Board of Education Regular Meeting
Monday, June 15, 2026
7:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action
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
IV. APPROVAL OF MINUTES: Discussion and possible action
   - May 4, 2026 Board of Education Executive Session
   - May 4, 2026 Board of Education Special Meeting
   - June 1, 2026 Board of Education Executive Session
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=ab5f2950-f792-4ecc-bc14-37a3939de003

VI. CONSENT AGENDA: Discussion and possible action
   A. Staffing Update
   B. 2026-2027 contracts for Central Office Administrative Staff: Superintendent, Assistant Superintendent, Assistant Superintendent for Pupil Personnel Services, Chief Finance and Operations Officer, Director of Digital Learning and Technology, Director of Human Resources, Director of Safety and Security, Director of Facilities
   C. 2026-2027 compensation for Central Office Unaffiliated Support Staff: Executive Assistant to the Superintendent, Administrative Assistant to the Assistant Superintendent, Human Resources Specialist, Administrative Assistant to the Pupil Services Assistant Superintendent, Finance and Facilities Office Manager, Bookkeeper, Payroll Coordinator, Accounts Payable and Accounts Receivable Coordinator, District Data Coordinator, Information Technology Manager, Vocational Specialist, Board Certified Behavior Analyst, District Nurse Supervisor, Food Services Director
   D. 2026-2027 contract for the School Medical Advisor

VII. OLD BUSINESS
   A. Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action
      1. Policy/regulation review — Review (no changes)
         - P 5131.5 Vandalism
         - R 5131.5 Vandalism
      2. Policy/regulation review — New
         - P 1110.1 Communication with the Public/Parent Involvement
         - P 1411 Law Enforcement Agencies
         - P 4115 Personnel/Certified - Evaluation
      3. Policy/regulation review — Updates
         - P 4153 Family & Medical Leave
         - P 4215 Personnel_Non Certified - Evaluation_Supervison
         - P 5118 Non-Resident Students Tuition
         - R 5118 Non-Resident Attendance and Tuition Fees
         - P 5123 Promotion_Acceleration_Retention

- P 5124 Reporting to Parents
- P 5126 Awards for Achievement
- R 5131.3 Student Driving_Parking
- P 5131.8 Chemical Health Policy for Student Athletes
- P 5131.91 Hazing and Initiation
- P 5132 Dress and Grooming
- P 5134 Married_Pregnant Students
- P 5137 Physical Activity and Student Discipline
- P 5145.2 Freedom of Speech_Expression
- P 6112.1 Open Campus
- P 6114 Emergencies and Disater Preparedness
- P 6141.312 Migrant Students
- P 6143 Parent and Guardian Access to Instructional Material
- P 6145.2 Interscholastic_Intramural Athletics
- R 6145.2 Insterscholastic Intramural Athletics
- P 6145.3 Publications
- P 6155 Differentiation and Grouping
- P 6163.3 Live Animals in the Classroom
- P 6164.2 Guidance Services
- P 6171 Special Education
- P 6173 Homebound Instruction
- P 6180 Evaluation of the Instructional Program

4.

Policy/regulation review — Retire

- R 4115 Personnel/Certified - Evaluation
- R 5144.1 Restraint and Seclusion of Students and Use of Exclusionary Time Out
- P 6142.1 Instruction Family Life and Sex Education

VIII. NEW BUSINESS

A. Impartial Hearing Officer for the 2026-2027 school year: Discussion and possible action

B. Gifts, Grants and Bequests (Recognition, Acceptance or Approval): Discussion and possible action

- WIS PTO Donation: 12,500, security window film, and custom decals
- WHS PTO Donation: $3,400, staff lounge update

C. AFSCME Union Contract: 2026-2029 Tentative Agreement: Discussion and possible action

D. 2026-2027 District Academic Calendar: Discussion and possible action

E. District Improvement Plan - Year in Review: Part 2 - Academics and Culture & Climate: Discussion

F. Finance, Facilities and Operations: Discussion and possible action

1. FY26 Monthly Financial Update (through May) Including Internal Services
2. State Mandated 5 Year IAQ/HVAC Inspection

IX. DISTRICT UPDATES

A. Superintendent: Discussion

B. Pupil Personnel Services and Special Education: Discussion

X. MEMBER ORGANIZATION UPDATES: Discussion
   A. Connecticut Association of Boards of Education (CABE)
   B. Cooperative Educational Services (CES)
   C. Weston Education Foundation (WEF)

XI. 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
   F. Policy Committee
   G. Safety & Security Committee

XII.)NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION
   - June 17, 2026: Tri-Board Meeting (Board of Selectmen, Board of Education, Board of Finance), 6:00 PM, Via Zoom
   - September 2, 2026: Weston Board of Education Special Meeting (Workshop), 7:00 PM, Weston Middle School Library Learning Common
   - September 22, 2026: Weston Board of Education Meeting, 7:00 PM, Weston Middle School Library Learning Common

   A. Review of Pending Agenda Items for Next Meeting

XIII. ADJOURNMENT: Possible action

Weston Board of Education Executive Session
Monday, May 4, 2026
6:00 PM
Remote Session

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

I. **Call to Order, Verification of Quorum**
The meeting was called to order at 6:05 PM
Moved that the May 4, 2026 Weston Board of Education Executive Session is hereby called to order. Unseconded with a motion by Low, Deborah.

II. **Invitation of Non-Board Members to Executive Session**
Moved that the Weston Board of Education invite Erica Forti to participate in the May 4, 2026, executive session. Carried with a motion by Felton, David and a second by Ferraro, Sharon.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

III. **Matter Pertaining to Personnel: Superintendent's performance evaluation**

IV. **Adjournment**
The meeting adjourned at 7:01 PM
Moved that the May 4, 2026, Weston Board of Education Executive Session be adjourned. Carried with a motion by Ferraro, Sharon and a second by Low, Deborah.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

Respectfully submitted by:
David Felton

DRAFT

Weston Board of Education Special Meeting
Monday, May 4, 2026
7:00 PM
Zoom Webinar

Absent: Sharon Ferraro, Peter Gordon, **Present:** David Felton, Michael Guido, Deborah Low, Lisa Luft, Nicole Wallach. Present: 5, Absent: 2.**Present:** Peter Gordon. Present: 6, Absent: 1.

I. **Call to Order, Verification of Quorum**
Additional Attendees:
Erica Forti, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Daniel DiVito; Director of Digital Learning and Technology; Scott Pellman, Colliers Project Leaders

A quorum was met, and the meeting was called to order at 7:04 PM

Peter Gordon joined the meeting at 7:10 PM

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.
Moved that the minutes of the April 20, 2026, meeting 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 Luft, Lisa.
David Felton: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa

DRAFT

Luft: Yea, Nicole Wallach: Yea
Yea: 5, Nay: 0

V. **School Facilities/Campus Revitalization - Overview information regarding capital improvements/selected renovations approach to WMS - Colliers Project Leaders, Scott Pellman, RA: Discussion**
Scott Pellman from Colliers Project Leaders presented an overview of the "small R" approach (capital improvements/selected renovations) for Weston Middle School compared to the "Big R" (renovate as new).

VI. **Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action**
P 6171.2 - Pre-School Special Education was pulled for further review. All other policies/regulations were approved.
Moved that the Weston Board of Education accept the policy and/or regulation updates, with the changes noted. Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

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

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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

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

Moved that the Weston Board of Education approve the 2026-2027 meeting schedule, as discussed Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

VIII. **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**

The 2026-2027 board meeting schedule was presented. In addition to the regular monthly meetings, five special meeting dates s were identified that would be held only if needed and can be designated as in-person or remote closer to the date.

IX. **Adjournment: Possible action**

Moved that the May 4, 2026 Weston Board of Education meeting be adjourned. Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

Respectfully submitted by:

Jodi Sacchetta

Board Clerk

DRAFT

Weston Board of Education Executive Session
Monday, June 1, 2026
6:00 PM
Weston Middle School Library Learning Commons (Think Tank)
135 School Road
Weston, CT 06883

Absent: Sharon Ferraro, Michael Guido, Nicole Wallach, **Present:** David Felton, Peter Gordon, Deborah Low, Lisa Luft. Present: 4, Absent: 3.**Present:** Nicole Wallach. Present: 5, Absent: 2.

I. **Call to Order, Verification of Quorum**
The meeting was called to order at 6:11 PM
Nicole Wallach joined at 6:35 PM
Moved that the June 1, 2026 Weston Board of Education Executive Session is hereby called to order. Carried with a motion by Low, Deborah and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Deborah Low: Yea, Lisa Luft: Yea
Yea: 4, Nay: 0

II. **Invite additional attendee(s) to participate, if necessary**
Superintendent Fori departed at 6:54 PM. Juliane Givoni and Phillip Cross were invited to join at 7:16 PM.
Moved that the Weston Board of Education invite Erica Forti, Juliane Givoni and Phillip Cross to participate in the June 1, 2026 executive session. Carried with a motion by Low, Deborah and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Deborah Low: Yea, Lisa Luft: Yea
Yea: 4, Nay: 0

III. **Matters Pertaining to Personnel: Employee Retirement Incentive Plan (ERIP)**

IV. **Matters pertaining to: Personnel: Central Office Contracts - Superintendent, Assistant Superintendent, Assistant Superintendent for Pupil Personnel Services, Chief Finance and Operations Officer, Director of Digital Learning and**

Technology, Director of Human Resources, Director of Safety and Security, Director of Facilities

V. **Adjournment**

The meeting adjourned at 7:26 PM
Moved that the June 1, 2026, Weston Board of Education Executive Session be adjourned. Carried with a motion by Low, Deborah and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 5, Nay: 0

Respectfully submitted by:
David Felton

DRAFT

INTEROFFICE MEMORANDUM

To: **Erica Forti**

From: **Juliane Givoni - Director of Human Resources**

Subject: **Staffing Update – June 2026**

Date: **June 15, 2026**

NEW HIRES:

- Jennifer Ashby WIS Cafeteria Aide - Effective May 4, 2026
- Ryan Classey HES Building Substitute - Effective June 1, 2026
- Ty'Lynn Ith WHS Athletic Trainer - Effective August 10, 2026
- Rachel Peterson (1.0 FTE) WIS Social Worker - Effective August 24, 2026
- Alex Roginskiy (1.0 FTE) WIS/WMS Music Teacher - Effective August 24, 2026
- Cecilia Rossi (1.0 FTE) HES SPED Pre-K Teacher - Effective August 24, 2026

