Weston Board of Education Special Meeting
Monday, May 4, 2026
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. Approval of Minutes: Discussion and possible action
    - Board of Education Meeting: April 20, 2026
IV. School Facilities/Campus Revitalization - Overview information regarding capital improvements/selected renovations approach to WMS - Colliers Project Leaders, Scott Pellman, RA: Discussion
V. Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action
    A. New:
        - P 0000 Statement of Philosophy
        - P 0100 Mission Statement
        - P 6171.2 Pre-School Special Education
    B. Updates:
        - R 6114.1 Fire Emergency
        - P 6121 Non-Discrimination Instructional Program
        - P 6146 Graduation Requirements
        - P 6147 Curriculum Exemptions
        - P 6162.6 Use of Copying Devices
        - P 6164.11 Drugs, Tobacco, Alcohol
        - P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
        - P 6172.5 English Language Learners
        - R 6142.3_5141.5 Suicide Prevention Education
    C. Policy/regulation - retire:
        - P 0220 Goals and Objectives for School Operations_System (replaced with P 0000 and P 0100)

- P 6181 Evaluation of the Special Education Program

VI. 2026-2027 Board of Education Meeting Schedule: Discussion and possible action

VII. Next Scheduled Meetings of the Board of Education

- May 21, 2026, 7:00 PM, Tri-Board Meeting, TBD
- June 1, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom
- June 15, 2026, 7:00 PM, Board of Education Meeting, Weston Middle School Library

VIII. Adjournment: Possible action

Board of Education Regular Meeting
Monday, April 20, 2026
7:00 PM
Zoom Webinar

Absent: Lisa Luft, **Present:** David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Deborah Low, Nicole Wallach. Present: 6, Absent: 1.**Present:** Lisa Luft. Present: 7.

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action

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; Meghan Conetta, Jennifer D'Amico, Laura Kaddis: Building Principals; Isabella Gronowetter, Jack Doyle: WHS Student BOE Representatives

The meeting was called to order at 7:05 PM

Lisa Luft joined the meeting at 7:35 PM

Moved that the April 20, 2026 Weston Board of Education is hereby called to order. Unseconded with a motion by Low, Deborah.

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 REPRESENTATIVE COMMENTS: Discussion
Representatives Jack Doyle and Isabella Gronowetter reported on

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several high school events, including a visit from speaker Harlan Cohen, the upcoming Color Clash Spirit Week/Food Drive for the Gillespie Center, and spring concerts. The representatives noted the upcoming Royal Language Festival (April 29), AP exams, and senior internships beginning May 18

IV. APPROVAL OF MINUTES: Discussion and possible action

- Board of Education Meeting: March 16, 2026
- Board of Education Special Meeting: March 23, 2026
- Board of Education Special Meeting: March 30, 2026

The Board moved to approve the minutes from the meetings held on March 16, March 23, and March 30, 2026.

Moved that the minutes of the meetings were presented for review. There being no corrections, the minutes are approved as presented. Carried with a motion by Felton, David and a second by Guido, Michael.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

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

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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=ab5f2950-f792-4ecc-bc14-37a3939de003

No members of the public were present to speak.

VI. OLD BUSINESS

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

1. Policy/regulation - review, updates:

- P - 0210 Statement of Educational Goals and Student Objectives
- P - 1000 Concepts, Goals, and Roles in Community Relations
- P - 1210 School-Community Associations
- R - 1230 Sexual Offenders
- P - 1251 Loitering or Causing Disturbance
- P - 1252 Possession of Deadly Weapons or Firearms
- P - 1258 Non-Discrimination
- R - 1258 Non-Discrimination (Complaint Procedure)
- P - 1311.1 Political Activities of School Employees
- R - 1411 Law Enforcement Agencies
- P - 5000 Concepts and Roles in Student Policies

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- P - 5121 Examination/Grading/Rating
- P - 6000 Concept and Roles in Instruction
- P - 6010 Philosophical Guidelines
- P - 6111 School Calendar
- P - 6112 School Day

Policy and Regulation 1258 (Non-discrimination) were pulled from the agenda and held over for the May 4 meeting to allow for further review of complaint procedures and communication methods. The remaining policies/regulations were approved.

B. School Facilities/Campus Revitalization — quick updates, suggestions for questions: Discussion
Chairperson Low reported that educational specifications for a new middle school were forwarded to the Board of Finance and Board of Selectmen. A Tri-Board Meeting involving the Board of Education, Board of Finance, and Board of Selectmen was scheduled for May 21.

VII. NEW BUSINESS

A. Consent Agenda: Discussion and possible action
The consent agenda was approved.

Moved that the Weston Board of Education accept the consent agenda items as presented. Carried with a motion by Felton, David and a second by Guido, Michael.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

1. Staffing Update

2. Gifts, Grants, and Bequests (Recognition, Acceptance, or Approval):

   - HES PTO Donation — $5,000 for East House Cafeteria painting and refresh

3. Overnight Field Trip (Mock Trial)

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B. 2026-2027 Board of Education meeting Schedule: Discussion and possible action
The Board discussed meeting frequency (twice monthly vs. once monthly) and format (remote vs. in-person). A proposal for a "middle ground" schedule to accommodate longer agenda items was suggested. This will be discussed again.

