piping Upgrade
- F Replacement HW Boilers
- H Upgrading Generator

* Most Recommended
 ** More Recommended

Below relate to Option 3 only

Low	High
\$185,000	\$310,000
\$124,000	\$248,000
\$62,000	\$124,000
\$90,000	\$150,000
\$62,000	\$124,000
\$80,000	\$120,000
Total	\$1,076,000

RECOMMENDATIONS

1. For the classrooms and offices on the first and second floors, we recommend Option 3, a Dedicated Outside Air System (DOAS) coupled with Variable Refrigerant Flow (VRF) heat pumps. If there isn't sufficient funding for a full DOAS/VRF system, we recommend the approach as described in Option 4, a combination system which uses the DOAS/VRF system for the first floor and a VAV RTU system for the 2nd floor.
2. For the gymnasium, we recommend a Split DX Air Conditioner with Hot Water Coil.
3. Provide new automatic control system
 - a. General
 - i. Provide a complete open-protocol DDC system compliant with BACnet/IP (B-BC); no proprietary front-end lock-ins.
 - ii. Replace all pneumatic/electromechanical controls serving the scope areas with digital controllers, sensors, and actuators.
 - b. System Architecture & Networking
 - i. Supervisory server (on VM or hardened appliance) with web-based UI; role-based access; SSL/TLS compatible with town standard supplier.
 - ii. Floor/area controllers and application-specific controllers for AHUs/RTUs, DOAS, VAVs, FCUs, VRF/mini-split interfaces, unit heaters, ERVs, and exhaust fans.
 - iii. BACnet/IP backbone with managed PoE switches as required; BACnet MS/TP for local device networks where appropriate.
 - iv. Time sync via NTP, unique device IDs, and documented IP plan. Provide CAT6 and control cabling/conduit.
 - c. Integration
 - i. Native BACnet integration to new/mechanical equipment (RTUs/DOAS/boilers/VRF), including:
 - ii. Economizer, compressors, fans, heating valves, reheat coils, humidifiers/dehumidifiers.
 - iii. VRF gateway for indoor/outdoor unit setpoints, modes, and alarms.

- iv. Interface to existing electric/gas meters (pulse or BACnet), CO₂ and IAQ sensors, and occupancy inputs (schedules, PIR, door contacts).
 - v. Provide fire alarm interlocks (shutdown/smoke control) and generator/power loss status points as required.
- d. Sequences of Operation (baseline)
- i. AHU/RTU/DOAS: SAT reset; supply fan VFD; OA damper with economizer (dry-bulb or enthalpy); low-limit freeze protection; static pressure reset; humidity control; night purge; warm-up/cool-down.
 - ii. VAV w/ reheat: Pressure-independent control; min/max flow; demand-controlled ventilation (DCV) with CO₂; discharge air high-limit; space temperature PI control; reheat enable with lockouts.
 - iii. VRF/mini-split zones: Setpoint limits; heat/cool mode control; deadband; occupied/unoccupied set-back; coil/fan safeties.
 - iv. Boilers/HW plant (if in scope): Lead/lag; outdoor reset; pump VFD; delta-T protection; warm weather shutdown.
 - v. Schedules & occupancy: Campus calendar import; occupied/unoccupied/holiday modes; after-hours override with timer.
 - vi. Fault detection: Supply/return delta-T, valve/actuator position vs result, sensor drift, persistent CO₂ high, VAV not tracking setpoint.
- e. Points & Devices (minimum)
- i. Space: Temp, CO₂ (where DCV), occupancy; outputs: heat/cool call, fan speed (as applicable).
 - ii. VAV boxes: Flow (CFM), damper position, discharge temp (if provided), reheat valve/coil status.
 - iii. AHU/RTU/DOAS: SAT, RAT, MAT, OAT, OAH%, filter ΔP, fan status/speed, static pressure, humidifier status, compressors/stages, valves.
 - iv. Plant: HW supply/return temps, pumps status/speed, boilers enable/status/flame/safes.
 - v. Alarms for each safety, filter dirty, high CO₂, high/low temp/humidity, fan fail, comms fail.

- f. Graphics, Trending, Alarms
 - i. HTML5 graphics: Campus → building → floor → equipment; live values, command points, color-coded states, and navigation hotlinks.
 - ii. Trending: 15-minute default for critical points; 1-minute for diagnostics during commissioning; 13-month retention minimum.
 - iii. Alarming: Priority tiers; deadbands and delays; email/SMS notifications; on-screen alarm console with acknowledge and notes.
 - g. Energy & IAQ Features
 - i. DCV with CO₂ per classroom; OA flow verification (airflow stations or calculated proxy).
 - ii. Supply air temp & static reset based on zone demand.
 - iii. Economizer optimization with lockouts (low temp/high humidity/IAQ).
 - iv. Night purge and pre-/post-occupancy flush.
4. Engage a Commissioning & QA Agent
- a. Pre-functional checklists for panels/wiring/devices.
 - b. Functional performance tests for each sequence (witnessed by Owner's rep): economizer, DCV, VAV tracking, reheat, alarm trips, fail-safe modes.
 - c. Sensor calibration (temp/flow/CO₂) with certificates.
 - d. Provide a Commissioning Report with trends demonstrating sequence performance over at least 2 school weeks (varied weather if possible).
 - e. Owner training Manual
5. Noise consideration:
- a. VAV boxes: Noise caused by the air flow from the fan can be expected but is minimal.
 - b. VRF system: The BC controller can create clicking noises due to switching, however, the controller is typically remotely mounted where it would not be a disturbance in the occupied spaces.
 - c. RTU: Rooftop units can create vibration that can transmit through the roof into the occupied spaces, however, vibration isolators address this issue and the RTU's can also be located on the roof such that it is not directly over an occupied space.

- d. DOAS: Unit may be mounted on the roof where noise issues are addressed similarly to an RTU or may be mounted indoors preferably in a mechanical room where noise is not an issue.
- e. Condensing units: Any vibration noise created by these units are addressed similarly to an RTU. Due to their size, they do not generate any significant noise.
- f. Split system: The unit is generally mounted outdoors and can generate some noise into the occupied spaces. This is what is currently installed in some locations and may already be tolerable. New replacement units are improved and expected to produce less noise. The VRF heat pumps can be in hidden locations outdoors away from occupied rooms.

The conclusion is that any of the options should generate noise levels that are considered acceptable for a classroom/office environment, when designed properly.

WESTON PUBLIC SCHOOLS 2025-2026 DISTRICT IMPROVEMENT PLAN



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

www.westonps.org



2025-2026 DISTRICT STRATEGIC GOALS

Our collective work this year reflects Weston’s continued commitment to excellence, belonging, and purposeful innovation. Each goal advances the *Portrait of a Graduate* competencies of **critical thinking, collaboration, communication, creativity, and citizenship**, ensuring that every student is prepared to thrive in an ever-changing world.

Section & Page	District Goal Statement
Page 6 – Mathematics	Empower all students to see themselves as capable mathematicians by engaging in problem-based, student-centered learning that deepens conceptual understanding and promotes critical thinking, collaboration, and perseverance.
Page 8 – Literacy	Develop highly proficient readers and writers who think critically, communicate effectively, and apply literacy skills across all content areas through explicit, structured, and authentic learning experiences.
Page 10 – Science	Provide equitable access to high-quality, inquiry-based science instruction aligned with NGSS that fosters curiosity, creativity, and scientific reasoning, habits of mind essential to our Portrait of a Graduate.
Page 11 – Culture & Climate	Foster a culture of belonging and voice where students, families, teachers, and staff feel seen, heard, and supported. Build systems of connection, communication, and feedback that sustain trust and community well-being.
Page 14 – Information Literacy & Technology	Empower all students to be responsible, ethical digital citizens through a future-ready, technology-enhanced learning environment that builds creativity, adaptability, and responsible use of AI.
Page 15 – Safety & Security	Ensure that every student and staff member feels physically and emotionally safe by maintaining robust safety systems, fostering transparent communication, and cultivating partnerships that reinforce care, readiness, and trust.
Page 17 – Future Facilities Planning	Collaborate with the Town of Weston to design and sustain learning environments that are modern, safe, and aligned with the needs of teaching, learning, and community life for decades to come.