CHANGE OF ASSIGNMENT:

- Barbara Formica (1.0 FTE) HES Registrar - Effective May 26, 2026

RESIGNATIONS:

- Mark Ciabaton (0.8 FTE) WHS Latin Teacher - Effective June 30, 2026
- Eric Peterson (0.5 FTE) Athletic Trainer - Effective June 30, 2026
- Jacqueline Troxell (1.0 FTE) WIS Paraeducator - Effective June 2, 2026

RETIREMENTS:

- Richard Blozie (1.0 FTE) WMS Library Media Specialist - Effective June 30, 2026
- Adrienne Camp (1.0 FTE) WHS Math Teacher - Effective June 30, 2026

P 5131.5

Students

Vandalism

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

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

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

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

(cf. 6161.2 - Care of Instructional Materials)

Legal Reference:
Connecticut General Statues
10-221 (c) Boards of Education to Prescribe Rules
52-572 Parental Liability for torts of Minors. Damage Defined

Policy Adopted: October 1, 1990
Policy Reviewed: January 20, 2009
Policy Reviewed:
Weston Public Schools Weston, Connecticut

R 5131.5

Students

Vandalism

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

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

Regulation Approved: October 1, 1990
Regulation Reviewed: January 20, 2009
Policy Reviewed:
Weston Public Schools Weston, Connecticut

Community Relations **P 1110.1**

~~Communication with the Public~~/Parent Involvement & Communication

Constructive engagement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of meaningful opportunities for parents to connect with the schools in which their children are enrolled, and with the overall school system. These steps may include, but are not limited to the following:

- Promoting parental support of the educational process
- Regular and meaningful two-way communication between home and school. (Such communication may include monthly newsletters, electronic communications, phone calls, parent-teacher conferences or scheduled appointments in school).
- Welcoming various aspects of parent input, support and assistance in decisions that impact children and families.
- Making community resources available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year for K-5, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report to the Board of Education on parent involvement activities as necessary.

Legal Reference: Connecticut General Statutes

§ 10-220(c) Duties of Boards of Education

10-221(g)(1)-(3) Boards of Education to prescribe rule(s), policies, and procedures

Policy adopted:

Law Enforcement Agencies

Purpose

The Board of Education recognizes that schools are responsible for students during school hours and school-sponsored activities. This responsibility includes upholding student safety, protecting constitutional rights, ensuring due process, and maintaining an orderly educational environment. The Board further recognizes the essential role of law enforcement agencies as partners in maintaining school and community safety.

This policy establishes governance principles for interactions between the Weston Public Schools and law enforcement agencies, balancing educational responsibilities with public safety needs.

Policy Statement

The Weston Board of Education supports cooperative and professional relationships with local, state, and federal law enforcement agencies. Such cooperation shall be conducted in a manner that:

- Protects the safety and well-being of students and staff;
- Respects the legal and constitutional rights of students;
- Minimizes disruption to the educational environment; and
- Complies with all applicable state and federal laws

Law enforcement officials are recognized as key community stakeholders in school safety and emergency preparedness, including participation in threat assessment activities and the planning and implementation of district emergency operations, security procedures, and crisis response protocols.

Student Arrests and Questioning

Interactions between students and law enforcement officials on school grounds or during school-sponsored activities shall be governed by administrative regulations established by the Superintendent of Schools.

Such regulations shall address, at a minimum:

- The release of students to law enforcement officials;
- Questioning or interviewing of students by law enforcement;
- Parental or guardian notification requirements;
- Administrative oversight and documentation; and
- Coordination with local law enforcement agencies.

Nothing in this policy shall be construed to expand or limit the lawful authority of law enforcement officials acting within the scope of their duties.

Superintendent Authority

The Superintendent of Schools is authorized to develop and implement regulations, procedures, and administrative guidance necessary to carry out this policy and to establish appropriate lines of communication with law enforcement agencies.

Non-Interference Clause

Nothing in this policy shall be interpreted to require school officials to physically interfere with lawful law enforcement actions. Any objections shall be documented and handled in accordance with administrative regulations.

Policy References:

Policy and Regulation 5145.12 – Search and Seizure

Legal References:

Conn. Gen. Stat. §§ 10-221; 10-233a et seq.; 10-233h; 46b-124

Policy adopted:

Weston Public Schools

Weston Connecticut

P 4115

Personnel - Certified

Evaluation

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

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

Legal references:

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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

Policy adopted:

P 4153

Personnel

Family and Medical Leave

Purpose

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

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

Eligibility

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

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

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

Definitions

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

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

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

Reasons for Leave

(a) Federal FMLA

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

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

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

(b) CT FMLA

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

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

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

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

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

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

Length of Leave

(a) Basic FMLA Leave Entitlement

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

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

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

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

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

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

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

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

~~(a) Basic FMLA Leave Entitlement~~

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

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

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

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

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

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

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

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

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

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

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

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

Types of Leave and Conditions

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

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

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

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

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

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

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

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

(b) Both Spouses Working for the Same Employer

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

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

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

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

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

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

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

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

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

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

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

(b) Both Spouses Working for the Same Employer

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

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

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

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

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

Requests for Leave

(a) Foreseeable Leave

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

(b) Unforeseeable Leave

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

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

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

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

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

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

Scheduling Planned Medical Treatment

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

Required Certifications/Documentation

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

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

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

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

Use of Paid Leave

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

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

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

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

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

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

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

Medical Insurance and Other Benefits

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

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

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

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

Reinstatement

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

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

Complaints

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

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.
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An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

Additional Information

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

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

~~Legal References:~~

~~Conn. Gen. Stat. § 31-51rr~~

~~Regs. Conn. State Agencies 31-51rr-1~~, ~~*et seq*~~.

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

~~29 CFR Part 825.100 *et seq.*~~

~~Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 29 CFR 1635.1 *et seq.*~~

Legal References:

Connecticut:

Conn. Gen. Stat. § 31-51kk et seq.

Conn. Gen. Stat. § 31-49e et seq.

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

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

Federal:

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

29 CFR Part 825.100 et seq.

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

29 CFR 1635.1 et seq.

Policy Adopted: June 28, 1994

Policy Revised: December 15, 2008

Policy Revised: May 15, 2017

Policy Revised: Month DD, YYYY

Non-Certified - Evaluations/Supervision

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

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

Policy adopted: July 16, 1990

Revised:

P 5118

Students

Non-Resident Students, Tuition Fees

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

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

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

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

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

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

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

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

Legal References: Connecticut General Statutes

10-4a Educational interests of state defined.

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

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

Policy Adopted:
Weston Public Schools, Weston CT

R 5118

Non-Resident Attendance and Tuition Fees

General Provisions

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

Admission shall be at the sole discretion of the Superintendent.

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

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

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

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

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

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

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

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

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

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

Tuition and Fees

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

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

Tuition shall be paid as follows:

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

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

In the event of a voluntary or involuntary withdrawal:

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

Special Education and Additional Services

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

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

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

Children of Certified and Non-Certified Staff

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

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

Payment may be made:

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

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

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

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

Legal References:

Conn. Gen. Stat. 10-261, Definitions
Conn. Gen. Stat. 10-15, Towns to Maintain Schools
Conn. Gen. Stat. 10-220, Duties of Boards of Education

Policy References

5111, Admission/Placement
5111.12, Change of Resident Status

Administrative Regulation References
5111, Admission/Placement
5111.12, Change of Resident Status
5112, Ages of Attendance

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

WESTON PUBLIC SCHOOLS

Non-Resident Student Tuition Agreement

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

I. Student Information

Student Name: _____
Date of Birth: _____
Grade: _____ School: _____

Parent(s)/Guardian(s): _____
Address (Residence): _____

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

II. Term of Agreement

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

III. Tuition and Payment

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

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

IV. Special Education and Additional Services

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

V. Transportation

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

VI. Student Conduct and Compliance

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

VII. Termination of Enrollment

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

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

VIII. Residency

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

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

IX. General Provisions

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

X. Staff Tuition Rate (If Applicable)

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

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

XI. Payroll Deduction Authorization (Staff Only)

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

I understand and agree that:

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

Employee Name: _____

Signature: _____ Date: _____

Position: _____

XII. Signatures

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

Parent/Guardian1 Signature: _____ Date: _____

Parent/Guardian2 Signature: _____ Date: _____

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

Superintendent/Designee: _____ Date: _____

R 5118 Non-Resident Attendance and Tuition Fees

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

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

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

    (b) One-half of the annual tuition fee is due and payable on January 15th.

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

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

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

Legal References:

Conn. Gen. Stat. 10-261, Definitions

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

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

Policy References

5111, Admission/Placement

5111.12, Change of Resident Status

Administrative Regulation References

5111, Admission/Placement

5111.12, Change of Resident Status

5112, Ages of Attendance

Regulation approved: June 17, 1991

Regulation revised: April 9, 2007

December 16, 2013

P 5123

Students

Promotion/Acceleration/Retention

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

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

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

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. ~~Students' readiness for work at the next grade level shall be required before he/she is promoted. Students who have mastered the appropriate academic and social skills will be promoted; those who have not will be retained.~~ In making promotion, acceleration, or retention decisions, the District shall consider multiple measures, including academic achievement, developmental readiness, attendance and social-emotional development. Students who demonstrate readiness for the next grade level shall be promoted; those who do not may be retained.

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

When high academic achievement is evident, the Superintendent or his/her designees may approve a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student. The recommendation to accelerate a student will require the approval of the parent.

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

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process. Parents will be notified as early as possible that retention is being considered and, except in very unusual circumstances, not later than April 15 ~~1st.~~ The Principal shall be responsible for making the final decision as to retention and assignment.

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

(cf. 5124 – Reporting to Parents)
(cf. 6146 – Graduation Requirements)
(cf. 6146.1 – Grading System)

Legal Reference: Connecticut General Statutes

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

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

~~P.A. 99-288 An Act Concerning Education Accountability~~
~~10-221 (b) Board of education to prescribe rules~~

Policy adopted: October 1, 1990
Policy revised: June 22, 2000

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 5124
Students
Reporting Student Progress to Parents

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

Report Card

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

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

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

Warning Notices

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

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

Legal Reference: Connecticut General Statutes

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

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

Policy Adopted: October 1. 1990

Policy Revised: March 16, 2009

WESTON PUBLIC SCHOOLS, Weston. Connecticut

P 5126

Students

Awards for Achievement

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

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

1. Is the proposed award free from inappropriate personal or corporate gain and/or publicity?

2. Are criteria for the award established by the professional staff or acceptable to the staff?

3. Are the purposes, either implied or explicit, of the proposed award consistent with the goals of district schools?

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

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

Policy Adopted: October 1, 1990
Policy Revised: January 20, 2009

R 5131.3

Students

Student Driving/Parking

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

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

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

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

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

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

~~**Grounds for Revocation of Permits:**~~

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

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

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

Regulation Approved: October 1, 1990

Regulation Revised: January 20, 2009

Regulation Revised:

P 5131.8

Students

Chemical Health Policy for Student Athletes

~~Policy Statement~~

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

~~Definitions~~

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

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

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

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

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

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

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

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

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

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

Procedures

(1) Discretionary Nature of Student Athletics.