C. Weston Board of Education Policies, Regulations, and Bylaws (first read): Discussion

1. Policy/regulation review — new

- P 0000 Statement of Philosophy
- P 0100 Mission Statement
- P 1110.1 Communication with the Public
- P 1411 Law Enforcement Agencies
- P 6162.51 Survey of Students
- P 6171.2 Pre-School Special Education

The Board reviewed updates to existing policies and the retirement of Policy 0220 (Goals and Objectives for School Operations). The policy 6162.51 Survey of Students regarding student surveys was sent back to the committee for edits to generalize communication methods.

2. Policy/regulation review — updates

- P 6114 Emergencies and Disaster Preparedness
- R 6114.1 Fire Emergency
- P 6121 Non-Discrimination Instructional Program
- P 6141.312 Migrant Students
- P 6142.1 Family Life and Sex Education
- P 6143 Parent and Guardian Access to Instructional Material
- P 6145.2 Interscholastic/Intramural Athletics

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- R 6145.2 Interscholastic Intramural Athletics
- P 6145.3 Publications
- P 6146 Graduation Requirements
- P 6147 Curriculum Exemptions
- P 6162.6 Use of Copying Devices
- P 6164.11 Drugs, Tobacco, Alcohol
- P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
- P 6172.5 English Language Learners
- P 6180 Evaluation of the Instructional Program
- R 6142.3_5141.5 Suicide Prevention Education

The Board reviewed the updates and P 6145.3 Publications was sent back to the committee for edits/clarification to the publication definition.

3. Policy/regulation - retire:

- P 0220 Goals and Objectives for School Operations_System (replaced with P 0000 and P 0100)
- P 6181 Evaluation of the Special Education Program

VIII. DISTRICT UPDATES

A. Superintendent: Discussion
Superintendent Forti announced that Weston is the second district in Connecticut to be recognized by the Connecticut Outdoor & Environmental Education Association (COEEA). A ceremony will be held during Echo Fest on May 4. In addition, she commended the WMS team for a successful Career Day.

B. Pupil Personnel Services and Special Education: Discussion
Tracy Edwards highlighted upcoming family workshops on transitioning to college (April 29) and on elementary-level supports (May 27).

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C. Finance and Operations: Discussion

IX. COMMITTEE UPDATES (Refer to committee meeting minutes for details): Discussion

A. Communications Committee

B. Curriculum Committee

C. Educational Optimization Committee (EOC)

D. Finance & Operations Committee

E. Negotiations Committee (AFSCME)

F. Policy Committee

G. Safety & Security Committee

X. MEMBER ORGANIZATION UPDATES: Discussion

A. Connecticut Association of Boards of Education (CABE)

B. Cooperative Educational Services (CES)

C. Weston Education Foundation (WEF)

XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- May 4, 2206, Time: TBD, Board of Education Executive Session, Via Zoom
- May 4, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom
- June 1, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom

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- June 15, 2026, 7:00 PM, Board of Education Meeting, Weston Middle School Library

A. Review of Pending Agenda Items for Next Meeting

XII. ADJOURNMENT: Discussion and possible action
The meeting adjourned at 8:04 PM

Moved that the March 16, 2026 Weston Board of Education meeting be adjourned. Carried with a motion by Felton, David and a second by Guido, Michael.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 7, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

Jodi Sacchetta

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Weston Middle School – CIP Plan concept budget

April 29, 2026

As requested by the Town of Weston Colliers Project Leaders has produced a conceptual budget for capital improvements to the existing Weston Middle School based on information provided by the Town. Colliers Project Leaders was not involved in the development of any of the referenced reports and estimates and has based the 2026 conceptual budget on the information provided. Colliers has escalated the 2019, design option #1 budget estimates to 2026 dollars and has assumed that the values provided in 2017 FCA and 2019 SP&A option #1 budget accurately reflected the industry costs for the identified improvements at that time.

The conceptual budget is based on the 2017 Facility Condition Assessment (FCA) and the 2019 Design Option #1 estimate and renovation scope produced by Silver Petrucelli (SP&A).

It is our understanding that the SP&A 2017 FCA and the 2019 Design Option #1 estimate did not include site costs (with the exception of a main new entry and parking lot re-paving), furniture replacement, soft costs, design, and management Fees.

1. We see in the FCA that the architect included costs for adding central air to the building as well as the replacement of unit ventilators with new roof top units. The report recommended inspection of the existing ductwork. It cannot be determined if new ductwork or steel dunnage to support new roof top units was included in the estimate.
2. **Tier 3 HVAC upgrades of $12,000,000 were excluded from the total estimated cost of $17,298,474 listed on the FCA budget report provided by SP&A. The estimated Tier 3 upgrades have been escalated by Colliers and included in the budget estimate.**
3. The FCA did include a recommendation to replace the roofing which would reach the end of its useful life around 2020.
4. The FCA included costs for the replacement of lighting fixtures and emergency fixtures. It does not address switchgear, general wiring, power, and data outlets.
5. The 2019 facility plan and estimate included the demolition and construction of a new science wing totaling 11,100 square feet.
6. The 2017 FCA report stated that the roof top fans appear to be serviceable having 10 to 15 years of useful life. Based on that statement the fans are now rapidly closing in on the window for potential replacement. Costs for fans are not included in the Budget.
7. The budget does not anticipate that students would need to be relocated to temporary classrooms outside of the existing building, significant phasing is still anticipated.
8. The pool locker room renovation has been eliminated from the Colliers conceptual budget for an apples-to-apples comparison to the new and renovate as new budgets.
9. The budget anticipates that the design and construction period could take 3 to 4 years in the fully occupied building.
10. No more than 30% to 40% of the project cost could qualify for State reimbursement.
11. The scope of work included in the CIP Budget does not address all the scope and requirements of the approved Educational Specification.