INTRODUCTION

The 2025–2026 Weston Public School District Improvement Plan builds on last year’s foundation, reaffirming our commitment to academic excellence, inclusion, and purposeful innovation. It aligns daily teaching, learning, and leadership with the Portrait of a Graduate competencies, strengthening coherence across schools and focusing on data-informed instruction, social-emotional well-being, and safe, future-ready environments. Using data from NWEA MAP, Smarter Balanced Assessments, NGSS, and Panorama surveys, the plan identifies strategic goals with the highest impact on student learning, staff engagement, and community trust.

Advancing Academic Excellence

Weston’s instructional priorities remain rooted in our belief that every student can achieve at high levels when provided with rigorous, engaging, and equitable learning opportunities. The academic goals outlined for 2025–2026 emphasize not only *proficiency* but also *a deep understanding and transfer of learning*, which are core to the *Portrait of a Graduate* competencies of **critical thinking, problem-solving, and effective communication**.

- **Mathematics:** Continued implementation of Illustrative Mathematics and Building Thinking Classrooms to promote reasoning, collaboration, and real-world application.
- **Literacy:** Expansion of structured literacy and authentic writing to develop critical reading, clear communication, and deep thinking.
- **Science:** Advancement of phenomenon-based, inquiry-driven learning aligned with NGSS to foster curiosity, creativity, and analytical thinking.

This work is essential because it equips Weston students with the knowledge and dispositions they need to **think independently, solve complex problems, and collaborate effectively**, skills that extend well beyond the classroom and are foundational to our *Portrait of a Graduate* vision.

Fostering a Culture of Belonging and Continuous Feedback

Weston’s thriving learning culture relies on trust, a sense of belonging, and a shared purpose. Building on last year’s restorative work, the plan deepens district and school efforts to ensure all students, staff, and families feel connected and heard.

- For **Students**, structured advisory and connection programs ensure that every child has a trusted adult and regular opportunities for leadership, reflection, and self-advocacy—key to developing **confidence**, **collaboration**, and **self-direction**.
- For **Families**, consistent, two-way communication structures will deepen trust and transparency, creating stronger partnerships in support of student learning and well-being.
- For **Teachers and Staff**, a new districtwide feedback process ensures that every employee knows how their input is collected, reviewed, and acted upon, reinforcing transparency, responsiveness, and professional respect.

Belonging and feedback are the foundation of effective collaboration. Ensuring that every voice is heard and valued, Weston fosters a culture that supports our Portrait of a Graduate, a culture where empathy, responsibility, and civic engagement are lived out every day.

Ensuring Safety, Security, and Operational Excellence

Maintaining safe, secure, and well-managed learning environments remains a fundamental district priority. Building upon last year’s system improvements, the 2025–2026 plan emphasizes proactive safety measures, enhanced communication systems, and strong partnerships with first responders to ensure that every member of our community feels physically and emotionally safe.

Our approach extends beyond compliance to care. A safe environment allows students and staff to take intellectual risks, engage authentically, and demonstrate the *Portrait of a Graduate* attributes of **resilience**, **integrity**, and **responsible citizenship**.

Simultaneously, we are planning for the future of our campus through a comprehensive facilities study conducted in collaboration with the Town of Weston. By aligning long-term infrastructure investments with programmatic needs, Weston ensures that its facilities continue to reflect the excellence and innovation that define our educational vision.

Section 1: ACADEMIC EXCELLENCE: TEACHING & LEARNING

1A: MATHEMATICS

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

Achievement Target:

By June 2026, a minimum of:

- 92% of students in grades K-2 will meet or exceed the on-grade level expectations (50th percentile) as measured by the NWEA Map Assessment. (2024 Fall Avg @ 50thile for 1&2=79%; Spring 2025 = 96%; Fall 2025 1 & 2= 89 %)
- 84% of students in grades 3-8 will meet or exceed the grade level proficiency targets as measured by the Smarter Balanced Assessment (Spring 2024 = 78%; Spring 2025 = 81%; Fall 2025 NWEA Baseline = 78%)
- 64% of Algebra 1 and Algebra 1 Linear Equation students will demonstrate proficiency (61st percentile or better) as measured by the NWEA spring assessment (44% met or exceeded in Spring 2025; Fall Baseline 61%).
- 75% of eleventh-grade students will meet or exceed the College and Career Readiness Benchmarks as measured by the Math SAT scores (Spring 2024=62%; Spring 2025 = 72%)

Growth Target:

By June 2026, a minimum of:

- 85% of all students in grades 1-Algebra will meet or exceed their projected growth targets as measured by the NWEA Map Assessment (Spring 2024=76%; Spring 2025 = 81%)
- 75% of Students with Disabilities (SwDs) in grades 1-9 will meet or exceed their projected growth targets as measured by the NWEA Map Assessment (Spring 2024=67%; Spring 2025 = 71%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Implement and strengthen student-centered, problem-based math instruction (Illustrative Math and Building Thinking Classrooms)	Sept 2024	June 2027	<ul style="list-style-type: none"> ● Lesson observations show consistent use of problem-based learning structures. ● Common formative assessments (unit “cool-downs”) reflect students’ ability to explain reasoning. ● Student work samples demonstrate multiple representations and solution strategies. ● PD and coaching logs document teacher participation and reflection.
Use multiple data sources (NWEA MAP, SBA, formative tasks) to inform Tier 1 instruction and interventions	Fall 2024	June 2027	<ul style="list-style-type: none"> ● Data team meeting notes and MTSS records show regular progress monitoring. ● Growth data from MAP reflects an increased % of students meeting projected growth.

			<ul style="list-style-type: none"> • Tiered intervention plans show alignment between data trends and instructional adjustments. • Performance gaps for high-needs learners show a reduction.
Conduct instructional coaching cycles focused on responsive planning and mathematical discourse	Nov 2024	Spring 2027	<ul style="list-style-type: none"> • Coaching cycle documentation with goals, observations, and post-conference notes. • Walkthrough data shows increased teacher use of questioning and formative checks. • Teacher reflection surveys show improved confidence in math discourse facilitation. • Vertical articulation minutes show alignment of strategies 2–12.

Resources: [EdReports.org](https://edreports.org), [NEASC Report 2023](#), [MTSS Tier 1](#), [Tri-State Report 2023](#)

1B: ENGLISH LANGUAGE ARTS

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

Achievement Target:

By June 2026, a minimum of:

- 95% of students in grades K-3 will demonstrate grade-level benchmark proficiency as measured by the DIBELS8 composite score. (Fall 2024 baseline 82%; Spring 2025 = 94%; Fall 2025 baseline 83%)
 - 67% of students with disabilities (SwDs) in grades K-3 will meet or exceed grade level benchmark proficiency as measured by the DIBELS8 composite score. (Fall 2025 baseline 63%; Spring 2025 = 82%)
- 85% of students in grades 3-8 will meet or exceed grade level proficiency targets as measured by the Smarter Balanced Assessment (Spring 2024=80%; Spring 2025 82%; Fall 2025 NWEA= 80%)
- 76% of students in English 9 will meet or exceed the 61st achievement percentile as measured by the NWEA Map Reading Assessment. (Spring 2025= 73%)
- 94% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the EBR/W SAT School Day assessment. (2024=91%;Spring 2025 = 91%)

Growth Target:

By June 2026, a minimum of:

- 62% of students in grades 3-9 will meet or exceed their projected growth targets as measured by the NWEA Map Reading assessment. (2024=56%; Spring 2025 = 58%)
- 60% of students with disabilities in grades 3-9 will meet or exceed their projected growth targets as measured by the NWEA Map Reading assessment. (2024=46%; Spring 2025 = 56%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Strengthen Tier 1 literacy instruction with explicit, differentiated reading and writing strategies (Structured Literacy, ARC Core, UDL)	Aug 2024	June 2026	<ul style="list-style-type: none"> • Lesson observations show explicit phonics and comprehension instruction (K–5) and text-dependent analysis (6–12). • SchoolPace, DIBELS8, and MAP Reading data demonstrate steady growth in proficiency. • Lesson plans and student work evidence the gradual release model and scaffolding. • CPT minutes include agenda items on small-group differentiation.
Leverage ongoing assessment data (DIBELS, MAP, CBMs) through data teams to identify needs and adjust instruction	Sept 2024	June 2026	<ul style="list-style-type: none"> • Data team agendas and intervention logs show analysis of trend data. • MTSS records indicate changes in Tier 1, 2, or 3 supports based on progress monitoring. • % of students meeting growth targets on MAP Reading increases year over year. • Principals’ learning walks show Tier 1 adjustments informed by student data.