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

(2) Emergencies.

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

(3) Prescribed Medications.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(7) Prohibition on Smoking

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions

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

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

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

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

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

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

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

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

Procedures

(1) Discretionary Nature of Student Athletics.

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

(2) Emergencies.

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

(3) Prescribed Medications.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal References:

Connecticut General Statutes:

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

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

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

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

~~Legal References:~~

~~Connecticut General Statutes:~~

~~§10-154a~~
~~§10-212a~~
~~§10-221~~
~~§21a-240~~
~~§21a-243~~
~~§21a-408a through §408q~~

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

~~Public Act 15-206, "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products"~~

POLICY ADOPTED: April 18, 2016

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5131.91
Students
Hazing and Initiation

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

II. Definitions

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

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

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

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

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

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

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

IV. Reporting Procedures

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

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

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

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

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

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

V. School District Action

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

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

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

VI. Reprisal

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

VII. Dissemination of Policy

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

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

Policy adopted: June 22, 2000

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 5132

Students

Dress and Grooming

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

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

1. Is unsafe for the student or others.
2. Materially disrupts school operations or the educational process.
3. Is contrary to law.

Restrictions on freedom of dress and adornment shall not:

1. Discriminate on the basis of protected civil rights.
2. Enforce particular codes of morality or religious beliefs.
3. Dictate or adjudicate matters of style or taste.
4. Exceed the direct or implied authority of the Board of Education.

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

~~1. is unsafe for the student or those around the student.~~

~~2. is disruptive to school operations and the education process in general.~~

~~3. is contrary to law.~~

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

1. ~~reflect discrimination as to civil rights.~~

2. ~~enforce particular codes of morality or religious tenets.~~

3. ~~attempt to dictate or adjudicate style or taste.~~

4. ~~do not fall within the direct or implied powers of the Board of Education.~~

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

Policy Adopted: October 1, 1990

Policy Reviewed: March 16, 2009

Policy Revised:

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Weston Public Schools Weston, Connecticut

P 5134
Students
Married/Pregnant Students

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

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

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

Legal References: Connecticut General Statutes

10-184 Duties of parents.

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

State Board of Education Regulations

10-76a-35 Educationally exceptional children.

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

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

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

~~10-184 Duties of parents~~
~~10-186 Duties of local and regional boards of education re school attendance~~
~~State Board of Education Regulations~~
~~10-76a Educationally exceptional children~~

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

Policy Adopted: October 1, 1990
Policy Revised: March 16, 2009
Policy Revised:

Weston Public Schools Weston, Connecticut

P 5137

Students

Physical Activity and Student Discipline

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

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

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

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

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

1. Loss of Recess as Disciplinary Consequence

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

School employees may prevent or restrict recess when:

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

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

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

2. Physical Activity as Punishment

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

3. Wellness Instruction

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

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

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

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

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

~~**Prohibition on Compulsion of Physical Activity as a Form of Discipline:**~~
~~For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.~~

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

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

Legal References:
Connecticut General Statutes: § 10-221o, Lunch periods. Recess
10-221u Boards to adopt policies addressing the use of physical activity as discipline.

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

Policy Adopted: January 25, 2016
Policy Revised:

Weston Public Schools Weston, Connecticut

5145.2

Students

Freedom of Speech/Expression

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

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

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

1. Material shall be noncommercial.

2. Material shall not contain libelous or obscene language.

3. Material shall not advocate illegal actions.

4. Material shall not contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury of reputation.

5. Material will not imminently threaten to disrupt the educational process of the school.

6. Material shall not advocate action that would endanger the health or safety of students.

7. Material shall not invade the lawful rights of others.

8. Material published, posted or otherwise distributed shall bear the names of the student principally involved in the promotion of the material and, when applicable, the name of the sponsoring student organization or group.

9. Material may not be sold on school property, nor can material which seeks a donation or solicits funds be circulated.

10. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 6144 - Controversial Issues)

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

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

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

Amendment of U.S. Constitution Article I.

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

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

Policy adopted: October 1, 1990
Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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

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

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

~~1. Material shall be noncommercial.~~

~~2. Material shall not contain libelous or obscene language.~~

3. Material shall not advocate illegal actions.

4. Material shall not contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury of reputation.

5. Material will not imminently threaten to disrupt the educational process of the school.

6. Material shall not advocate action that would endanger the health or safety of students.

7. Material shall not invade the lawful rights of others.

8. Material published, posted or otherwise distributed shall bear the names of at least two students principally involved in the promotion of this material and, when applicable, the name of the sponsoring student organization or group.

9. Material may not be sold on school property, nor can material which seeks a donation or solicits funds be circulated.

10. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

(cf. 1220 – Citizens' Advisory Committees)
(cf. 1312 – Public Complaints)
(cf. 6144 – Controversial Issues)
(cf. 6161 Equipment, Books, Materials: Provision/Selection)

Legal References: Connecticut General Statutes

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

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

Amendment of U.S. Constitution – Article I

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

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

P 6112.1

Instruction

~~Limited~~ Open Campus

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

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

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

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

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

~~Given the many "Unassigned Time" activities at Weston High School, as well as the academic demands of the curriculum and the availability of eating areas, study hall, academic resource centers, library-media center, and extra help available from teachers, students should carefully consider any absence from the school and should discuss the issue with their parents. Furthermore, a student's day should be devoted to activities at the school. The school will function better as an educational institution if the student is present. Therefore, students are generally expected to be in school for the entire school day.~~
~~If a student leaves campus during Unassigned Time, the student, and his/her parent(s), must accept all responsibility for his/her actions. Any classes that are missed as a result of leaving~~

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

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

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

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

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

Eligibility

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

- **Freshmen and Sophomores** may be permitted to leave campus only when unassigned time occurs at the beginning or end of the school day.

- **Juniors and Seniors** may be permitted to leave campus during unassigned periods within the school day, subject to administrative approval

Parental Permission

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

Required Open Campus Permission Form:

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

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

Student Responsibility

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

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

Revocation of Privileges

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

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

Legal References:

Connecticut General Statutes Section 10-220
Heigl v. Board of Education, 218 Conn. 1 (1991)
Purzycki v. Town of Fairfield, 244 Conn. 101 (1998)

Policy References:

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

Policy adopted: October 3, 1988
Policy revised: June 18, 2012
Policy revised:

Weston Public Schools Weston, Connecticut

Instruction

Emergencies and Disaster Preparedness

The Board of Education recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

Each school building shall maintain procedures for fire, crisis, and other emergencies, in accordance with the District's plan and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings. All building security and safety plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection, beginning with the 2014-2015 school year.

The District will cooperate with local law enforcement, fire department and civil defense authorities and other civic agencies in the event of a declared emergency situation.or (alternate paragraph to the previous paragraph)

The Superintendent shall develop and maintain an emergency preparedness plan which shall make provisions for handling a variety of foreseeable emergencies, all-hazard threats, including terroristic activity. The emergency plan shall be kept current. The Superintendent shall use state-approved Standardized Emergency Management System guidelines and the accompanying School Security and Safety Plan Template, be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating District and site-level emergency and disaster preparedness plans and be compliant with the standards issued by the Department of Emergency Services and Public Protection.

Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.

The Board will conduct a security and vulnerability assessment for each of its schools in compliance with Section 87 of P.A. 13-3. By November 1 of each year the District must submit to the DEMHS Regional Coordinator one of the following: (1) those plan pages that have been updated; (2) the DEMHS provided form that the plan has not changed; or (3) a revised plan if the current plan has undergone a major revision.

~~All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times.~~

~~The administration shall require building principals to maintain procedures for fire, civil defense, and other emergencies, and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings.~~

First Aid and CPR

At least one person at each school site shall ~~should~~ hold current first aid and/or CPR certification.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

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

10-222n - School security and safety plan standards

~~**Legal Reference: Connecticut General Statutes**~~

~~10-231 Fire drills~~

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the district.
This program will include a means to:

1. Identify migrant students and assess their educational, social and related health needs.
2. Provide a full range of services including applicable Title I programs, special education, gifted education, vocational education, language programs, and counseling services.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all students are expected to meet.
4. Provide advocacy and outreach programs to the students and their families and professional development to District staff
5. Provide parents the opportunity for meaningful participation in the educational program.

Program for Parent(s)/Guardian Involvement

Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

A. A "migratory child" means a child who:

(1) is a child of a migratory agricultural worker or a migratory fisher; or

(2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher -

(i) Has moved from one school district to another;

(ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

B. Qualifying Move means a move from one residence to another residence that occurs due to economic necessity and from one school district to another school district.

C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: Federal Register - July 29, 2008 - Final Rule

34 C.F.R. Part 2000

P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

~~Legal Reference: No Child Left Behind Act of 2001, section 1301 *et.seq.*, 20 U.S.C., 6391 *et seq.*, 34 C.F.R. 200.40-200.45~~

Policy Adopted: April 21, 2003
Policy revised:

Weston Public Schools Weston, Connecticut

Instruction
Parent and Guardian Access to Instructional Material

~~In accordance with federal law and Board policy, parents and legal guardians shall be permitted access to instructional material used as part of the educational curriculum for any student.~~

~~"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include formative or summative assessments and tests of any kind.~~

~~Upon request, the district shall permit parents and legal guardians to inspect any Instructional Material which has been utilized in the educational program of their student. The district shall grant reasonable access to Instructional Material within a reasonable period of time after a parental/legal guardian request is received.~~
~~Instructional Material developed by Board employees is subject to copyright and other intellectual property protections belonging to the Board.~~

In accordance with federal law, state law, and the Weston Board of Education (the "Board") policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board's curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials ("Curriculum"). Curriculum does not include academic tests or academic assessments.