WESTON SCHOOL FACILITIES FEASIBILITY STUDY

WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
			4	3	2	1	n/a			
SITE CONDITIONS										
S1	Parking is approaching the end of its life cycle. Numerous cracks cover the area & some bituminous curbs are starting to fail.			3				Reclaim and repave.	$ 510,000	
S2	Large stairways limit handicap access to the main office.			3				Provide an accessible ramp.	$ 150,000	Allowance
SITE SUBTOTAL										$ 660,000
EXTERIOR CONDITIONS										
A1	Brick is spalling or motor is in need of repointing or signs of efferoescence	General		3				Patch, repair, or replace brick and repoint and wash as necessary.	$ 15,000	
A2	Door thresholds or concrete pads have a greater than 1/2" transition to grade	ANSI 117 (ADA)		3				Provide ramp or re-grade asphalt/concrete to allow for 1/2" maximum vertical transition.	$ 6,000	
A3	The black paint is peeling off the brick			3				Scrape, prime and paint as required to maintain lifespan	$ 25,000	
A4	Foundation parge coating is peeling			3				Wash and provide a parge coat to foundation wall	$ 11,000	
A5	Roofs will be nearing the end of its useful life (based on warranty)		4					The roof is due for replacement in approximately 2020+/-	$ 3,587,064	Estimate includes EPDM to match exisitng
EXTERIOR SUBTOTAL										$ 3,644,064

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS										
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
INTERIOR CONDITIONS										
A6	The required clearance depth or approach or corridor width does not meet code requirements	413.6 (ADA) 1101.2 (IBC) ANSI 117.1		3				Reconfigure space if possible otherwise, supply push button door operator where required.	$ 20,000	
A7	All door push and/or pull maneuvering clearances do not meet code.	413.6 (ADA) 1101.2 (IBC) ANSI 117.1		3				Where obstruction is not furniture related, modify door swing and/or location to comply. Where the previous is not easily achieved, supply push button door operator where required.	$ 19,000	
A8	Toilet rooms do not have a handicap stall	(B)1108.0 (ANSI A117.1) 603-606			2			Reconfigure to provide one	$ 1,625,000	Based on 13 larger restrooms - including locker rooms
A9	Due to the size, restrooms do not meet accessibility requirements.	(B)1108.0 (ANSI A117.1) 603-606			2			Reconfigure the room to enlarge and provide the minimum dimensional requirements.	$ 350,000	Based on 14 small single restrooms
A10	The required toilet grab bars are not installed	(B)1108.0 (ANSI A117.1) 603-606			2			Install code required grab bars	$ 5,250	
A11	Existing sinks do not meet accessibility requirements			3				Provide at least one accessible sink	N/A	
A12	Some of the existing drinking fountains do not comply with accessibility requirements located in corridors.	(B)1108.6 (ANSI A117.1) 602		3				Remove existing drinking fountains and install new Handicapped drinking fountains.	$ 7,500	
A13	The required knee spaces do not exist at most cabinetry or is located at the wrong height			3				Since the cabinetry is not accessible and is very dated or not included in some rooms it may be time to replace them all together	$ 628,000	
A14	There is no second means of egress				2			Install a second door, preferably to the exterior	$ 16,000	
A15	There is no accessibility to stage or fitness				2			Provide a lift or ramp	$ 50,000	covers 2 lifts

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
A16	A limited amount of 9X9 tile was noted			3				Remove and replace	$ 4,000	There is a possibility that these tiles/glue contain asbestos
A17	Ceilings are old and dated, many are sagging and nearing the end of their lifecycle			3				Remove and replace.	$ 2,100,000	This should include new ceiling mounted devices. See E3 for new lighting cost
A18	Lockers are nearing the end of their life span				2			Remove lockers and replace with new	$ 346,250	Corridors and Locker rooms
A19	Doors and frames can use some touch up paint			3				Paint as needed - specifically at door frames	$ 35,000	
A20	The courtyards do not have 2 means of egress as depicted by the code			3				Reconfigure and provide 2 means of egress	$ 46,000	allowance
A21	Showers at pool locker rooms are in need of renovations			3				Reconfigure	$ 200,000	allowance
INTERIOR SUBTOTAL										$ 5,452,000
PLUMBING/FIRE PROTECTION										
P1	Periodically inspect, test & replace valves, pressure regulators, backflow preventers, thermostatic mixing valves, pumps, etc.	General		3				Replace faulty equipment as required.	$ 10,000	Cost over next 10 years.
FP1	Building is not currently fully protected with a sprinkler system	NFPA 25	4					Provide sprinkler system for entire building	$ 778,110	Based on $5/sf at approximately 155,622 sf
PLUMBING/FP SUBTOTAL										$ 788,110