<p>Embed coaching cycles and collaborative planning for reading/writing instruction (feedback, conferring, calibration)</p>	<p>Sept 2024</p>	<p>May 2026</p>	<ul style="list-style-type: none"> • Coaching logs document model lessons and debrief cycles. • Common rubrics and writing exemplars show calibration across grades. • Teacher reflections from PLCs note shifts in practice (from workshop model to structured feedback loops). • Walkthrough evidence shows visible conferring and formative feedback moments.
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Resources: [NEASC Report 2023, MTSS Tier 1](#)

Section 2:

DISTRICT CULTURE AND CLIMATE

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 68% of students in grades 3-5 will report an overall favorable rating for the school belonging topic score on the Panorama survey (Spring 2025: 64%)
- at least 55% of students in grades 6-12 will report an overall favorable rating for the school belonging topic score on the Panorama survey (Spring 2025: 51%)

By Spring 2026,

- at least 63% of Weston families will report an overall favorable rating for the school climate topics score on the Panorama survey. (Spring 2025: 59%)

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. (Survey 2025: 58%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Create opportunities for connection between students and staff to foster a sense of community and belonging	September 2025	June 2026	<ul style="list-style-type: none"> ● School climate committee agendas/notes ● School climate data ● Faculty meeting agendas ● Connect/PACT/school assembly agendas/notes ● Panorama survey results
Build a shared understanding of restorative practices among staff and improve their capacity to embed restorative routines into daily practice	September 2025	June 2026	<ul style="list-style-type: none"> ● School climate data ● School climate committee meeting agendas/notes ● Faculty meeting agendas ● Training dates ● Panorama survey results
Offer resources and opportunities for families to learn more about districtwide SEL programming, including restorative practices, and strategies to support their children	September 2025	June 2026	<ul style="list-style-type: none"> ● Family workshops and presentations ● Meeting agendas ● Panorama survey results ● Newsletters

at home			
Ensure all staff members are aware of and have access to a variety of feedback channels.	September 2025	June 2026	<ul style="list-style-type: none"> ● Digital communications (i.e. newsletters, messages, website) include announcements/inks ● Collaborative meetings (faculty, committee meetings) offer feedback opportunities ● Increase in survey participation metrics ● Data analytics (website, newsletters, other digital channels) demonstrate high levels of engagement ● Calendars/agendas demonstrate opportunities ● Increase in favorable Staff & Teacher responses to “When the school makes important decisions, how much input do staff have?” (Panorama)
Establish district processes to demonstrate how staff feedback is reviewed and applied in leaders’ decision-making.	September 2025	June 2026	<ul style="list-style-type: none"> ● Creation of feedback review protocols ● Regular staff updates re: trends/themes (newsletters, faculty meetings) ● Administrators engage in professional learning re: communication looping strategies/protocols (i.e. you said/we did) ● Increase in favorable Staff & Teacher responses to “How responsive are school leaders to your feedback?” (Panorama)

Section 3: INFORMATION LITERACY/TECHNOLOGY

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

Performance 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.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
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.	October 2023	June 2026	<ul style="list-style-type: none"> ● Unit plans and lesson plans ● Classroom observations ● Classroom schedules ● Student projects ● Assured experiences ● AI Literacy curriculum ● AI tools
Develop a comprehensive plan to provide a deeper understanding of generative Artificial Intelligence and its practical applications in a school setting with all stakeholders.	December 2023	June 2026	<ul style="list-style-type: none"> ● Professional development workshops ● Meeting attendance ● Rolling agendas ● AI Advisory Committee Membership ● AI Guidelines for Teachers and Students ● Parent Forums ● LMS training plan ● AI Tools

Resources: [ISTE Standards](#), [Future-Ready Frameworks](#), [AI Literacy Standards](#)

Section 4: SAFETY AND SECURITY

Goal: Maintain an environment where safety and security are foundational, ensuring that every student and staff member can thrive in the classroom and throughout the campus.

Performance Target:

By June 2026,

- 95% of our families will feel their child(ren) are safe at school as measured by the Panorama Family Survey. (Spring 2024 Favorable Response Rating: 91%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Training: Provide various school safety and emergency training sessions to all staff, including the security staff, to respond to crisis situations	July 2025	June 2025	<ul style="list-style-type: none"> ● Completed NASRO School Security Officer Course ● Partnership with Weston EMS for various medical training, as well as the Center for School Safety ● Attendance at internal district-led trainings
Building Safety: Enhance the physical safety of the buildings across the district safety	September 2025	June 2025	<ul style="list-style-type: none"> ● Add Access Controls to 3 locations of the Exterior Doors at WHS ● Additional Alertus Beacons added to the HS cafeteria, 3 music rooms ● Quotes for guard rail installation on School Road near HES ● Updated expired medical equipment in medical kits district-wide ● Upgraded 4 Security Desks with additional monitors for security camera coverage ● Add prop chimes to various exterior doors
Emergency Communication: Increase the emergency communications platforms throughout the district	February 2025	June 2026	<ul style="list-style-type: none"> ● Purchase additional radios for PPS crisis teams ● Updated software for the existing communication system ● Meeting with the Norcom team for the design phase
Enhance the transfer of communication between the Weston Public Schools, the Weston Police Department and the Weston Fire	September 2025	weekly	<ul style="list-style-type: none"> ● Communications delivered and/or co-authored by Superintendent and Town Officials (e-bikes, closed campus) ● Increased Campus Signage

Marshall, the Weston First Selectwoman, Public Works, Emergency Communication Center to ensure the messaging is consistent in and among our schools and town community			
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Section 5: FUTURE PLANNING - WESTON BOARD OF EDUCATION, ADMINISTRATION & TOWN OF WESTON

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

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Establish community focus groups to engage in a feasibility study to gather feedback around the future plan for our campus infrastructure needs	November 2025	February 2026	<ul style="list-style-type: none"> ● Active community engagement during focus groups ● Attendance rates
Continue to analyze enrollment projects through the lens of grade configurations, section numbers, and cohorts	November 2025	June 2027	<ul style="list-style-type: none"> ● Budget 2026 enrollment report ● Section projections for the 2025-2026 school year
Present options to BOE regarding school infrastructure and building projects	March 2026	May 2027	<ul style="list-style-type: none"> ● March Presentation



INTEROFFICE MEMORANDUM

To: Erica Forti

From: Juliane Givoni - Director of Human Resources

Subject: Consent Agenda – October 2025

Date: October 14, 2025

NEW HIRES:

- Bates, Cassandra (1.0 FTE) WMS Social Worker LTS - Effective September 30, 2025
- Celozzi, Aimee (1.0 FTE) Grades 1 & 2 Special Education Teacher HES LTS – Effective November 3, 2025
- Forster, Susan (1.0 FTE) WMS Building Substitute – Effective September 25, 2025
- Wasilewski, Melanie (.75 FTE) ELC Paraeducator HES – Effective October 14, 2025

RESIGNATIONS:

- Nickson, Rosemary (1.0 FTE) WIS School Nurse – Effective November 21, 2025

RETIREMENTS:

- Egan, Dawn (1.0 FTE) WHS Athletics Administrative Assistant – Effective December 1, 2025

CHANGE OF ASSIGNMENT:

- Boccanfuso, Kellee (1.0 FTE) Bookkeeper – Effective November 4, 2025

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/20/25

Information Only

Action Requested

Agenda Item Subject: Approval of the September 2025 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the third FY26 (September 2025) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.



October 17, 2025

TO: BOE Finance & Operations Committee

FROM: Phillip Cross, Chief Financial & Operations Officer

SUBJECT: September Financial Report for FY 25-26

Financial Summary

Below is the financial summary for the Period ending September 30, 2025 as well as trends and highlights.