Beginning with the 2026-2027 school year, and each school year thereafter, the Board shall post the objectives and scope and sequence of all approved curriculum on its website.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

State Law:

Conn. Gen. Stat. § 10-220, Duties of Boards of Education
Public Act 25-174, "An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027."

~~Legal Reference:~~

~~Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95~~

Policy adopted: December 16, 2016
Policy revised:

Weston Public Schools Weston, Connecticut

Instruction
Interscholastic~~/Intramural~~ Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, and of rules for student participation, ~~and of annual sports schedules~~.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. ~~In addition, the Board encourages intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.~~

Each student who chooses to participate in an interscholastic athletic program is required to have on file ~~in the offices of the building administrator and the athletic director~~, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. The electronic certificate of consent, signed by both the athlete and the parent will be valid for the school year. ~~This certificate of consent shall be in effect for each student for each sports season.~~

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the prime consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Although user fees are designed to partially offset the costs of extracurricular athletics, these programs shall be open to all students without regard for ability to pay. Funding shall be provided for student unable to pay for participation in approved sports and activities.

Legal Reference: Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton v St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 Conn. L. Trib. 26) 9/87

U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction
Interscholastic ~~Intramural~~ Athletics

The Athletic Director, under the supervision of the Superintendent, shall be responsible for the administration of the district's athletic program, including scheduling, eligibility verification, supervision of coaches, and compliance with applicable state and conference regulations.

Student Participation

1. Participation in interscholastic athletics is voluntary and considered a privilege.
2. Students participating in interscholastic athletics shall:
   a. Meet all eligibility requirements established by the Connecticut Interscholastic Athletic Conference (CIAC), the South-West Conference (SWC), and the Board of Education;
   b. Comply with all district, school, athletic department, and team rules and expectations;
   c. Submit all required registration materials, including parent/guardian consent and emergency contact information;
   d. Have a current physical examination on file as required by Connecticut law and Board policy; and
   e. Adhere to all training, conduct, and substance use regulations established by the district and athletic department.

Coaches

1. All coaches shall possess qualifications and certifications required by Connecticut General Statutes and State Department of Education regulations.
2. Coaches shall participate in district and athletic department training, meetings, and professional development activities as required by the Athletic Director.

Program Administration

1. The Board shall annually approve participation in athletic conferences, leagues, and associations as recommended by the Superintendent.
2. Athletic schedules shall be developed by the Athletic Director and approved through established administrative procedures.
3. The district shall make every reasonable effort to provide equitable athletic opportunities for all students regardless of sex, disability, race, color, national origin, religion, sexual orientation, gender identity or expression, or any other protected classification.
4. Transportation for interscholastic athletic contests shall be provided in accordance with district transportation procedures and budgetary limitations.
5. Student participation fees, if assessed, shall not prohibit participation by any student. Financial assistance shall be available in accordance with Board policy and administrative procedures.

In order to be considered as a Club Sport by the Board of Education, a petition in writing must be submitted to the Athletic Director/Principal with a copy to the Superintendent of Schools. The Superintendent of Schools will submit the petition to the Board of Education for approval. Parties submitting a petition attest/agree to the following:

- There is enough interest to support a viable competitive team,
- The club will be formed in compliance with non-discrimination regulations of Title IX,
- All costs of funding the program will be absorbed by the participants,
- Coach(es) are certified by the State of Connecticut and will attend pre-season athletic department meetings,
- All athletes will comply with Board and Weston High School policies,
- Submission of a copy of the club's athletic schedule to the Athletic Director,
- Submission of a team roster within one week of the start of the season,
- Members will comply with all SWC and CIAC rules of eligibility,
- Submission of all required forms (parent consent, emergency medical card, current physical),
- Training rules which prohibit the use and/or possession of illicit drugs including alcohol, tobacco (smoking, chewing, snuff), inhalants or steroids,
- Program supervision by the Athletic Director, and
- Transportation by bus to and from all competitions for team, not individual competitors.

The Board in accepting a sport under Club Status assumes the responsibility for liability insurance and, if the sport grows as a program over a three year period, agrees to the club sport becoming an athletic program under the auspices of the Board. Participants will be eligible for athletic honors and awards. The Athletic Director will provide scheduling support to the club.

The Board reserves the right to accept or reject an activity as a club and/or financially supported athletic program.

Regulation adopted: April 21, 2003

Regulation revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction
Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. A student publication is defined as any newspaper, yearbook, magazine, literary publication, digital publication, broadcast, or other media produced by students as part of a school-sponsored activity, course, club, organization, or program and using school resources, school facilities, or the school's name.

The Board of Education shall encourage the development of school newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6145.3 - Resolution of Differences)

Legal Reference:

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

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6155

Instruction

Differentiation and Grouping

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

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

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

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

Secondary Schools

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

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

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

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

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

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

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

Differentiation and Grouping (K-8)

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

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

F. Grouping plans must reflect substantial teacher contact with meaningful engagement and reflect a variety of instructional methods and experiences so that all children benefit from quality instruction. Differentiation will be expected within grouped instructional settings.

G. Student progress in grouping plans shall be monitored on a regular basis so that adjustments can be made as children mature, grow, learn and develop at different rates.

H. Principals shall create a differentiation and grouping plan for their schools supporting teachers and coordinating teaming and support services within the master schedule for the building.

School wide plans shall ensure that students are challenged. Plans shall reflect practices that foster well-being for all students and ease of communication among staff and parents.

I. Within the context of the school plan, teachers will develop differentiation and grouping plans for their classes each year for approval by the principal. The plans shall reflect the students in their classes and anticipate the need for instruction involving teaming and the use of support services.

Differentiation and Grouping (9-12)

A. Recognizing the shift to a discipline-based curriculum without grade-level teams, the High School shall offer a range of instructional levels within each department consistent with the needs of the student population.

B. Special education students whose individualized instructional plans call for mainstream classes with modifications shall have their modifications clearly defined.

Policy adopted: August 21, 1995
Policy revised:

P 6163.3

Instruction

Live Animals in the Classroom

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

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

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

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

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

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

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

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

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

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

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

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6164.2

Instruction
~~**Guidance Services**~~

Comprehensive School Counseling Program/Guidance Services

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

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

The specific goals of the school counseling program are:

1. Help students in developing a knowledge of self, including family relationships and the understanding of others.

2. Assist students with emotional growth, including family relationships and the understanding of others.

3. Assist students in the development of social skills and civic responsibilities.

4. Assist students in problem-solving, decision-making and coping skills.

5. Assist students in their career development and support partnerships between school and community.

6. Assist staff as resource/consultant in student-teacher relationships, behavior management, student evaluation and parent/guardian contacts.

7. Provide assistance to students and families during crisis situations.

8. Form relationships with parents/guardians to provide support as needed.

9. Assist in referrals to other student services personnel in the District and with out-of-school agencies serving youth.

10. Provide instruction and support students in developing effective executive functioning skills, self regulation, time management, and organization skills.

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

1. Academic Guidance to help students and their parents/guardians to acquire knowledge of the curriculum choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.

2. Career Guidance to help students acquire information to plan for post-secondary education and career opportunities.

3. Personal or Social Counseling to help students develop an understanding of themselves and the rights and needs of others, resolve conflict, and define individual goals that reflect their interests and aptitudes. Such counseling may be provided either in groups in which generic issues of social development are addressed or through structured individual or small group multisession counseling that focuses on the specific concerns of the participant(s) (e.g., social skills, grief or anger management).

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

1. Guidance Curriculum which is delivered through classroom presentations and activities, and structured group activities.

2. Individual Planning which is a process that includes activities to assist students and their parents/guardians in the planning, monitoring, and managing of the student's learning as well as his/her personal, educational, and career goals.

3. Responsive Services which meet the immediate concerns and needs of students, usually with a prevention focus, such as, but not limited to, drop out prevention, peer leadership, and drug and alcohol prevention.

4. System Support which focuses on program development, implementation, and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

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

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

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

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

Legal References: Connecticut General Statutes

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

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

Policy adopted: February 5, 1990

Policy revised:

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

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

~~1. Educational Development~~

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

~~2. Personal/Social Development~~

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

~~3. Career Development~~

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

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

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

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

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

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

~~Legal Reference: Connecticut General Statutes~~

~~10-21 Vocational guidance~~

Policy adopted: February 5, 1990

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6171

Instruction

Special Education

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

10-76g State aid for special education.

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

10-76i Advisory council for special education.

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

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

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

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

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

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

10-76l-1 Program Evaluation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~Legal Reference: Connecticut General Statutes~~

~~10-76a Definitions~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6173
Instruction
Homebound Instruction

I. Purpose and Scope

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

II. Definitions

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

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

III. Eligibility for Homebound Instruction

A. Verified Medical Reasons

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

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

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

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

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

B. Pregnancy and Childbirth

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

C. Students with or without Disabilities

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

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

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

IV. Initiation and Timing of Instruction

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

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

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

V. Nature and Amount of Instruction

A. Educational Program

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

B. Location of Instruction

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

C. Time of Instruction

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

VI. Dispute Resolution

A. Initial Review

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

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

B. Independent Medical Review

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

C. Hearing or Mediation

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

LINK TO HOMEBOUND INSTRUCTION REQUEST FORM (see below for form)

Legal Reference: Connecticut General Statutes

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

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

10-233a et sec. Exclusion.

Policy approved: March 5, 1991

Policy revised: December 17, 2018

~~I. **Definitions**~~

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

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

~~II. **General Requirements**~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. **Students with Disabilities**

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

IV. **Medically Fragile Students**

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

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

V. **Disputes**

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

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

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

VI. **Miscellaneous Provisions**

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

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

Legal Reference:

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

HOMEBOUND INSTRUCTION REQUEST FORM

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

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

TO THE TREATING PHYSICIAN: Pursuant to the Connecticut State Department of Education regulations (specifically R.C.S.A. §10-76d-15), the following information must be provided to the district in order for a student to be eligible for homebound instruction. Please legibly complete this form.
If you have any questions about this form, please contact: Tracy Edwards, Director of Pupil Personnel Services, 203-221-6583

Student's Name: _____ **Date of Birth:** _____
Home Address: _____
Treating Physician's Name: _____
Address: _____ **Phone #:** _____
Email Address (optional): _____

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

a) State the student's current diagnosis:

b) Please attach documentation to support this diagnosis including but not limited to a written statement, testing results, and/or medical records.

c) Is the student unable to attend school due to a verifiable medical reason? If yes, what is the reason?

d) Will the student be absent from school for at least 10 consecutive school days due to his or her condition?

e) Is the child's condition such that the child may be required to be absent for short repeated periods of time during the school year?

f) Have you consulted with school health supervisory personnel (i.e., the school nurse or the district's medical supervisor) and determined that the student's attendance at school is not feasible even with reasonable accommodations? If yes, please state the name of the school health supervisory personnel with whom you have consulted, the accommodations discussed, and the basis for determining what accommodation in school could not be provided.