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS										
TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
MECHANICAL SYSTEMS										
M1	1970 Boiler Room Equipment is at end of useful life expectancy	General		3				Replace Boilers, Pumps and related piping and equipment.	$ 520,000	Tier 1
M2	AHU Serving 1960 Classrooms is at end of useful life	General		3				Replace Air Handling Unit	$ 300,000	Tier 1
M3	Add Air Conditioning to 1960 Classrooms		4					Install Air Conditioning Equipment	$ 140,000	Cost added to Central Air Handling Equipment. Tier 1
M4	AHUs Serving 1970 Classrooms are at end of useful life	General		3				Replace Air Handling Units	$ 1,250,000	Air Conditioning provided by Existing AHUs & Chiller Tier 1
M5	Unit Ventilators have exceed their life expectancy	General		3				Replace Unit Ventilators with Ducted Roof Mounted Air Handling Equipment	$ 1,120,000	Tier 1
M6	Add Air Conditioning to Item M5 above		4					Install Air Conditioning Equipment	$ 300,000	Cost added to Central Air Handling Equipment. Tier 2
M7	The Air Handling Systems serving Gymnasiums are at end of useful life	General		3				Replace Air Handling Systems	$ 330,000	Tier 1
M8	Add Air Conditioning to Gymnasiums		4					Install Air Conditioning Equipment	$ 150,000	Cost added to Central Air Handling Equipment Tier 2
M9	The Air Handling System serving Cafeteria is at end of useful life	General		3				Replace Air Handling System	$ 130,000	Tier 1
M10	Add Air Conditioning to Cafeteria		4					Install Air Conditioning Equipment	$ 60,000	Cost added to Central Air Handling Equipment Tier 2
M11	Corridors lack proper ventilation	IMC Chap 4		3				Install Corridor Ventilation Systems	$ 50,000	Tier 1
M10	Finned Tube Perimeter Radiation is likely near end of useful life		4					Replace Finned Tube Radiation	$ 260,000	Tier 1
M12	Boilers and Pumps routine maintenance				2			Perform Boiler cleaning, burner service, and pump inspection and maintenance per manufacturer's recommendations.	$ 30,000	Cost over 10 years Tier 1

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
M13	Air Handling Equipment routine maintenance				2			Replace filters, clean drain plans, test actuators and linkages, lubricate bearings, replace belts, etc.	$ 40,000	Cost over 10 years Tier 1
M14	Exhaust Fans should be inspected and maintained.				2			Replace belts, Check motors and dampers for proper operation.	$ 10,000	Cost over 10 years Tier 1
M15	Chilled Water System routine maintenance				2			Check operation of Compressors, Condenser Fans, Pumps. Clean strainers, check refrigerant charge and controls.	$ 6,000	Cost over 10 years Tier 1
M16	Underground Fuel Oil Tank is scheduled for replacement in 2020.				2			Replace tank, piping, fuel oil transfer set, and inventory control system.	$ 180,000	Tier 1
M17	Pneumatc Controls are obsolete			3				Install new DDC Controls and interface with Facilities Management System.	$ 600,000	Include in Tier 1
M18	Tier 1 HVAC upgrades				2			One for one replacement of Equipment at end of useful life.		Total Tier 1 Cost: $4,966,000
M19	Tier 2 HVAC upgrades		4					Add Air Conditioning Equipment to spaces not curently conditioned.		Total Tier 2 Cost: $510,000
M20	Tier 3 HVAC upgrades		4					Includes consolidation of the Heating Plants and new High Performance HVAC Systems and related Structural Modifications		Total Tier 3 Cost: **$12,000,000**
MECHANICAL SUBTOTAL								Tier 1 + Tier 2 Cost		$ 5,476,000
ELECTRICAL SYSTEMS										
E1	Currently the emergency lighting is provided by stand alone battery units (normally off). There appear to be areas that don't have sufficient emeregency lighting to meet the current code.					1		Install a code approved emergency lighting system throughout the school, there are a few options to achieve this (new AC inverter system, stand alone battery devices, battery ballast in general light fixtures or generator via emergency transfer switch.	$ 50,000	$50K is for a replacing or adding to 60% of the schools exisiting twin head battery distribution, itwill cost approx. $100K to modify the existing generator distribution, the third option would fall somewhere in between