FY 2025-26 CATEGORY SUMMARY						
Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Expenditures	Projected Balance
Salaries (1000's)	36,547,828	5,048,353	29,688,838	2,021,986	36,759,178	(211,350)
		13.81%	81.23%	5.53%	100.58%	-0.58%
Benefits (2000's)	11,595,878	2,952,468	7,433,564	1,209,846	11,595,878	-
		25.46%	64.11%	10.43%	100.00%	0.00%
Professional Services (3000's)	1,575,231	245,344	1,204,166	193,176	1,642,686	(67,454)
		15.58%	76.44%	12.26%	104.28%	-4.28%
Property Services (4000s)	2,290,134	417,866	1,430,964	441,304	2,290,134	-
		18.25%	62.48%	19.27%	100.00%	0.00%
Other Services (5000s)	6,217,244	2,417,292	3,680,347	239,400	6,337,040	(119,796)
		38.88%	59.20%	3.85%	101.93%	-1.93%
Supplies (6000s)	3,437,762	935,711	1,985,469	516,582	3,437,762	0
		27.22%	57.75%	15.03%	100.00%	0.00%
Equipment (7000s)	413,932	360,671	6,756	46,505	413,932	-
		87.13%	1.63%	11.23%	100.00%	0.00%
Other Objects (8000s)	144,451	54,342	76,959	13,150	144,451	-
		37.62%	53.28%	9.10%	100.00%	0.00%
Revenue (9000s)	(1,123,771)	(104,079)	(1,121,207)	-	(1,225,286)	101,515
		9.26%	99.77%	0.00%	109.03%	-9.03%
Total	\$ 61,098,689	\$12,327,968	\$ 44,385,857	\$ 4,681,949	\$ 61,395,774	\$ (297,085)
Total %		20.18%	72.65%	7.66%	100.49%	-0.49%

Trends and Highlights:

As we keep the Board apprised of current trends, the balance presented at this time is not indicative of the end of year results.

Salaries:

We have started the year almost fully staffed. In recent years, combined turnover and FML savings have exceeded expectations. Given those results, the FY26 budgeted turnover and FML offset was increased from \$170,000 to \$370,000. This year’s YTD realized gross turnover savings is \$268,986. This amount includes a vacant position that is being covered internally. It is highly probable that there will be additional FML savings as the year progresses.

Prior to the start of the year, a 2nd grade section was added. This additional expenditure has reduced the realized turnover savings.

Finally, increases relating to degree level/column changes is slightly over budget by \$13,715.

The combined effects of these items is an initial deficit salary deficit of (\$211,350).

FY 2025 -26 Salary Variance		
Description	Amount (\$)	
Turnover Savings- Actual	268,986	
Turnover Savings- Budgeted	(370,000)	
<i>Net Turnover Savings</i>		(101,014)
Degree Level Change - Actual	(58,105)	
Degree Level Change - Budgeted	44,390	
<i>Net Degree Level Change</i>		(13,715)
Post budget Section Added (2nd Grade)		(96,622)
Total Variance		(211,350)

Health Insurance:

Active Employee Group

The July update from the State Partnership Plan (SPP) has indicated that the plan experienced high medical and prescription claims for the year ended June 30th, 2025. It was also reported that the plan has a negative fund balance. These results will not have any effect for the current year but may result in higher premiums for upcoming years.

The plan's year-end financial overview is included for your review.

Medicare Supplement Plan

Recent legislative changes, high claims and increased prescription claims is having a significant impact to the Medicare market. We have been informed by our provider that there will be a 29% premium increase for the plan year beginning January 1, 2026.

There are fewer alternative plan options as more providers are exiting the market, including our provider of many years, Anthem Blue Cross/Blue Shield, who exited this calendar year (2025). CT Care and United Health Care (small group) have also exited the market

The drivers for current market conditions are:

Impact of the Inflation Reduction Act on Prescription Drug Programs

The IRA, while aiming to lower drug costs for Medicare beneficiaries, fundamentally shifts financial responsibility for prescription drugs to private plan sponsors. This results in higher costs for Medicare Part D plans due to:

- **Loss of Federal Reinsurance:** The federal government's reinsurance for catastrophic drug costs has been drastically reduced from 80% to 20% for brand-name drugs. This means these plans must now absorb a much larger share of the highest drug expenses.
- **Loss of Manufacturer Discounts:** The IRA eliminates mandatory manufacturer discounts in the Medicare Part D "coverage gap." This removes a significant financial offset that plans previously received.
- **Decreased Member Rx Cost Share:** The IRA introduced a new annual out-of-pocket cap of \$2,000 (\$2,100 for 2026) for Medicare beneficiaries. While beneficial for retirees, plans are now responsible for 100% of drug costs once a member reaches this cap, increasing the overall liability of these prescription drug plans.
- **Overall Increased Plan Liability:** These changes combined significantly increase the total financial exposure for prescription drug costs. Although there's an increased CMS Direct Subsidy for the CMS Standard Plan design, it is not sufficient to counteract the other substantial cost shifts.

Medical Trend Increases in Supplemental Plans

Beyond the IRA's impact on prescription drugs, the premiums for supplemental Medicare plans are also rising due to significant healthcare trends:

- **Higher Health Care Costs (Medical Inflation):** The cost of medical services, including hospital care, physician visits, and procedures, continues to rise faster than general inflation. As original Medicare costs increase, supplemental plan's responsibility for deductibles, copayments, and coinsurance also increase.
- **Higher Utilization:** The retiree population is living longer, which naturally leads to a greater demand for healthcare services. This increased frequency and intensity of medical care,

including treatment for chronic conditions, results in more claims being filed against these Medicare supplemental plans.

● **Higher Utilizers Living Longer on More Expensive Drugs/Treatments:** Another contributing factor is that individuals with higher healthcare needs and those on expensive maintenance medications are living longer. This demographic shift means the average cost within these retiree groups increases as these higher utilizers continue to require significant and often more costly medical and prescription drug interventions.

Professional Services:

Technology

There was a significant increase to the annual subscription fee for our virtual server environment. This increase necessitated migrating these servers to another provider at cost of \$18,390.

In addition, the network support and critical server hosting fees has steadily increased in recent years. This increase was not accounted for in the budget.

Management Services

In switching to the SPP plan we did not account for the consulting fee (\$35,000) for our health insurance consultant, a fee that was previously paid by the health insurance provider.

Special Education (SPED):

The budget lines for transportation, tuition and settlement agreements are highly variable and dependent on individual student needs. The needs of multiple students have changed, resulting in either recommendations for a placement change or for placements outside of the district.

Revenue Offset:

The number of non-resident tuition students has increased compared to budget resulting in a projected increase of \$101,515.

Internal Service Fund

**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)						\$ 385,919
Projected Claims:						
Delta Dental:						
Claims						\$ 362,535
Administrative Fees						\$ 23,384
Total Dental Claims (B)						\$ 385,919
Net Change (A-B)						-
Projected Fund balance June 30, 2026						\$ 418,466
Dental- Actual Claims & Fees						
Month						Claims & Fees
July						27,402
August						44,585
September						26,669
Total						\$ 98,655
Actual YTD Spend Rate						25.6%
Theoretical YTD Spend Rate						25.0%
YTD Theoretical variance %						0.6%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of Septmeber 30, 2025