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

_____
mm/dd/yyyy

Signature of the Treating Physician: _____ Date: _____

Weston Public Schools Weston, Connecticut

Instruction
Evaluation of the Instructional Program

~~Appropriate means for continuing evaluation of the entire education program shall be established and maintained. Special attention shall be given to (a) elimination of discrimination as to race, color, creed, religious creed, age, marital status, national origin, sex or physical disability and (b) recognition of the individual child.~~

The Board of Education recognizes that education is a continuous process that cannot be satisfactorily achieved without the coordination and cooperation of all components of the entire system. To achieve the highest quality of education on all levels, a critical appraisal of the program as it operates in each school and at each level is essential. **The purposes of evaluation of instruction are to:**

1. indicate instructional strengths and weaknesses;
2. provide information needed for advance planning;
3. provide data for public information;
4. show the relationship between achievement and the school system's stated goals; and
5. check on the suitability of the instructional program in terms of community requirements.

A continuing evaluation will be conducted at the school and system-wide level. The needs as shown by this evaluation will be listed on a priority basis. School improvement programs will be aimed at meeting these needs.

The administration shall submit an annual report to the Board stating the strengths and weaknesses of the school program. Plans for correcting the weaknesses will be a part of the report.

Legal Reference: Connecticut General Statutes

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

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

(cf. 6121 - Nondiscrimination in the Instructional Program)

~~**Legal Reference: Connecticut General Statutes**~~

~~10-14m Development and submission of educational evaluation and remedial assistance plan~~

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

Title IX of the Education Amendments of 1972, U.S.C. 1681 et seq.

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

~~R4115~~

~~Personnel - Certified~~

~~Evaluation~~

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

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

~~Regulation approved: July 16, 1990~~

Recommend to sunset

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

R 5144.1

Students

Use of Physical Force/Corporal Punishment

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

1. Protect him/herself or others from immediate physical injury.

2. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.

3. Protect property from physical damage.

4. Restrain student or remove student to another area to maintain order.

Physical force may not be used as a disciplinary measure.

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

Legal Reference: Connecticut General Statutes

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

Regulation approved: October 1, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Instruction
Family Life and Sex Education

The Board of Education recognizes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society.

Students, parents or guardians shall be informed of their right to exempt the student from family life and sex education programs.

To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, notify the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities.

The district will comply with federal guidelines concerning age appropriate sex education.

Legal Reference:

Connecticut General Statutes

10-16c State Board to develop family life education curriculum guides
10-16d Family life education programs not mandatory
10-16e Students not required to participate in family life education programs
10-16f Family life programs to supplement required curriculum
~~**20 U.S.C. 7906 No Child Left Behind Act of 2001**~~

Policy adopted: March 5, 1991
Policy revised: April 27, 2004

Gifts, Grants and Bequests Approval Form

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

Gift Value:

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

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

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

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

School/Building: ☐ HES ■ WIS ☐ WMS ☐ WHS ☐ CO

Name of Donor: WIS PTO

Value of gift(s) being donated): $ 12,500

Description:

Up to $12,500 for the design, production and installation of custom security window film for the WIS entry doors and decals for the office desk, various walls around the school, 3 x stair risers, and 2 x stair bulkheads (see attached proposal for illustrations).

X Jennifer J D'Amico
Principal Signature

Date: 6/2/26

X
Superintendent Signature

Date:

Board of Education Approval

☐ Not required

☐ Yes (If yes, date of Board of Education Approval:

☐ No

Gifts, Grants and Bequests Approval Form

Gifts Valued Over $3,000

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

School/Building: ☐ HES ☐ WIS ☐ WMS ■ WHS ☐ CO

Name of Donor: WHS PTO

Value of gift(s) being donated): $ Up to $3,400.00

Description (enter description or see attached, and include back up):

The WHS PTO has generously donated up to $3,400 for a staff appreciation staff lounge update.

Signature/Approval:

X _____
Principal Signature

X _____
Superintendent Signature

Date: 06/08/26

Date: ____/____/____

Board of Education Approval

☐ Yes (If yes, date of Board of Education Approval: ____/____/____)

☐ Not Approved

Weston Board of Education
Local 1303-110, Council #4 (AFSCME)
June 4, 2026

TENTATIVE AGREEMENT

~~Strikethrough signifies deletions~~; ***bolded italics*** signifies additions

(subject to ratification by both parties)

1. Amend Section 4.2 of ARTICLE IV, SENIORITY, as follows:

   4.2 Vacation selection and shift selections shall be made on the basis of seniority***, except that the Lead Custodian shall be required to work the first shift regardless of seniority***.

2. Amend ARTICLE VI, PENSIONS, as follows:

   6.0 All Weston Board of Education employees in the bargaining unit shall be covered by the Connecticut Municipal Employees Retirement Fund, Plan B ***(the "Plan"), provided they meet the criteria and requirements of the Plan***.

3. Amend ARTICLE VII, HEALTH AND LIFE INSURANCE, and Appendix C, as follows:

ARTICLE VII
HEALTH AND LIFE INSURANCE

7.0 All eligible employees and their families shall be provided with medical insurance, including riders currently provided, for health and medical benefits. Except as provided below, each eligible employee and his or her eligible dependents will participate in a High Deductible Health Insurance Plan with Health Savings Account (HD-HSA) with a combined in-network deductible of $2,000/$4,000, as more fully described in Appendix C. ~~The Board will contribute sixty-five percent (65%) to the deductible effective September 1, 2023 for active employees participating in the HD-HSA, provided the employee has previously established an HSA account. Effective September 1, 2024, the Board will contribute sixty percent (60%) to the deductible. Effective September 1, 2025, t~~ ***T***he Board will contribute fifty percent (50%) to the deductible ***for active employees participating in the HD-HSA, provided the employee has previously established an HSA account***. The Board's contribution to the deductible shall be pro-rated for part-time employees.

The Board's contribution to the deductible will be deposited into the HD-HSA on the first business day in September of each contract year. ~~Notwithstanding the~~

~~foregoing, for the Fiscal Year 2023-2024 only, 100% of the Board's contribution to the deductible will be deposited into the HD-HSA on July 3, 2023.~~

In order to be eligible for the HD-HSA plan each employee must make a premium cost contribution through payroll deductions as noted in Section 7.4 below.

7.1 HRA. Employees who are not eligible for the HD-HSA can participate in an HRA with the same terms as the HD-HSA except as otherwise provided by law. Employer funding to the HRA shall include a rollover feature allowing any unused HD-HSA deductible funds to be rolled over up to the amount of the deductible

Employees who are eligible for the HD-HSA may choose instead to participate in an HRA with the same terms as the HD-HSA except as provided by law. In the event that such an employee chooses an HRA, the Board's contribution to the deductible will be governed by the terms of Section 7.0 above and Appendix C except as otherwise provided by law.

7.2 The Board shall provide dental insurance with an annual calendar year maximum of $1500 for all staff and their dependents. The amount of coverage will be as follows:

Diagnostic and Preventative Services	100%
Basic Service	80%
Major Service	50%

The employee dental insurance contribution shall be equal to the HD-HSA percentage of contribution as stated in Section 7.4 below.

7.3 The Board shall provide life insurance for employees with premiums paid by the Board, in the amount of $10,000 or the employee's annual salary, whichever is greater.

7.4 The premium cost sharing for participating employees is as follows:

Employees' rate of contribution to the HD-HSA for individual, two (2) persons, and family coverage shall be as follows:

~~a. 2023-2024: 12% of applicable plan cost commencing July 1, 2023.~~

~~b. 2024-2025: 12.5% of applicable plan cost commencing July 1, 2024.~~

~~c. 2025-2026: 13% of applicable plan cost commencing July 1, 2025.~~

a. 2026-2027: 13.25% of applicable plan cost commencing July 1, 2026.

b. 2027-2028: 14% of applicable plan cost commencing July 1, 2027.

c. 2028-2029: 14.25% of applicable plan cost commencing July 1, 2028.

7.5 To be eligible to receive these benefits, each employee must submit a written wage deduction authorization permitting the Board to deduct from the employee's salary his or her share of the cost of benefits set forth above. Each employee will be informed of the amount of the increase in writing prior to the first or any revised deduction. An employee may forego or withdraw from full coverage rather than pay his or her share of the cost of benefits. An employee who forgoes or withdraws from full coverage rather than pay his or her share of the cost of benefits must satisfy any existing reentry conditions or limitations of the plan.

7.6 Basic provisions of the HD-HSA insurance plan are described in Appendix C, provided actual benefits are set forth in the plan documents themselves.

7.7 The Board shall have the right, upon thirty (30) calendar days prior notice to the Union, to change carriers and/or administrators so long as substantially equivalent coverage is maintained.

7.8 For employees hired prior to July 1, 2004, the Board shall provide and pay 35% of the premium costs for the health insurance benefits specified in Sections 7.0, 7.1, and 7.2 of this Article for all employees who retire under the provisions of Article VI (Pensions) with a combination of age + service years equal to a numerical sum of 70 and who are immediately eligible to receive benefits from the pension plan at the time of retirement. However, the Board will provide this benefit only until the retiree reaches age 65. The benefit described in this paragraph will only be available to those Eligible Employees who retire prior to December 22, 2016.

Employees hired subsequent to July 1, 2004, are covered by MERF Plan B as listed in Article VI only.

7.9 As used in this Article, "premium cost" shall mean the "projected cost" for self-funded plans and the premium cost for fully funded plans.