$12,000,000 not included in $17,298,474 Total below

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WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING					CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
E2	It does not appear to be sufficient normal and emergency lighting in the Courtyards to meet the current code for egress				2			Install new LED sconce fixture with emergency battery ballast	$ 7,500	approximately $500 per fixture
E3	Existing fluorescent & incandescent fixtures throughout the school, appear fully operational but not very efficient		4					Replace all existing fluorescent and incandescent fixtures with new energy efficient LED fixtures. Existing LED fixtures shall remain	$ 840,000	allowance excludes the Pool, Tech. Ed. and the Media Center (which already have LED fixtures or are schedule to have new LED fixtures installed)
E4	Handicap accessible individual toilets rooms require call for aid system (not installed) per the current code				2			Install new "call for aid" system in each newly configured individual accessible toilet room	$ 4,800	allowance of $400 per location
E5	There are no "low" mounted exit signs in the three assembly spaces (2-Gym's. & Café.) to meet the current code				2			Install new self-illumiating exit sign on the kick plate of each pair of egress doors out of these rooms, plus 2 additional in the Gym.	$ 5,000	
E6	There is no two-way communication system or illuminated signage for the "area of rescue" at the stair across from the new Gym.					1		Install new illuminated "area of rescue" signage and two-way communication system at each level of the stairwell across from the new Gym.	$ 6,000	
E7	Possible missing exit signs and emergency lights in rooms over a thousand square feet				2			Add two exit signs, one at each door and emergency lights per room.	$ 15,000	approximately $1500 per room
E8	Tier 1 HVAC upgrades		4					One for one replacement of existing equipment that is not working properly		allowance of $20,000

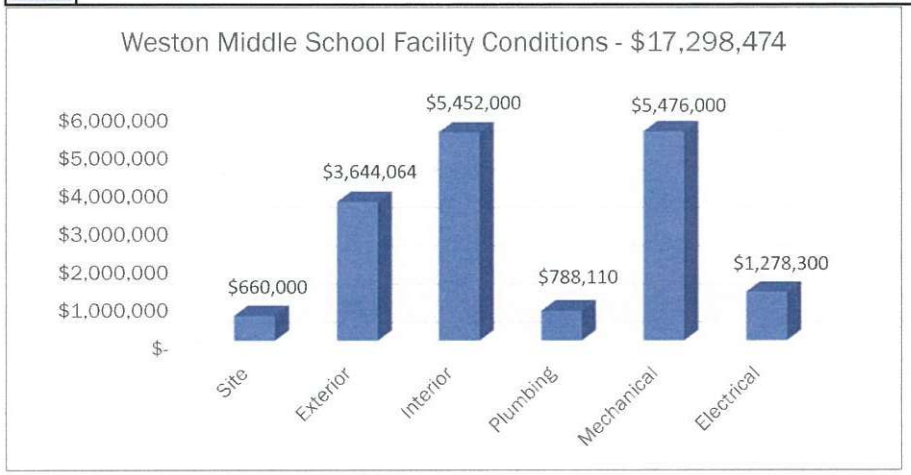
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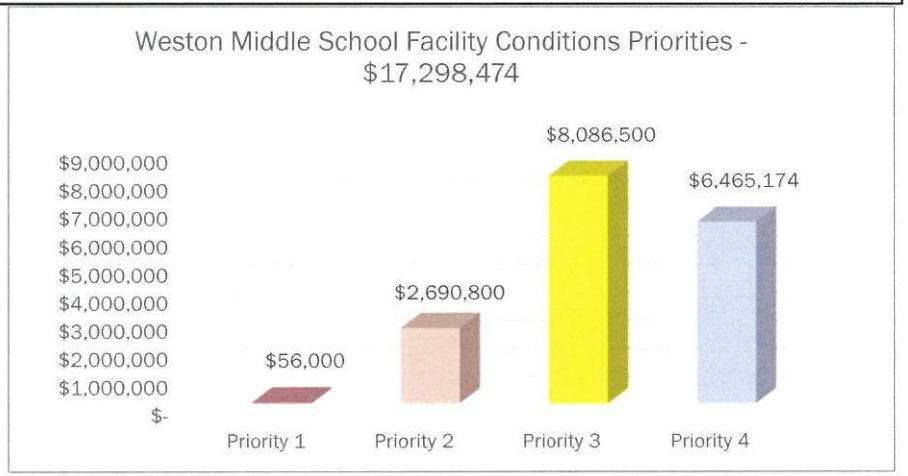
WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
E9	Tier 2 HVAC upgrades		4	Install air conditioning in the school to areas it doesn't exist currently, requiring electric service upgrade. Replace existing 2500 amp 480V service with new 3000 amp 480V service	$ 350,000	allowance
E10	Tier 3 HVAC upgrades		4	Same as tier 2, except replace existing air conditioning equipment with new throughout.		allowance of $425,000
ELECTRICAL SUBTOTAL						**$ 1,278,300**
TOTAL ESTIMATED COSTS						**$ 17,298,474**

LEDGEND PRIORITY - RANK

1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.
3	Moderate priority – These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.
4	Low priority – These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.





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Weston Public Schools Feasibility Study