Period: 3 of 12

2022-2023 Year-End Expense	2023-2024 Year-End Expense	2024-2025 Year-End Expense	Object Code	Description	2025-2026							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Salaries & Wages (1000s)</i>								
2,854,614	3,375,352	3,487,109	1110	Administrators	3,593,896	-	3,593,896	765,504	2,749,300	-	3,514,804	79,092
14,827,266	15,169,704	15,671,065	1111	General Ed. Teachers	15,722,608	-	15,722,608	1,847,419	13,796,108	87,747	15,731,274	(8,666)
2,522,780	2,359,825	2,584,821	1112	Special Ed. Teachers	2,823,721	-	2,823,721	329,535	2,482,938	-	2,812,473	11,248
1,021,018	948,323	984,850	1113	Guidance	1,012,568	-	1,012,568	117,537	901,116	-	1,018,653	(6,085)
397,172	418,788	432,187	1114	Psychologist	468,481	-	468,481	54,056	414,426	-	468,481	-
353,558	410,444	485,393	1115	Social Worker	510,512	-	510,512	57,314	429,013	-	486,327	24,185
539,131	510,769	530,574	1116	Speech & Hearing	548,276	-	548,276	71,869	476,407	-	548,276	-
887,328	1,261,271	1,275,481	1117	Academic Assistants	1,264,381	-	1,264,381	156,352	1,053,947	-	1,210,299	54,082
110,854	59,724	61,217	1118	Talented & Gifted	-	-	-	-	-	-	-	-
400,239	455,475	456,095	1119	Library/Media	505,044	-	505,044	58,274	446,770	-	505,044	-
57,886	51,774	43,514	1135	Transition Coordinator	56,320	-	56,320	10,831	83,035	-	93,866	(37,546)
847,138	877,957	899,825	1139	Certified Stipends	991,761	-	991,761	46,153	230,362	715,246	991,761	-
651,668	969,094	1,015,169	1140	Academic Leader (CIL's)	955,516	-	955,516	103,717	756,659	95,140	955,516	-
1,852	2,571	1,532	1141	Mentor Teacher	2,300	-	2,300	1,000	-	1,300	2,300	-
113,090	0	78,000.00	1142	Behavioral Analyst	180,400	-	180,400	14,713	169,959	-	184,672	(4,272)
58,267	68,897	66,541	1145	Multilingual Learner	81,521	-	81,521	10,580	76,216	-	86,796	(5,275)
\$ 25,643,861	\$ 26,939,968	\$ 28,073,373		Sub-Total Certified Salaries	\$ 28,717,306	\$ -	\$ 28,717,306	\$ 3,644,853	\$ 24,066,257	\$ 899,432	\$ 28,610,542	106,763
								12.7%	83.8%	3.1%	99.6%	0.4%
				<i>Other Certified Salaries</i>								
40,788	25,138	24,735	1131	Homebound Tutor	44,500	-	44,500	457	-	44,043	44,500	-
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
246,814	216,491	239,946	1137	Substitute Teacher	178,801	-	178,801	3,656	-	175,145	178,801	-
189,064	194,739	167,395	1138	Summer Work -Certified Staff	212,408	-	212,408	119,229	-	93,180	212,408	-
127,403	152,490	140,966	1143	Building Substitutes	203,175	-	203,175	9,880	154,830	38,465	203,175	-
385,336	215,245	251,666	1144	Long term Substitute	118,000	-	118,000	25,158	50,754	42,087	118,000	-
-	-	-	1160	Turnover Savings	(370,000)	-	(370,000)	-	-	-	-	(370,000)
\$ 989,404	\$ 804,103	\$ 824,707		Sub-Total Other Certified Salaries	\$ 431,274	\$ -	\$ 431,274	\$ 158,380	\$ 205,584	\$ 392,919	\$ 756,884	\$ (325,610)
								36.7%	47.7%	91.1%	175.5%	-75.5%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of Septmeber 30, 2025

Period: 3 of 12

2022-2023 Year-End Expense	2023-2024 Year-End Expense	2024-2025 Year-End Expense	Object Code	Description	2025-2026							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Non-Certified Salaries</i>								
413,013	496,658	497,025	1210	Non-Cert. Supervisors	558,548	-	558,548	117,909	437,263	-	555,172	3,376
213,706	238,317	223,285	1211	Nurses	250,912	-	250,912	32,907	218,064	-	250,971	(59)
247,373	279,358	338,189	1215	Occupational & Physical Therapists	345,422	-	345,422	31,307	216,165	97,950	345,422	-
1,156,839	1,328,819	1,361,800	1221	Administrative Support	1,388,117	-	1,388,117	259,460	1,108,942	19,715	1,388,117	-
1,697,360	1,828,311	1,865,189	1231	Para Educators	1,914,820	-	1,914,820	231,249	1,617,799	65,772	1,914,820	-
156,413	141,394	108,135	1234	Bus Aides	147,297	-	147,297	10,504	-	136,793	147,297	-
495,877	505,325	523,857	1235	Technicians	537,922	-	537,922	114,012	422,960	-	536,972	950
65,017	46,914	69,477	1237	Vocational Specialist	69,229	-	69,229	4,217	65,012	-	69,229	-
262,406	276,448	301,659	1241	Safety Monitors	316,063	-	316,063	41,718	271,341	-	313,059	3,004
513,999	514,241	538,892	1251	Custodians	570,282	-	570,282	114,336	455,700	-	570,036	246
477,370	543,741	568,199	1261	Maintenance Mechanics & Grounds	585,183	-	585,183	114,350	470,854	-	585,204	(21)
90,458	103,682	107,218	1269	Athletic Support Staff	124,751	-	124,751	7,308	42,227	75,216	124,751	-
192,939	188,200	199,708	1280	Non Certified Stipends	204,550	-	204,550	17,957	90,671	95,922	204,550	-
\$ 5,982,771	\$ 6,491,407	\$ 6,702,634		Sub-Total Non-Certified Salaries	\$ 7,013,096	\$ -	\$ 7,013,096	\$ 1,097,234	\$ 5,416,997	\$ 491,368	\$ 7,005,599	\$ 7,497
								15.6%	77.2%	7.0%	99.9%	0.1%
				<i>Other Non-Citified Salaries</i>								
39,524	39,305	34,159	1213/12 23/1233	Non-Certified Substitutes	47,500	-	47,500	151	-	47,349	47,500	-
199,553	230,025	241,665	1212/22 38/42/52	Overtime	203,700	-	203,700	34,393	-	169,307	203,700	-
114,912	101,739	102,616	1268	Summer Work-Non-Cert.	134,952	-	134,952	113,342	-	21,610	134,952	-
\$ 353,988	\$ 371,068	\$ 378,440		Sub-Total Other Salaries	\$ 386,152	\$ -	\$ 386,152	\$ 147,885	\$ -	\$ 238,267	\$ 386,152	-
								38.3%	0.0%	61.7%	100.0%	0.0%
\$ 32,970,025	\$ 34,606,546	\$ 35,979,154		TOTAL SALARIES	\$ 36,547,828	\$ -	\$ 36,547,828	\$ 5,048,353	\$ 29,688,838	\$ 2,021,986	\$ 36,759,178	\$ (211,350)
								13.8%	81.2%	5.5%	100.6%	-0.6%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of Septmeber 30, 2025

Period: 3 of 12

2022-2023	2023-2024	2024-2025	Object Code	Description	2025-2026								
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available	
				<i>Benefits (2000's)</i>									
9,202,598	8,801,704	9,093,058	2000	Health Insurance	10,623,056	-	10,623,056	2,676,000	7,897,202	49,853	10,623,056	-	
(1,705,489)	(1,410,661)	(1,554,889)	2022	Premium Cost Share	(1,963,364)	-	(1,963,364)	(322,819)	(1,640,545)	-	(1,963,364)	-	
1,020,503	1,032,102	1,067,168	2001	Social Security & Medicare	1,160,817	-	1,160,817	160,455	1,000,362	-	1,160,817	-	
175,214	180,451	186,333	2003	Workers Compensation	191,436	-	191,436	191,383	-	53	191,436	-	
14,660	1,644	35,171	2004	Unemployment Compensation	20,000	-	20,000	400	-	19,600	20,000	-	
130,080	-	-	2005	Early Retirement Incentive	-	-	-	-	-	-	-	-	
1,328,122	1,192,864	1,325,069	2007	Pension Contributions	1,356,477	-	1,356,477	227,754	32,110	1,096,613	1,356,477	-	
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	19,294	58,935	(1,273)	76,956	-	
56,400	22,381	27,148	2014	Sick Bank	45,000	-	45,000	-	-	45,000	45,000	-	
\$10,376,262	\$9,993,990	\$10,305,700		TOTAL BENEFITS	\$ 11,595,878	\$ -	\$ 11,595,878	\$ 2,952,468	\$ 7,433,564	\$ 1,209,846	\$ 11,595,878	\$ -	
								25.5%	64.1%	10.4%	100.0%	0.00%	
				<i>Professional & Technical Services (3000s)</i>									
504,232	525,441	174,021	3210	Contracted Services Educational	238,176	-	238,176	40,291	142,594	55,291	238,176	-	
149,405	176,454	154,137	3220-21	Consulting Services	168,935	-	168,935	43,414	130,176	27,800	201,389	(32,454)	
75,937	94,342	94,477	3235	Testing	144,421	-	144,421	42,809	97,755	3,857	144,421	-	
106,990	260,876	302,332	3239	Other Pupil Services	301,200	-	301,200	21,383	275,477	4,340	301,200	-	
66,056	34,711	37,221	3303	Management Services	37,714	-	37,714	18,499	54,215	-	72,714	(35,000)	
2,064	3,145	2,048	3304	License Fees-Facilities	3,500	-	3,500	769	2,550	181	3,500	-	
232,999	183,838	339,334	3306	Legal Fees-SPED	240,000	-	240,000	40,598	199,402	-	240,000	-	
187,860	162,916	148,456	3306	Legal Fees- Districtwide	150,000	-	150,000	28,836	111,164	10,000	150,000	-	
106,091	109,322	118,358	3308	Police/Fire	118,741	-	118,741	-	110,786	7,955	118,741	-	
67,685	155,452	123,318	3309	Professional & Technical Services	114,558	-	114,558	8,746	22,060	83,753	114,558	-	
41,996	41,210	54,136	3310	Sports Officials	57,987	-	57,987	-	57,987	-	57,987	-	
\$ 1,541,315	\$ 1,747,705	\$ 1,547,836		TOTAL PROF. & TECH SERVICES	\$ 1,575,231	\$ -	\$ 1,575,231	\$ 245,344	\$ 1,204,166	\$ 193,176	\$ 1,642,686	\$ (67,454)	
								15.6%	76.4%	12.3%	104.3%	-4.3%	