4. Renew and update the MOA addressing the Board's participation in the Connecticut State Partnership Plan. The new MOA would read:

MEMORANDUM OF AGREEMENT

WHEREAS, the Weston Board of Education (the "Board") and the Local 1303-110 of Council 4 AFSCME, AFL-CIO (Non-Certified Employees) (the "Union") are parties to a collective bargaining agreement covering the period July 1, 2026 through June 30, 2029 (the "CBA"); and

WHEREAS, the Board and the Union agree that, effective July 1, 2025, the Board shall provide medical benefits to bargaining unit members through the State

Partnership Plan 2.0 (SPP) in lieu of the medical benefits set forth in Article VII and Appendix C of the CBA;

NOW, THEREFORE, the Board and the Union agree as follows:

Subject to the conditions set forth below, effective July 1, 2025, the Board shall offer each bargaining unit member the opportunity to participate in the Connecticut State Partnership Plan 2.0 (SPP) for medical benefits in lieu of the medical benefits described in Article VII and Appendix C of the CBA. Dental benefits shall continue (with the same employee premium cost sharing) as currently provided in the CBA. The medical benefits shall be as set forth in the SPP effective on July 1, 2025, including any subsequent amendments or modifications made to the SPP by the State and its employee representatives. The administration of the SPP, including open enrollment, beneficiary eligibility and changes, and other administration provisions, shall be as established by the SPP.

a. The premium rates shall be set by the SPP.

b. Each employee participating in the SPP shall contribute toward the premium cost as follows:

2026-2027: 13.25% of applicable plan cost commencing July 1, 2026

2027-2028: 14% of applicable plan cost commencing July 1, 2027.

2028-2029: 14.25% of applicable plan cost commencing July 1, 2028.

c. The SPP contains a Health Enhancement Plan (HEP) component. All employees participating in the SPP are subject to the terms and provisions of the HEP. In the event SPP administrators impose the HEP non-participation or non-compliance $100 per month premium cost increase or the $350 per participant to a maximum of $1400 family annual deductible, those sums shall be paid 100% in their entirety by the non-participating or non-compliant employee. No portion or percentage shall be paid by the Board. The $100 per month premium cost increase shall be implemented through payroll deduction, and the $350/$1400 annual deductible shall be implemented through claims administration. In the event there are any changes to the terms and provisions of the HEP resulting in increased costs for non-participation and/or non-compliance, any non-participating and/or non-compliant employee shall remain responsible for paying 100% of such costs, and no portion or percentage shall be paid by the Board.

d. In the event any of the following occur, the Board or the Union may reopen negotiations in accordance with Conn. Gen. Stat. Section 10-153f(e) as to the sole issue of medical benefits, including plan design and plan funding, premium cost share and/or introduction of a replacement medical benefits plan in whole or in part.

i) If the SPP in its current form is no longer available; or if the benefit plan design of the SPP is modified as a result of a change in the State's collective bargaining agreement with SEBAC, if such modifications would substantially increase the cost of the medical benefits plan offered herein. Reopener negotiations shall be limited to medical benefits plan design and funding, premium cost share and/or introduction of an additional optional medical insurance plan; and/or

ii) If Conn. Gen. Stat. Section 3-123rrr et seq. is amended, or if there are any changes to the administration of the SPP, or if additional fees and/or charges for the SPP are imposed so as to affect the Board, any of which amendments, changes, fees, or charges (individually or collectively) would substantially increase the cost of the medical benefits plan offered herein. Reopener negotiations shall be limited to medical benefits plan design and funding, premium cost share and/or introduction of an additional optional medical benefits plan; and/or

iii) If there is any material amendment to The Patient Protection and Affordable Care Act that would substantially increase the cost of the medical benefits plan offered herein. Reopener negotiations shall be limited to medical benefits design and funding, premium cost share and/or introduction of an additional optional medical benefits plan.

e. In any negotiations triggered under subparagraph d above as well as negotiations for a successor to the current CBA, the parties shall consider the High Deductible Health Plan with Health Savings Account set forth in Article VII and Appendix C to be the baseline for such negotiations, and the parties shall consider the following additional factors:

- Trends in medical insurance plan design outside of the SPP;
- The costs of different plan designs, including a high deductible health plan structure and a PPO plan structure.

Should such negotiations be submitted to arbitration for resolution, the arbitration panel shall consider the foregoing in applying the statutory criteria in making its ruling.

5. Amend Section 8.0 of ARTICLE VIII, LEAVES OF ABSENCE, as follows:

8.0 Sick leave shall be defined as an employee's absence from duty with pay for reasons of personal illness or injury which renders the employee unable to work, except where such illness or injury arises in the course of employment by an employer other than the Board or where such illness or injury is compensable under State law. Except as provided in the third sentence of the second paragraph of Article IV, Section 4.1, each eligible employee will be

granted five (5) sick days at the beginning of each fiscal year (July 1). Sick leave shall be earned by each employee at the rate of one and one-quarter (1-1/4) days per month of annual service to an annual maximum total of ten (10) additional sick days. The yearly accrued maximum will not exceed fifteen (15) days. Non-fifty-two (52) week employees will earn a pro-rated maximum total based upon the full year (52 week) maximum of fifteen (15) days. Sick leave not used in any year shall be accumulated to a maximum of one hundred forty (140) days. Upon application, the Board may, in its sole discretion, grant additional sick leave days to any employee who has accumulated one hundred forty (140) sick days and who has an extended illness or injury that exceeds one hundred forty (140) working days.

For employees hired on or before June 30, 2012, upon termination after six (6) years of continuous employment, for any reason other than discharge, the employee shall receive the accumulated sick leave days in a lump-sum payment to a maximum of forty (40) days. In the event of the death of an employee hired on or before June 30, 2012 who has been employed by the Board for at least fifteen (15) years, the family or the estate of the individual shall receive the accumulated sick leave as a lump-sum payment.

Employees hired on or after July 1, 2012 shall not be entitled to receive payment for accumulated sick days.

Employees may use up to five (5) of their sick leave days accrued during the contract year for family illnesses. Family shall be defined as: spouses, relatives or other persons living in the same household, and parents.

Employees shall continue to have access to sick time in one quarter (1/4), one half (1/2), three quarter (3/4) and full day (1) increments.

In the event that Employees are covered by Connecticut's Paid Sick Leave Law, Connecticut General Statutes §§31-57r et seq., as it may be amended from time to time, the Board shall permit employees to use the first forty (40) hours of contractual paid sick leave in each fiscal year for the same purposes and under the same conditions as the conditions described in Connecticut's Paid Sick Leave Law notwithstanding any provisions in this section to the contrary, provided that such time shall be taken in no less than one quarter (1/4) day increments as set forth above (the "Statutory Sick Leave"). Any contractual paid sick leave accrued and used in excess of the Statutory Sick Leave shall be subject to the requirements of this section above and applicable Board policy requirements.

6. Amend Section 8.2 of ARTICLE VIII, LEAVES OF ABSENCE, as follows:

8.2 Regularly employed personnel shall be entitled to ~~emergency leave~~ ***bereavement leave*** with pay during the school year as follows:

I. Up to five (5) days for a death in the immediate family (spouse, child, mother, father, sister, brother, stepchild, stepmother, stepfather, stepsister, and stepbrother).

2. Up to three (3) days for the death of another relative who is a member of the staff's household or a grandparent, grandchild or in-law (daughter-in-law, son-in-law, mother-in-law, father-in-law, sister-in-law, brother-in-law).

3. One day for the death of a relative not listed above.

4. Additional time, dependent upon circumstances, may be granted at the discretion of the Superintendent or his/her designee.

7. Amend ARTICLE VIII, LEAVES OF ABSENCE, as follows:

8.4 For those employees hired prior to July 1, 1987, the Board shall, for a period not to exceed fifty two (52) weeks, supplement workers' compensation for employees injured on the job as a result of an injury determined under the Workers' Compensation Act to have been a job-related injury by the difference between workers' compensation and their normal weekly earnings, excluding overtime and premium pay. Employees hired on or after July 1, 1987 shall receive the supplemental benefits of this Article for a period not to exceed twenty-six (26) weeks***, during which period any such absence shall not be charged to the employee's accrued sick leave. After twenty-six (26) weeks, the difference between earned salary and workers' compensation pay will be deducted from the employee's accrued sick leave on a pro rata basis until such sick leave is exhausted.***

The following procedures shall be implemented for employees hired before and after July 1, 1987, when an employee has been absent as a result of a job-related injury for a period of twenty-six (26) weeks from the date of disability:

1. ***Upon notification from the Board to an employee who has been absent as a result of a job-related injury for a period of twenty-six (26) weeks from the date of disability, the employee must, within sixty (60) days from the date the Board provided such notification, present certification from their physician that the employee is able to perform or will be able to perform their essential job functions without limitation within twelve (12) months from the date of disability. Date of disability is defined for purposes of this Section as the first day the employee was unable to report to work due to disabling illness or injury. Successive periods of disability separated by less than three (3) months are considered as the same disability when the illness or injury rendering the employee disabled remains the same. A return-to-work light duty on either a full-time or part-time basis shall not alter the original date of disability.***

2. ***If the employee's physician does not certify that, within twelve (12) months from the date of disability, the employee is able to perform or will be able to perform their essential job functions without limitation, or if, in the opinion of a physician selected by the Board and/or the Board's insurance carrier, the employee is unable to perform or will be unable to perform said essential job functions without limitation within twelve (12) months from the date of disability, the Board may terminate the employee.***

3. ***When there is a conflict between the opinion of the employee's physician and the opinion of the physician selected by the Board and/or the Board's insurance carrier regarding whether the employee is unable to perform or will be unable to perform said essential job functions without limitation within twelve (12) months from the date of disability, the Board shall obtain a third medical opinion. For such a purpose the employee shall select a physician from a list of three (3) physicians (with the appropriate medical specialty) selected by the Board. Once the Board has provided the employee with three (3) physician options, the employee shall have thirty (30) days to select one of the three (3) physicians and to schedule an appointment with said physician, which appointment shall be scheduled for the physician's earliest available appointment date. The third medical opinion shall prevail, and the Board may terminate the employee if said third medical opinion finds that the employee is unable to perform or will be unable to perform their essential job functions without limitation within twelve (12) months from the date of disability.***

4. ***In the event the employee does not report for required medical evaluations and/or fails to follow any of the timelines set forth in subsections 1-3 above, the employee may be terminated and such termination shall be deemed to be for just cause.***

8. Amend Section 8.7 of ARTICLE VIII, LEAVE OF ABSENCE, as follows:

8.7 Upon request, the Superintendent or his/her designee may, in his/her sole discretion, grant an employee a leave of absence without pay, and neither the employee, nor the Union on the employee's behalf, shall have recourse to the grievance procedure provisions of this Agreement as a result of any action taken or not taken by the Superintendent under this Section. ***An employee on an approved leave of absence without pay shall not accrue sick leave under Section 8.0 of this Article VIII or vacation leave under Section 9.0 of Article IX during such absence.***

An employee granted such a leave for medical reasons, verified in writing by a physician, shall receive insurance benefits provided under Article VII for a period of one year from the commencement of the leave. An employee granted an unpaid

leave due to an illness in the family shall receive insurance benefits set forth in Article VII for a period of sixty (60) days from the commencement of the leave. An employee granted an unpaid leave for other reasons shall receive insurance benefits for a period of thirty (30) days from the commencement of such leave.