PHASE 1 WESTON MIDDLE SCHOOL - DESIGN OPTION 1 ESTIMATE

Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals	
BULDING INFRASTRUCTURE (Facility Conditions)					
HVAC & Electrical			$ 5,219,625		
Ceilings & devices throughout	102,380	$ 15	$ 1,535,700		
Restroom Renovations throughout			$ 525,000	$ 7,280,325	$10,476,387
STUDENT LOCKERS & A-WING					
Hallway reconfigurations, restrooms & lockers	6,916	$ 400	$ 2,766,400	$ 2,766,400	$3,980,850
SCIENCE					
Science demolition	3,325	$ 50	$ 166,250		
G-wing demolition	7,534	$ 40	$ 301,360		
Science Addition	11,119	$ 500	$ 5,559,500	$ 6,027,110	$8,673,011
ART, MUSIC & CAFETERIA					
Music Renovations & Art Renovations	10,873	$ 300	$ 3,261,900		
Cafeteria - stage demolition	644	$ 20	$ 12,880		
Stage Addition	1,773	$ 500	$ 886,500	$ 4,161,280	$5,988,082
GYMS & LOCKER ROOMS					
Old Gym Renovation (finishes & equipment)	5,563	$ 150	$ 834,450		
Stage/Fitness demolition & patch/window	1,039	$ 80	$ 83,120		
New Gym & Locker Room Reconfiguration	7,474	$ 300	$ 2,242,200		
Pool Locker Rooms reno and conversion	7,683	$ 350	$ 2,689,050	$ 5,848,820	$8,416,452
ENTRY & ADMINISTRATION $2,689,050 x 1.44% Escalations 2019 to 2026 = $3,872,000					
Entry & stair demolition	1,504	$ 40	$ 60,160		
New Entry (Stair & Elevator) & Office Addition	7,091	$ 500	$ 3,545,500		
Office Renovations/reconfigurations	2,415	$ 300	$ 724,500	$ 4,330,160	$6,231,100
FACILITY CONDITIONS					
Items from Facility Conditions Spreadsheets			$ 17,298,474		
Remaining portions, not addressed above				$ 7,129,674	$10,259,600
OPTION 1 TOTAL				$ 37,543,769	$54,025,482

HIGH SCHOOL					
Facility Conditions			$ 9,474,628		
Recommended Phase 1 Improvement Project				$ 18,841,528	
HURLBUTT					
Facility Conditions			$ 10,233,300		
Recommended Phase 1 Improvement Project				$ 10,201,200	
WIS					
Facility Conditions			$ 1,379,342		
Recommended Phase 1 Improvement Project				$ 1,070,342	
CAMPUS TOTAL				$ 67,656,839	

Escalated to 2026 - use 4.5% for future escalations year over year

Pool locker room reno. deleted from overall budget

Above escalated to 2029 $61,652,050

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

DRAFT 04.24.19

Weston Public Schools
CIP Approach Conceptual Budget

Middle School Escalated Budget based on: SP&A
2017 FCA and SP&A 2019 CIP Option #1 Recommendations

Project Budget Development - Conceptual

Date: **April 29, 2026**

I.	**Building Construction**		
A.	2019 SP&A CIP Plan escalated to 2026	$	54,025.0
B.	2017 SP&A FCA Tier 3 Mechanical cost of 12M escalated to 2026	$	17,268.2
C.	Remove Pool Locker room renovation costs shown on the 2019 SP&A CIP Plan	$	(3,872.0)
	Total Building Construction		67,421.2
II.	**Related Construction**		
A.	Sitework		
1	Earthwork / Site Prep		
2	Exterior Improvements		
a.	Paving - Asphalt / Concrete / Other		W Construction
b.	Front entry		W Construction
c.	Wetlands Mitigation		NA
d.	Landscape & Planting		NA
e.	Athletic / Recreational Surfaces		NA
f.	Fencing / Gates		NA
g.	Retaining Walls		NA
h.	Misc Site Improvements		NA
B.	Site Utility Systems		
1	Water & Wells		NA
a.	Fire Protection		NA
2	Sanitary Sewage		NA
3	Storm Drainage		NA
4	Gas		NA
5	Steam		NA
6	Chilled Water		NA
7	Electric		NA
8	Data & Communications		NA
9	Temp classrooms		NA
	Total Site Construction		-
C.	Building Demolition - large building		
	Building Demolition - surgical interior area		W Construction
D.	Hazardous Materials Removal		incl w/ demolition
E.	Sustainable Elements		NA
1	Solar Panels / PV Array		NA
2	Wind Power Generation		NA
3	Geothermal Wells		NA
4	Rain Garden		NA
5	Waste Water Treatment Plants		NA
F.	GC / CM Mark-ups		w/ construction
	Total Related Construction		-
	Subtotal Construction - Current $		67,421.2
III.	**Escalation (2030)**		12,979.8
	Total Construction - Escalated	$	80,401.0
IV.	**Furniture, Fixtures & Equipment (FF&E)**		
A.	Loose Furnishings		1,939.0
B.	Program Related Equipment		300.0
C.	Data / Telecomm Equipment		1,662.0
1.	Cabling / Wall Jack / Devices		NA
D.	Audio/Visual Equipment		NA
E.	Security Equipment		NA
1.	Cabling / Wall Jack / Devices		NA
F.	Specialty Signage		
	Total FF & E	$	3,901.0

Weston Public Schools
CIP Approach Conceptual Budget

Middle School Escalated Budget based on: SP&A
2017 FCA and SP&A 2019 CIP Option #1 Recommendations