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of Septmeber 30, 2025

Period: 3 of 12

2025-2026												
2022-2023	2023-2024	2024-2025	Object Code	Description	Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
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
<i>Property Services (4000s)</i>												
907,204	969,175	991,847	4200	Cleaning Services	994,738	-	994,738	248,413	746,325	-	994,738	-
50,825	66,687	65,839	4202	Rubbish Removal	75,877	-	75,877	10,967	50,704	14,206	75,877	-
82,370	171,370	181,873	4302	Equipment Repairs	188,898	-	188,898	6,176	54,077	128,645	188,898	-
184,530	189,525	199,670	4400	Equipment Rental	187,115	-	187,115	6,801	178,479	1,835	187,115	-
213,171	215,350	224,644	4500	Repair Allowance	150,000	-	150,000	3,326	36,027	110,647	150,000	-
30,182	40,740	49,171	4514	Fire Alarm System	44,400	-	44,400	34,682	3,418	6,300	44,400	-
201,994	191,606	169,137	4518	Sewer System Plant Maintenance	184,795	-	184,795	25,423	157,321	2,050	184,795	-
205,809	247,875	187,095	4520	Service Contracts	194,724	-	194,724	55,940	95,089	43,695	194,724	-
93,203	66,984	82,676	4530	Parks & Recreation	86,547	-	86,547	-	62,000	24,547	86,547	-
39,271	31,644	107,951	4540	Athletic Facilities Repairs	59,500	-	59,500	20,355	21,145	18,000	59,500	-
195,029	74,974	111,169	4541	Contracted Services	102,300	-	102,300	3,623	25,298	73,379	102,300	-
109,755	-	-	4600	Special Projects	-	-	-	-	-	-	-	-
11,275	6,377	-	4604	Snow Plowing	10,500	-	10,500	-	-	10,500	10,500	-
35,888	35,100	5,869	4701	Security System Monitoring	10,740	-	10,740	2,160	1,080	7,500	10,740	-
\$ 2,360,505	\$ 2,307,405	\$ 2,376,940		TOTAL PROPERTY SERVICES	\$ 2,290,134	\$ -	\$ 2,290,134	\$ 417,866	\$ 1,430,964	\$ 441,304	\$ 2,290,134	\$ -
								18.2%	62.5%	19.3%	100.0%	0.0%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of Septmeber 30, 2025

Period: 3 of 12

2022-2023	2023-2024	2024-2025	Object Code	Description	2025-2026							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
<i>Other Services (5000s)</i>												
1,592,600	1,737,496	1,724,934	5100	Regular Transportation	1,777,015	-	1,777,015	1,759,079	17,936	-	1,777,015	-
843,911	935,160	869,290	5101	SPED Transportation	815,957	-	815,957	263,069	672,684	-	935,753	(119,796)
218,024	100,391	113,287	5104	Athletic Transportation	116,093	-	116,093	-	90,000	26,093	116,093	-
12,802	4,237	4,524	5105	Extra-Curricular Transportation	16,360	-	16,360	-	5,000	11,360	16,360	-
160,181	107,032	107,125	5112	Diesel & Gasoline	101,265	-	101,265	3,235	92,210	5,820	101,265	-
128,142	136,003	134,609	5200	General Liability Insurance	154,233	-	154,233	30,038	97,907	26,288	154,233	-
14,400	15,008	15,008	5202	Athletic Insurance	15,758	-	15,758	-	-	15,758	15,758	-
104,154	106,579	109,196	5205	Property Insurance	114,250	-	114,250	112,350	-	1,901	114,250	-
87,714	89,414	96,937	5300	Communications	94,106	-	94,106	18,706	65,149	10,252	94,106	-
27,469	27,030	31,991	5400	Postage	29,383	-	29,383	6,871	20,062	2,450	29,383	-
853	1,626	2,417	5500	Advertising	2,000	-	2,000	757	725	518	2,000	-
16,962	18,356	18,519	5501	Printing	23,578	-	23,578	943	11,390	11,245	23,578	-
2,367,437	2,232,934	2,045,796	5600	Out of District Tuition	1,652,829	-	1,652,829	161,738	1,592,553	(101,462)	1,652,829	-
1,063,918	1,147,396	1,098,685	5601	Tuition Settlements	1,223,256	-	1,223,256	46,205	1,002,033	175,018	1,223,256	-
41,076	39,352	44,431	5800	Travel & Conference	59,045	-	59,045	13,821	6,284	38,939	59,045	-
3,803	3,282	2,901	5801	Mileage Reimbursement	12,167	-	12,167	-	1,345	10,822	12,167	-
5,684	3,905	12,670	5900	Other Purchased Services	9,949	-	9,949	480	5,070	4,399	9,949	-
\$ 6,689,130	\$ 6,705,201	\$ 6,432,319		TOTAL OTHER SERVICES	\$ 6,217,244	\$ -	\$ 6,217,244	\$ 2,417,292	\$ 3,680,347	\$ 239,400	\$ 6,337,040	\$ (119,796)
								38.9%	59.2%	3.9%	101.9%	-1.9%
<i>Supplies & Materials (6000's)</i>												
884,656	889,057	532,944	6110	Materials	697,780	-	697,780	57,220	335,728	304,832	697,780	-
36,390	32,719	29,480	6120	Office Materials	35,328	-	35,328	3,568	30,981	779	35,328	-
174,050	173,801	192,226	6130	Maintenance Materials	181,624	-	181,624	42,265	110,424	28,935	181,624	-
95,137	98,514	132,842	6131	Custodial Materials	78,348	-	78,348	5,423	66,993	5,932	78,348	-
21,943	43,776	14,895	6132	Security Materials	26,284	-	26,284	3,499	4,701	18,084	26,284	-
517,581	570,217	642,148	6140	Software	657,407	-	657,407	583,965	56,485	16,957	657,407	-
98,833	104,825	105,727	6410	Books	186,730	-	186,730	18,906	92,026	75,797	186,730	-
325,229	467,063	496,828	6510	Heating Oil	515,195	-	515,195	16,957	454,850	43,388	515,195	-
482,463	644,985	1,085,613	6520	Electricity	1,056,067	-	1,056,067	203,907	833,282	18,878	1,056,067	-
2,890	2,377	2,870	6530	Propane	3,000	-	3,000	-	-	3,000	3,000	-
\$ 2,639,172	\$ 3,027,334	\$ 3,235,574		TOTAL SUPPLIES & MATERIALS	\$ 3,437,762	\$ -	\$ 3,437,762	\$ 935,711	\$ 1,985,469	\$ 516,582	\$ 3,437,762	\$ -
								27.2%	57.8%	15.0%	100.0%	0.0%