9. Amend Section 9.0 (d) of ARTICLE IX, VACATIONS, as follows:

(d) In all cases, employees in these categories are not eligible to carry over vacation days into the next contract year, until they are credited with the full year ten (10) days vacation allotment.

Thereafter, ***annual*** vacation accrual shall be as follows***, with monthly accrual rates reflected in the chart below***.
1 year -10 days
5 years - 15 days
11 years - 20 days
16 years - 21 days
17 years - 22 days
18 years -23 days
19 years - 24 days
20 years - 25 days

Years of Service	***Annual Vacation Day Allotment***	***Monthly Accrual Rate (in days)***
1	***10***	***0.833***
5	***15***	***1.25***
11	***20***	***1.666***
16	***21***	***1.75***
17	***22***	***1.833***
18	***23***	***1.916***
19	***24***	***2***
20	***25***	***2.083***

Vacation days may only be taken if they have accrued in accordance with the accrual rates set forth above, regardless of whether such days have been fully frontloaded in the Board's absence management system.

10. Amend Section 9.7 of ARTICLE IX, VACATIONS, as follows:

9.7 Vacation days will only be granted in half-day increments and will not be approved during the five (5) work days ***prior to the close of the school year, the five (5) work days*** after the close of the school year, and ~~during~~ the ten (10) work days before the opening of the new school year unless otherwise approved by the Superintendent of Schools or his/her designee as a special exception.

11. Amend Section 12.5 of ARTICLE XII, MISCELLANEOUS, as follows:

12.5 The terms and conditions of this Agreement supersede the terms and conditions in any other side letters in effect as of July 1, ~~2015~~ ***2026*** to the extent such side letters contradict the provisions of this Agreement.

12. Amend Section 14.3 of ARTICLE XIV, WAGES, as follows:

Provided that an employee has served at least one-half of the year on that step, each July 1, an employee will advance one step for each continuous year of service until the highest step in the employee's grade is attained. New employees (i.e., employees who are newly employed by the Board) will be placed on Step 1, except that new nurses will be placed on Step 6. If an employee is promoted to a higher grade he/she will be placed in the same step level as in the employee's previous grade.

When a new information technology employee is hired (Computer Technician A, Computer Technician B, ***and*** Computer Maintenance Technician)***, or when an employee who had been employed by the Board in a position outside the bargaining unit is hired into a position covered by the bargaining unit***, the Superintendent will, in his/her sole discretion, determine the step on which the employee should be placed. When determining the appropriate step for ~~a new employee~~ ***such employees***, the Superintendent will consider factors such as past work experience, ***length of service with the Board and performance during any such period of service,*** educational background, and life experience.

13. Amend Sections 14.4, 14.5, 14.6, 14.7, and 14.15 of ARTICLE XIV, WAGES, as follows:

14.4 The Lead Person in the Maintenance Department and Working Grounds Foreperson shall receive a salary differential of 12.5% for all hours worked in consideration for additional duties determined by the Director of School Facilities. The amount shall be added to the employee's base salary~~, but shall not be used to calculate overtime~~. . . .

14.5 The Lead Custodian and Evening Cleaning Supervisor are district-wide positions, which provide a salary differential of 12.5% of the pay Grade and Step commensurate to the individuals occupying the positions. This amount shall be added to the employees' base salaries~~, but shall not be used to calculate overtime rate~~.

14.6 The Lead Security Specialist and Utility System Mechanic are district-wide positions, which provide a salary differential of 10.0% of the pay Grade and Step commensurate to the individuals occupying the positions. Effective August 23, 2019, the salary differential for the Lead Security Specialist is

12.5%. These amounts shall be added to the employees' base salaries~~, but shall not be used to calculate overtime rate~~.

14.7 Employees who utilize a license related to their position, as noted in Appendices A1 and A2, shall be paid a 10% per hour salary differential. The amount shall be added to the employees' base salaries ~~but shall not be used to calculate overtime~~.

. . . .

14.15 This Section will supersede the Memorandum of Understanding between the Board and the Union and ratified by the Board on December 19, 2011.

There may be a Head Custodian at each building at which the Lead Custodian is not located. At the elementary schools (Hurlbutt Elementary School and Weston Intermediate School), the Head Custodian will be paid an hourly differential of 7.5%. At the secondary schools (Weston Middle School and Weston High School), the Head Custodian will be paid an hourly differential of 10% except as stated in this Section below. This amount shall be added to the employee's base rate of pay ~~but shall not be used to calculate the overtime rate~~.

The Lead Custodian position is paid an hourly differential of 12.5% as stated in Section 14.5. As part of the district-wide duties of the Lead Custodian, the Lead Custodian acts as the Head Custodian at the building at which he/she is located with no additional differential. ~~Any salary differentials paid under this Section shall be excluded from the overtime rate of employees to whom the salary differential is paid.~~

14. Amend Section 14.14 of ARTICLE XIV, WAGES, as follows:

14.14 This Section will supersede the Memorandum of Understanding between the Board and the Union and ratified by the Board on December 19, 2011 and Paragraph 3 of the Memorandum of Understanding between the Board and the Union ratified by the Board on May 20, 2019.

Based on a specialized medical, physical or educational need of a student provided with specialized services, a special education para educator may need to: (a) receive specialized training or (b) utilize specialized training already obtained by the para educator, to provide specialized services as directed in the student's IEP.

When specialized services for students are required as stated in this Section, and a para educator requires additional training, the ~~Director~~ of ***Assistant Superintendent*** of Pupil Personnel Services, when necessary and appropriate, shall cause such training to be provided for a special education para educator at the Board's expense in order to provide the services identified in the IEP.

Special education para educators who utilize training they have already obtained as described above must provide documentation of their training to the ~~Director of Pupil Services~~ ***Assistant Superintendent of Pupil Personnel Services***.

~~Special education para-educators who receive the training described herein, or who have already received such training, and are required to provide the services identified in the IEP will be compensated as follows:~~

(a) ~~Para-educators providing ABA discrete trials involving the collection of data will be paid an annual stipend of $2,240 for the duration of the services.~~

(b) ~~Para-educators who, as part of their normal duties, provide any of the following high intensity specialized physical assistance services (the "Assistance Services"):~~

i. ~~consistent, daily, and pervasive personal hygiene care outside of what is developmentally appropriate for a student including toileting and diapering;~~

ii. ~~feeding;~~

iii. ~~oral-motor manipulation; and/or~~

iv. ~~heavy positioning of student from one piece of equipment to another will be paid an annual stipend of $1,680 for the duration of the Assistance Services. Para-educators who consistently provide three or more of the Assistance Services will be paid an additional annual stipend of $500.00 for the duration of the Assistance Services.~~

(c) ~~Para-educators providing individual student job coaching services off campus will be paid an annual stipend of $800.00 for the duration of the services. This stipend will not be pro-rated in the event that the services cannot be performed on a given day due to weather-related cancellations.~~

(d) ~~In recognition of the need for the continued education and training of para-educators assigned by the administration to work with students who have a Behavior Intervention Plan that includes management strategies for target behaviors that could pose imminent safety risks to the student and/or others, para-educators with such assignments will be paid an annual stipend of $2,000 for the duration of such assignment. The stipend will be prorated to reflect the length of the assignment if such assignment is for less than one (1) school year. To be eligible to receive the stipend, the assigned para educator must have completed and maintained physical management training provided by the Board and must have been assigned to the student with the Behavior Intervention Plan for a period of no fewer than twenty (20) school days in the school year in which the stipend would be paid.~~

(e) ~~In recognition of the need for the continued education and training of para educators assigned to be members of a crisis intervention team, para educators with such assignments will be paid an annual stipend of $500.00. In recognition of the potential for increased risk of injury to para educators who administer physical restraint and/or seclusion,~~

~~crisis intervention team members who have, consistent with applicable law, administered physical restraint and/or seclusion more than ten (10) times in a given school year will be paid an additional stipend of $500.00 at the end of such school year.~~

~~All stipends paid under this Section will be pro-rated in the event that the services are provided during only a portion of the school year. Any stipends paid under this Section shall be excluded from the overtime rate of employees to whom the stipend is paid.~~

~~Stipends under this Section will only be paid following consultation with the Union regarding the propriety of paying the stipends in particular circumstances. All employees who are determined to be eligible for a stipend as provided herein will be notified of their eligibility by October 1 of each school year. If an employee becomes eligible for such stipend after October 1, the Board will make every effort to notify the employee of their eligibility as soon as practicable.~~

~~The Board recognizes that circumstances may present themselves that are not anticipated and arise as the result of the requirements of a particular student's IEP. In such cases, to the extent that training provided to a para educator and services to be provided by the para educator constitute a change in the terms and conditions of employment that would require bargaining, the Board will engage in such bargaining as required by law.~~

~~Para educators that have received specialized training as described herein who are periodically utilized as a substitute to provide the services described above in the fifth paragraph of this Section shall be paid $10.00 for each day on which they substitute.~~

Special education para educators will be paid a single annual stipend of $1,000 (the "Special Education Para Educator Stipend") in recognition of the specialized training they have received and/or the services they provide to students with IEPs.

Special education para educators who are assigned as one-to-one support for students whose IEPs provide that such students require services across academic, social-emotional, behavioral, and related services domains (the "Complex Services Assignment") will be paid an annual stipend of $1,800 (the "Complex Services Stipend") in addition to the Special Education Para Educator Stipend. The Complex Services Stipend will be pro-rated in the event the Complex Services Assignment is for any period of less than one school year and/or for Complex Services Assignments that are less than 1.0 FTE.