Project Budget Development - Conceptual

Date: **April 29, 2026**

V.	**Fees and Expenses**	
A.	Fees	
1	Existing Conditions & Space Program	-
2	Architect	5,690.4
	Civil Engineering	w/ architect
	Landscape Architect	w/ architect
	Structural Engineering	w/ architect
	MEP/FP Engineering	w/ architect
	Interior / Furniture Designer	w/ architect
	Lighting Consultant	w/ architect
	Acoustical Consultant	w/ architect
	Signage Consultant	w/ architect
	LEED Designer	w/ architect
	Referendum Services	w/ architect
	Code Consultant	w/ architect
	Designer's Cost Estimator	w/ architect
3	Special Consultants	
	Haz. Mat. Consultant	200.0
	Audio / Visual	w/ architect
	Technology / Security Systems Design	w/ architect
	Geo-Tech Engineering	w/ architect
	Traffic Engineer	w/ architect
	Ecologist / Soil Sample	-
	Peer Reviews	-
	Green Building Consultant	w/ architect
	Storm Water Monitoring	
4	Project Management	900.0
5	Building Commissioning	175.0
6	Owner's Cost Estimator	w/ CM
7	CM Preconstruction Fee	200.0
8	Owner's Legal Fees	50.0
9	Site Survey	w/ architect
10	Utility Assessment	25.0
	Sub-total Fees	7,240.4
B.	Expenses	
1	Owner's Insurance	120.6
2	Permits	
a.	Building	w/ Construction
b.	Town / Site	waived
3	Printing	15.0
4	Construction Utilities Use	NA
5	Site Borings	NA
6	Materials Testing	75.0
7	Special Inspections	30.0
8	Consultant Reimbursables	30.0
9	Moving / Relocation	100.0
10	Temporary Space / Operations	40.0
11	Advertising	10.0
12	Physical Plant Expenses	20.0
13	Misc. Expenses	25.0
14	Financing Costs / Bond Origination	TBD
15	Site Acquisition	NA
a.	Real Estate Fees	NA
b.	Closing Costs	NA
	Sub-total Expenses	465.6
	Total Fees and Expenses	7,706.0
V.	**Contingency**	
A.	Construction 7%	5,628.1
B.	Owner's Project 3%	2,760.2
	Total Contingency	8,388.3
	Total Project	$ 100,396.3
	Construction Cost vs. Total Project Cost	80%
	Soft Cost vs. Total Project Cost	20%

Mission-Goals-Objectives **P 0000**

Statement of Philosophy

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

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

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

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

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

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

Policy adopted:

Mission-Goals-Objectives **P 0100**

Mission Statement

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, the mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

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

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

Policy adopted:

Pre-School Students with Disabilities

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

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

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

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

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and

recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

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

Tuition

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

Legal Reference: Connecticut General Statutes

10 76a Definitions.

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

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

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

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

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

10 76g State aid for special education.

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

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

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

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

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

10 76l 1 Program Evaluation.

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

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

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

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

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

Policy adopted:

P 6114.1

Instruction

Fire Emergency (Drills)/Crisis Response Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials should evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 - Crisis Management Plan)

(cf. 5142 - Student Safety)

(cf. 6114 - Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

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

10-222n School security and safety plan standards

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

Policy adopted:

Non-Discrimination: Instructional Program

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

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

Legal Reference:

Connecticut General Statutes:

§10-15, Town to maintain schools
§10-15c, Discrimination in public schools prohibited
§10-18a, Contents of textbooks and other general instructional materials
§10-145a(b) Certificates of qualification for teachers; intergroup relations programs
§10-226a, Pupils of racial minorities
10-220 Duties of boards of education.

United Sates Code:

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq*.
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy References:

Policy and Admin Reg. 5114.6, Sex Discrimination and Sexual Harassment
Policy and Admin. Reg. 5145, Non-Discrimination (Students)

Policy Adopted: March 5, 1991
Policy Revised: March 21, 2016
Policy Revised:

R 6142.3
R 5141.5

Instruction
Suicide Prevention/Education

THIS REGULATION WAS REVISED IN 2023 AND IS CURRENTLY LOCATED IN THE 5000 SERIES. WE CAN EITHER REPLACE THE BELOW WITH THE CURRENT REGULATION OR ERRADICATE THIS R6142.3 SO THE REGULATION ONLY APPEARS IN THE 5000 SERIES.

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

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

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

Regulation Approved: June 28, 1994

WESTON PUBLIC SCHOOLS
Weston, Connecticut

CURRENT REGULATION IN 5000 SERIES READS AS FOLLOWS:

R 5141.5 Administrative Regulations Regarding Suicide Prevention and Intervention

Management of Suicidal Risk

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

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

e. **Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and**
f. **The student's access to ongoing counseling within the school to support the student's access to school.**

C. **The principal or designee shall call 911 to arrange for transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).**
D. **The student shall be monitored by PPS staff until transfer to a higher level of care is complete.**
E. **The PPS staff member shall document in writing the course of events and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).**
F. **The PPS staff member shall inform the principal or their designee of the course of the events and the outcome.**
G. **The PPS staff member may notify any other staff, as necessary to protect the student and others.**
H. **When a student assessed to have been at "high risk" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school including a safety plan, and changes in the instructional program, as necessary.**

Suicide Education/Prevention - Students and Staff

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

Legal Reference:

Connecticut General Statutes § 10-221(e)

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

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

Regulation revised:

Instruction
Graduation Requirements

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

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

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

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

NOTES FROM STATUTE: (k) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, which veteran or person served during World War II or the Korean hostilities, as described in section 51-49h, or during the Vietnam Era, as defined in section 27-103, withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