Financial Overview

Actives & Non-Medicare Retirees

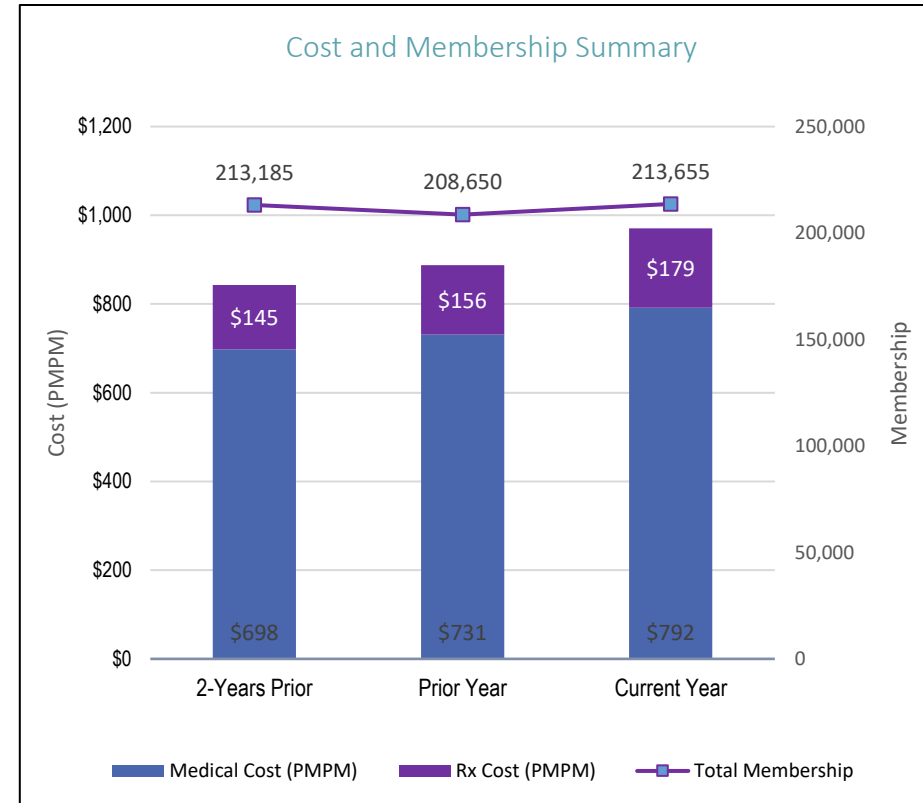
All Plans

Claims Summary¹

	Total Cost (PMPM)	% of Total Cost	Current Trend
Medical	\$791.73	82%	▲ 8.3%
Inpatient Facility	\$158.62	16%	▲ 7.7%
Outpatient Facility	\$309.14	32%	▲ 8.1%
Professional Services	\$302.30	31%	▲ 9.5%
Ancillary	\$21.67	2%	▼ 1.3%
Pharmacy²	\$178.86	18%	▲ 14.5%
Total Cost	\$970.59		▲ 9.4%

Drivers of Trend

Service Category	Current PMPM	Prior PMPM	Change
Pharmacy - Specialty	\$60.92	\$40.01	▲ \$20.91
Outpatient - Pharmacy	\$60.46	\$52.75	▲ \$7.71
Outpatient - Surgery	\$98.10	\$90.75	▲ \$7.35
Professional -E&M	\$57.33	\$50.30	▲ \$7.03
Prescription Drugs - Brand	\$93.01	\$87.57	▲ \$5.44



Observations

- PMPM medical costs have increased 8.3% Year-over-Year (“YoY”) and accounted for 82% of total spend.
- PMPM Rx costs have increased 14.5% YoY and accounted for 18% of total spend.
- The second table above illustrates the top 5 drivers of trend. Pharmacy - Specialty was the top driver of spend on a PMPM basis, increasing \$20.91 PMPM over last year.

¹ Reflects paid claims through May 2025. Claims for the current period have been completed using a factor of 0.95

² Pharmacy costs reflect PrudentRx savings through April 2025.

Partnership FAD Balances

- What is the Partnership 2.0 FAD balance used for?
 - The Partnership 2.0 FAD (Funds Awaiting Distribution) balance represents the funds collected from monthly medical and Rx premiums paid by participating Partnership 2.0 groups. These funds are held temporarily and used to pay insurance carriers and other vendors for claims and services provided to covered members.
- Why does the Partnership 2.0 FAD balance fluctuate?
 - The balance fluctuates due to timing differences between when premium payments are received and when payments are made to carriers and vendors. Partnership 2.0 groups typically wire payments weekly, while the State makes payments to vendors on a bi-weekly or monthly schedule. This timing mismatch causes the balance to rise and fall throughout the month.
- As of 6/30/25, the Partnership 2.0 FAD balance was **-\$18.6M**
 - The FAD balance is lower than projected because actual medical and pharmacy costs have exceeded expectations. The primary causes are an unexpected spike in in-patient hospital spending, due to increased emergency room use and a high number of large-dollar claimants. As well as a surge in Pharmacy costs due to rising utilization of GLP-1 medications and increased use and prices of specialty drugs.

Partnership FAD Balances

- Will a negative balance impact coverage for Partnership 2.0 members?
 - No, the State is both statutorily and contractually obligated to pay claims on behalf of Partnership 2.0 members. Claims will continue to be paid in a timely manner, and member coverage will not be affected.
- What is the outlook for the FAD balance moving forward?
 - As of July 2025, updated premium rates are in effect. These revised rates are expected to stabilize the account and gradually rebuild the FAD balance. However, to avoid sharp year-over-year premium swings, the Partnership 2.0 plan smooths gains and losses over multiple years. For that reason, the fund is not expected to return to its full target balance during the current fiscal year.

CONNECTICUT
PARTNERSHIP PLAN



Questions?

Please remain on mute and use the chat function.

The presentation will be posted to the Partnership Site: [The CT Partnership Plan 2.0](#)

osc.ct.gov/ctpartner

Appendix

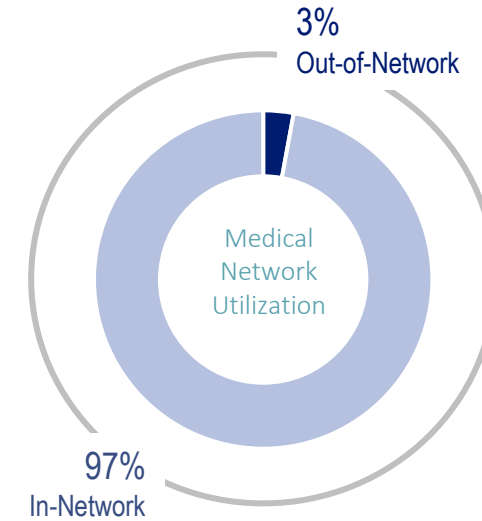
- State of CT & Partnership Utilization Dashboard
 - Key Utilization Metrics
 - Disease Prevalence
 - Care Gaps & Compliance Rates
 - High-Cost Claimants

Actives & Non-Medicare Retirees

All Plans

Key Utilization Metrics

Category (Utilization per 1,000)	Current Period	Prior Period	% Change
Office Visits	5,125	4,889	4.8%
Preventive Services	4,376	4,455	-1.8%
Inpatient Admissions	76	74	3.2%
Average Cost Per Admission	\$25,031	\$23,985	4.4%
Emergency Room (ER) Visits	205	202	1.5%
Average ER Visit Cost	\$2,852	\$2,789	2.3%
Urgent Care (UC) Visits	374	404	-7.5%
Average UC Visit Cost	\$242	\$224	7.7%
Rx Scripts	11,927	11,675	2.2%
Average Cost per Script	\$180	\$161	12.1%



Observations

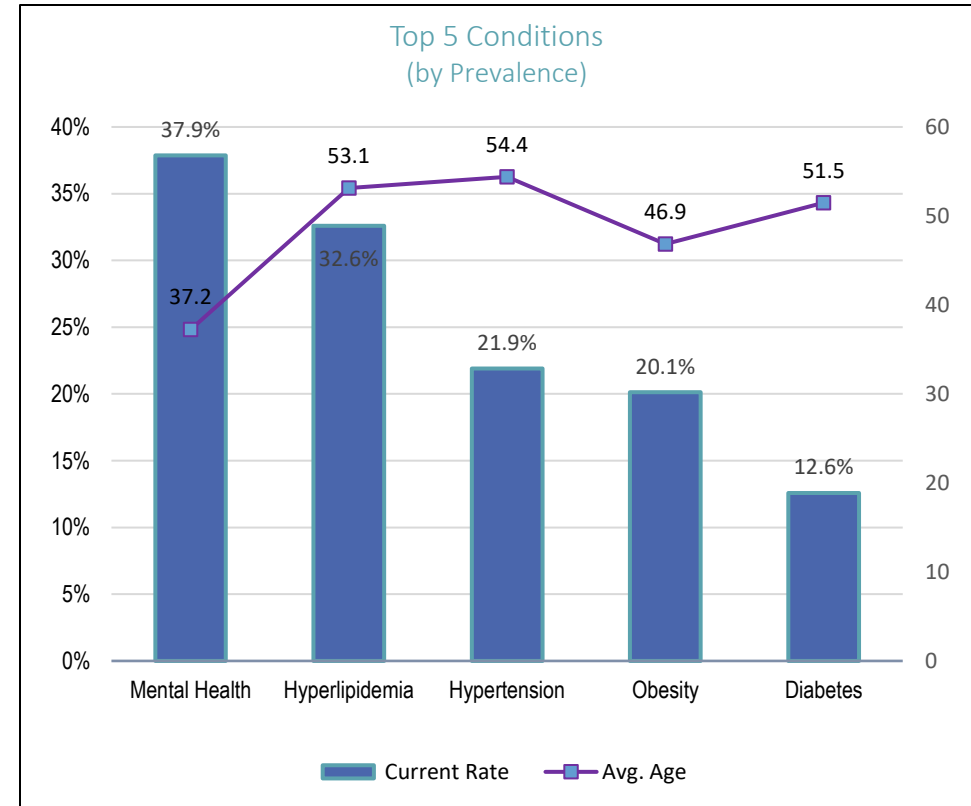
- Office visits per 1,000 increased 4.8% YoY, while preventive services decreased 1.8% YoY.
- Inpatient admissions per 1,000 increased 3.2% YoY, and average cost per admission increased 4.4% YoY.
- ER visits per 1,000 remained relatively stable YoY, but the average cost per visit increased 2.3% YoY.
- Urgent care visits per 1,000 decreased 7.5% YoY, while the average cost per visit increased 7.7% YoY.
- Rx scripts per 1,000 increased 2.2% YoY, and unit cost trend increased 12.1% YoY.

Actives & Non-Medicare Retirees

All Plans

Disease Prevalence (sorted by prevalence)

Chronic Condition	Current Rate	Prior Rate
Mental Health	37.9%	36.6%
Hyperlipidemia	32.6%	31.2%
Hypertension	21.9%	21.8%
Obesity	20.1%	19.0%
Diabetes	12.6%	10.4%
Asthma	7.5%	7.6%
Substance Abuse	4.0%	4.1%
Coronary Artery Disease (CAD)	3.6%	3.2%
Breast Cancer	1.0%	1.0%
Chronic Obstructive Pulmonary Disease (COPD)	0.6%	0.6%
Prostate Cancer	0.6%	0.5%
Congestive Heart Failure (CHF)	0.5%	0.5%
Colorectal Cancer	0.2%	0.2%
Cervical Cancer	0.0%	0.0%



Observations

- Mental health remained the State's top disease condition with 37.9% of total members (prevalence) and has increased 1.3 percentage points (pp) YoY.
- Continuing increases in Hyperlipidemia, Obesity, and Diabetes

Actives & Non-Medicare Retirees

All Plans

Care Gaps and Compliance Rates

Chronic Condition	Clinical Quality Metrics	All Members				Gender Distribution		Compliance Rate by Gender	
		Population	Current Period	Change (pp)	SHAPE BoB ¹	F	M	F	M
Diabetes	At least 1 hemoglobin A1C test	26,927	84%	▲ 1.8	82%	60%	40%	82%	86%
	Screening for diabetic nephropathy	26,927	59%	▼ 5.0	62%	60%	40%	58%	60%
	Screening for diabetic retinopathy	26,916	49%	▼ 3.8	25%	60%	40%	49%	48%
Hypertension	On anti-hypertensives and serum potassium	29,576	64%	▼ 1.3	61%	41%	59%	64%	64%
Hyperlipidemia	Total cholesterol testing	69,679	79%	▼ 0.9	72%	49%	51%	81%	78%
COPD	Spirometry testing	1,270	35%	▼ 1.4	26%	52%	48%	35%	35%
CAD	Patients currently taking an ACE-Inhibitor or ARB Drug	7,642	39%	▼ 0.7	41%	34%	66%	30%	44%
	Patients currently taking a statin	7,647	82%	▲ 0.7	70%	34%	66%	71%	87%
Preventive Screening	Breast cancer	55,082	68%	▲ 2.2	56%	100%		68%	
	Cervical cancer	88,763	52%	▲ 0.4	46%	100%		52%	
	Colorectal cancer	71,072	51%	▼ 3.7	41%	54%	46%	55%	47%
	Prostate cancer	32,681	70%	▼ 1.3	38%		100%		70%

Observations

- All preventive screening compliance rates are critically important. Early detection of chronic conditions gives the patient a higher probability of a positive outcome. Expensive treatments in the future can be avoided if these conditions are caught/managed early.
- While most compliance rates are down YoY, the State's compliance rates remained favorable in most categories when compared to the SHAPE BoB.
- The Plan should continue to frequently communicate the value and importance of preventive screenings.

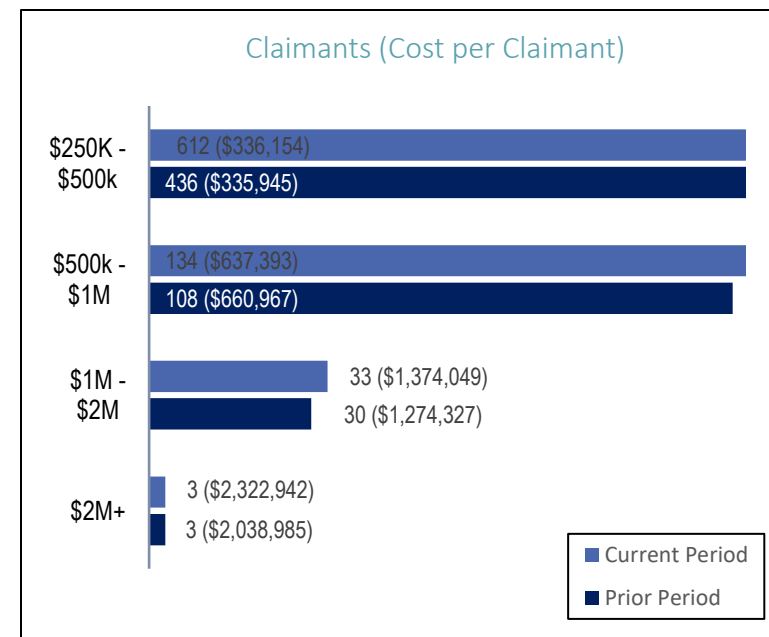
¹ SHAPE Book-of-Business reflects compliance rates for calendar year 2023 Compliance statistics have not been adjusted for risk or severity

Actives & Non-Medicare Retirees

All Plans

High-Cost Claimants (Medical & Rx \$250k+)

Category (sorted by Members)	Current Period		Prior Period	
	Claimants	Cost per Claimant	Claimants	Cost per Claimant
Episodic w/ Underlying Health Conditions ¹	192	\$452,306	155	\$460,505
Non-Screenable Cancer	178	\$477,400	117	\$523,646
Chronic	148	\$444,365	124	\$438,397
Rx Dominant	109	\$404,227	71	\$425,762
Screenable Cancer	93	\$412,276	77	\$411,680
Episodic w/o Underlying Health Conditions ¹	30	\$387,276	13	\$516,488
Mental Health	25	\$379,677	16	\$338,627
Substance Use	7	\$335,889	4	\$284,075
Total High-Cost Members	782	\$439,194	577	\$454,425



Observations

- 782 claimants exceeded the \$250k in combined medical and Rx spend during the current period. Compared to 577 in the prior period.
- Episodic w/ Underlying Health Conditions was the top category with about 25% of high-cost claimants falling into this category. Non-Screenable Cancer was the second highest category.
- Rx dominant, which reflects claimants exceeding the threshold mainly due to prescription drug costs rather than medical costs, ranked third.

¹ Underlying conditions reflect members with the following conditions: Mental Health, Hyperlipidemia, Hypertension, Obesity, Diabetes, Asthma, Substance Abuse, Coronary Artery Disease (CAD), Chronic Obstructive Pulmonary Disease (COPD), and Congestive Heart Failure (CHF).