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

Legal Reference:

Connecticut General Statutes

10-221a High School Graduation Requirements

Policy adopted: March 5, 1991
Policy revised: February 25, 2014
Policy revised:

Weston Public Schools Weston, Connecticut

Instruction
Curriculum Exemptions

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

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

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

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

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

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

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

Permissive Curricular Exemptions:

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

Alternative Assignments:

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

Legal References:

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

Policy References:

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

Policy adopted: July 17, 2017
Policy revised:

WESTON BOARD OF EDUCATION

Curricular Exemption Request Form

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

1. Dissection _

2. Family life education _

3. HIV/AIDS _

4. Sexual abuse and assault awareness and prevention program. _

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

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

Date

_____

Name of Student (Please Print)

_____ _____

Date

Parent's/Guardian's Signature

Or

_____ _____

Date

Student's Signature (if 18 years of age)

Weston Public Schools Weston, Connecticut

Instruction
Use of Copying Devices

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

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

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

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

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

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.

2. The nature of the copyrighted work.

3. The amount and importance of the portion used in relation to the copyrighted work as a whole.

4. The effect of the use upon the potential market for or value of the copyrighted work.

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

The Board therefore directs that:

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

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

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

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

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

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

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

Legal Reference:

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction
Drugs, Tobacco, Alcohol

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

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

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

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study

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

10-19a Superintendent to designate substance abuse prevention team

10-19b Advisory councils on drug abuse prevention

10-220 Duties of boards of education

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction
Acquired Immune Deficiency Syndrome (AIDS)

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

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

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

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

Legal Reference: Connecticut General Statutes

10-19(c) AIDS education

Policy adopted: June 4, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction

~~**English Language Learners**~~

Limited English Proficiency Program (English Learners)

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

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

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

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

~~Legal Reference:~~

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

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

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

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

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

- Determine if a student is a potential EL student through adherence to the Home Language Survey Guidance and completion of the Home Language Survey (HLS).
- Administers the state-mandated English Language Proficiency (ELP) Screener when the review of the HLS results indicates the student may have a primary or home language other than English.

- Informs parents/guardians, in writing, if the results from the ELP assessment indicate the student qualifies as an English Learner.
- Implements English learner services for all identified students.
- Annually assess the English proficiency of all English learner students during the testing window using the state-mandated English language proficiency assessment. (Students can only exit EL status if they meet all EL exit criteria.)
- Monitor the progress of students receiving English as a Second Language (ESOL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

Definitions

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

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

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

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

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

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

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

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

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

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

(cf. 6141.31 - Bilingual-Bicultural Education)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

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

10 17a Establishment of bilingual and bicultural program.

10 17d Application for and receipt of federal funds.

10 17e Definitions.

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

10 17g Application for grant. Annual evaluation report.

10-76e Definitions.

10 146f Waiver of certification requirements for bilingual teachers.

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

State Board of Education Regulations

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

Title VI, Civil Rights Act of 1964

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

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

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

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

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

P.A. 23-150 Section 17

Policy Adopted: April 21, 2003
Policy Revised:

Mission and Function
Goals and Objectives for School Operations/System

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

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

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

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

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

Policy adopted: November 6, 1989
Policy retired:

Weston Public Schools Weston, Connecticut

Instruction
Evaluation of the Special Education Program

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

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

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

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

Legal Reference: State Board of Education Regulations

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

Policy adopted: March 5, 1991

Policy retired:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON PUBLIC SCHOOLS

2026-2027 BOARD OF EDUCATION MEETING CALENDAR (Revised Draft)

AUGUST 2026				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	19	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2026				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	21
26	27	28	29	30

NOVEMBER 2026				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	28	30	31	

JANUARY 2027				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2027				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2027				
M	T	W	TH	F
1	2	3	4	5
8	9	19	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2027				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2027				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Date	Event / Holiday
August 27	First Day of School
September 1	Board of Education Special Meeting/Workshop (In-Person)
September 7	Labor Day
September 21	Yom Kippur
September 22	Board of Education Meeting (In-Person)
October 5	Board of Education Special Meeting
October 12	Columbus /Indigenous Peoples Day
October 19	Board of Education Meeting (In-Person)
November 3	Election Day
November 16	Board of Education Meeting (Remote)
November 25 - 26	Thanksgiving Recess
December 21	Board of Education Meeting (In-Person)
December 24 - 31	Winter Recess
January 1	New Year's Day
January 6 or 7	Board of Education Special Meeting/Budget (Remote)
January 18	Martin Luther King Jr. Day
January 19	Board of Education Meeting (Remote)
February 15	Presidents Day
February 15 - 16	February Recess
February 22	Board of Education Meeting (Remote)
March 1	Board of Education Special Meeting
March 15	Board of Education Meeting (In-Person)
March 26	Good Friday
April 12 - 16	April Recess
April 19	Board of Education Meeting (Remote)
May 3	Board of Education Special Meeting
May 17	Board of Education Meeting (In-Person)
May 31	Memorial Day
June 7	Board of Education Special Meeting
June 18	Juneteenth (Observed)
June 21	Board of Education Meeting (In-Person)

The Weston Board of Education reserves the right to modify this calendar. Approved by the Board of Education on _____.