~~All stipends paid under this Section will be pro-rated in the event that the services are provided during only a portion of the school year. Any stipends paid under this Section shall be excluded from the overtime rate of employees to whom the stipend is paid. Stipends under this Section will only be paid following consultation with the Union regarding the propriety of paying the stipends in particular circumstances. All employees who are determined to be eligible for a~~

~~stipend as provided herein will be notified of their eligibility by October 1 of each school year. If an employee becomes eligible for such stipend after October 1, the Board will make every effort to notify the employee of their eligibility as soon as practicable.~~

The Board recognizes that circumstances may present themselves that are not anticipated and arise as the result of the requirements of a particular student's IEP. In such cases, to the extent that training provided to a para educator and services to be provided by the para educator constitute a change in the terms and conditions of employment that would require bargaining, the Board will engage in such bargaining as required by law.

~~Para educators that have received specialized training as described herein who are periodically utilized as a substitute to provide the services described above in the fifth paragraph of this Section shall be paid $10.00 for each day on which they substitute.~~

15. Amend Appendix A to provide for two categories of paraeducator job titles in Grade IIa: General Education Paraeducator and Special Education Paraeducator.

16. Amend Section 14.2 of ARTICLE XIV, WAGES, and Appendix B, as follows:

- Update the dates in accordance with the parties' agreement regarding duration.
- 2026-2027: 2.8% general wage increase, plus step movement for all employees not at the maximum step.
- 2027-2028: 3% general wage increase, plus step movement for all employees not at the maximum step.
- 2028-2029: 3% general wage increase, plus step movement for all employees not at the maximum step.

17. Amend Section 17.0 of Article XVII, Employment Year, as follows:

17.0 School Session Year Employees: The employment year for all non-instructional aides, para educators, technicians, Security Specialists, Nurses, O.T. & P.T. and part time custodians shall normally consist of at least one hundred eighty-two (182) days and shall correspond to the days school is in session and shall include ***two*** scheduled staff days at the beginning ~~and/or end~~ of the school year, provided that this will not be construed to be a guarantee of or limitation upon the number of days in the scheduled employment year.

18. Amend Appendix C in accordance with the Board's proposed changes regarding Article VII.

19. MOAs:

a. Groundskeeper/Salazar: Sunset
b. Updating job descriptions: Sunset
c. Contracting out custodial services: Sunset
d. Side Letter regarding paraeducator hours, overtime, and remote work:
    i. Paragraph 1, para educator hours: Renew
    ii. Paragraph 2, traffic stipend: Renew
    iii. Paragraph 3, remote work: Renew and add 11-month PPS staff
    iv. Paragraph 4, overtime committee: Sunset

20. Update all dates in the agreement as necessary and mutually agreed by the parties.

21. Replace all references to "Registrar -- Technician WHS" with Registrar – Technician".

22. The parties understand and agree that the main office Administrative Assistant position at Hurlbutt Elementary School has been, and will continue to be, reclassified as Registrar-Technician.

23. All proposals not addressed herein are hereby withdrawn.

WESTON BOARD OF EDUCATION	LOCAL 1303-110, COUNCIL #4 (AFSCME)
By David Fox	By
Date: 6/4/26	Date: 6-4-26

This chart is a supplement to the Weston Public Schools 2026-2027 Academic Calendar. It is used to track unanticipated or inclement-weather closings throughout the year and to update the last day of school when make-up days are required.

The last day of school is an early dismissal day for students.

COUNT	SCHOOL CLOSED	STUDENT LAST DAY OF SCHOOL
0	-	Tuesday, June 15, 2027
1		Wednesday, June 16, 2027
2		Thursday, June 17, 2027
3		Friday, June 18, 2027
4		Monday, June 21, 2027
5*		Monday, June 21, 2027
6		Monday, June 21, 2027
7		Monday, June 21, 2027
8		Monday, June 21, 2027
9		Monday, June 21, 2027

* On the 5th - 9th school day closures, the last day of school will remain June 21, and we will begin deducting days from April Recess, starting with Monday, April 12, then April 13, April 14, April 15, and ending with April 16.

June 15, 2206

2025-2026 Year in Review: Part 2
District Academic Goals
District School Climate and Culture Goals

Board of Education Meeting

June 15, 2026

Areas of Focus

District Academic Goals 2025-26

- Math Achievement and Growth
  - Key Action Steps per content area
- ELA Achievement and Growth
  - Key Action Steps per content area

District Culture and Climate Goals 2025-26

- Panorama Survey Students
- Panorama Survey Families

District Academic Goals 2025-26: Math

MATH GOAL: Ensure ALL students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they see themselves as capable mathematicians.	Spring 2025	Fall	Winter	**Spring 2026**	Target
Achievement					
92% or more K-2 students will meet or exceed 50th percentile (proficiency standard) on NWEA Spring Map Math Assessment	96%	89%*	93%	**98%**	92%
84% or more Gr 3 - 8 students will meet or exceed proficiency targets on Math Smarter Balanced Assessment	81%			**TBD%**	84%
64% of Algebra 1 students will demonstrate proficiency (61st percentile) on NWEA Spring Math assessment	44%	62%	70%	**62%**	64%
75% or more Gr 11 students will met or exceed College and Career Readiness Benchmarks on Math SAT	72%			**TBD%**	75%
Growth					
85% or more Gr 1-Alg 1 will meet or exceed growth targets on NWEA Map Assessment	81% (all 9th)		67%*	**75%**	85%
75% of students with disabilities Grade 1-Alg 1 will meet or exceed growth targets on NWEA Map Assessment	71% (all 9th)		65%*	**66%**	75%

Mathematics K-12:

2025-26 Year in Review

Our Goal: Strengthen mathematics instruction, student discourse, and intervention systems across grades K–12.



STRENGTHENED MATHEMATICS INSTRUCTION

- Successfully implemented Illustrative Mathematics in grades 1-8
- Increased student discourse and mathematical reasoning through intentional instructional strategies
- Delivered 38 professional learning sessions to support instructional excellence



BUILDING COHERENCE ACROSS THE DISTRICT

- Increased K-12 collaboration among teachers and leaders
- Strengthened MTSS structures and data teams to better support student needs
- Engaged families through workshops focused on our vision for mathematics



STUDENT ENGAGEMENT & ACHIEVEMENT

- **78** students participated in AMC/Math Kangaroo
- **50** students participated in Math Olympiad
- **50** students inducted into Math National Honor Society
- **900+** student visits to the WHS Math Lab
- **58** parents attended family workshops

MATHEMATICS K-12

2026-27 LOOKING AHEAD

Key Priorities for Continued Growth

PRIORITY 1

STRENGTHEN THE WESTON MATHEMATICS VISION

- Refine and communicate a shared K-12 vision for mathematics teaching and learning
- Continue emphasizing mathematical reasoning, discourse, and problem solving

PRIORITY 2

MODERNIZE SECONDARY MATHEMATICS

- Review and update grades 9-12 course offerings
- Revise curriculum documents to align with evolving student needs and future pathways

PRIORITY 3

DEEPEN INSTRUCTIONAL PRACTICE

- Support teachers beyond initial curriculum implementation
- Expand differentiated instruction through strategic small-group learning
- Continue strengthening intervention systems and supports

District Academic Goals 2025-26: ELA

ELA Goal: Ensure all students achieve grade-level reading proficiency by grade 3 and continue developing literacy and critical thinking skills through grades 4-12, using reading and writing as tools to understand and engage with content across subjects, with a particular emphasis on refining the writing process in high school.	Spring 2025	Fall	Winter	**Spring 2026**	Target
Achievement					
95% or more of K-3 students will demonstrate grade level proficiency on DIBELS8 composite score	n/a	83%	92%	**97%**	95%
67% or more K-3 students with disabilities will demonstrate grade level proficiency on DIBELS8 composite score	82%	63%	56%	**77%**	67%
85% or more of Gr 3-8 students will meet or exceed proficiency targets on ELA Smarter Balanced Assessment	80%			**TBD%**	85%
76% or more of English 9 students will meet or exceed 61st percentile (proficiency standard) on NWEA Map Reading Assessment	73%	83%	88%	**79%**	76%
94% or more of Gr 11 students will meet or exceed College and Career Benchmarks for EBR/W SAT School Day	91%			**TBD%**	94%
Growth					
62% or more of Gr 3 - Eng 9 students will meet or exceed their growth targets on NWEA Map Reading Assessment	58%		70%	**66%**	62%
60% of Gr 3-Eng 9 students with disabilities will meet or exceed their growth targets on NWEA Map Reading Assessment	56%		67%	**62%**	60%

Literacy ELA K-12

2025-26 Year in Review



STRENGTHENED DATA & INSTRUCTION

- Routine Tier 1 data team analysis across grade levels
- 36 MTSS intervention meetings held (K–8)
- 26 students released from reading interventions



RICH LITERACY EXPERIENCES

- Continued refinement of K–5 literacy instruction
- Cross-disciplinary literacy connections linking reading, writing, history, and student leadership
- Redesigned English 12 for authentic, project-based writing for college & career readiness



BUILDING A LITERACY COMMUNITY

- 500 students & staff united for the WMS "One School, One Book" initiative for *When We Flew Away*
- 3 facilitated workshops for parents
- Renewed focus on literacy to build community, foster empathy, and amplify student voice



STUDENT ACHIEVEMENT & RECOGNITION

- 4 national writing award winners (Scholastic & NCTE)
- 30+ submissions to Filament Art & Literary Magazine
- Secured over $7,000 in grant funding for 6–12 literacy initiatives

★ STRONG INSTRUCTION. MEANINGFUL EXPERIENCES. EMPOWERED STUDENTS.

LITERACY/ELA K–12
2026–27 LOOKING AHEAD

Building on our progress to ensure every student develops the literacy skills needed for future success.

PRIORITY 1

ADVANCE WRITING EXCELLENCE

- Vertically align writing expectations, with a focus on transition years (5–6, 8–9, and 12–college/professional readiness)
- Implement updated writing rubrics across genres and grade levels
- Calibrate student writing through models and exemplars

PRIORITY 2

STRENGTHEN SUPPORTS FOR ALL LEARNERS

- Revise the MTSS Handbook and systems of support
- Ensure inclusive supports for Multilingual Learners at all levels
- Continue data-informed intervention practices

PRIORITY 3

CONTINUOUS PROGRAM IMPROVEMENT

- Enhance K–5 literacy curriculum and assessment alignment
- Implement updates to ARC Core (grades 3–5) focused on grammar, mechanics, and advanced word study
- Expand interdisciplinary literacy opportunities and student voice

TOGETHER, WE WILL CONTINUE TO INSPIRE READERS, THOUGHTFUL WRITERS, AND CONFIDENT COMMUNICATORS.

Every Student. Every Day. Every Opportunity.

District Culture & Climate: Students

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.

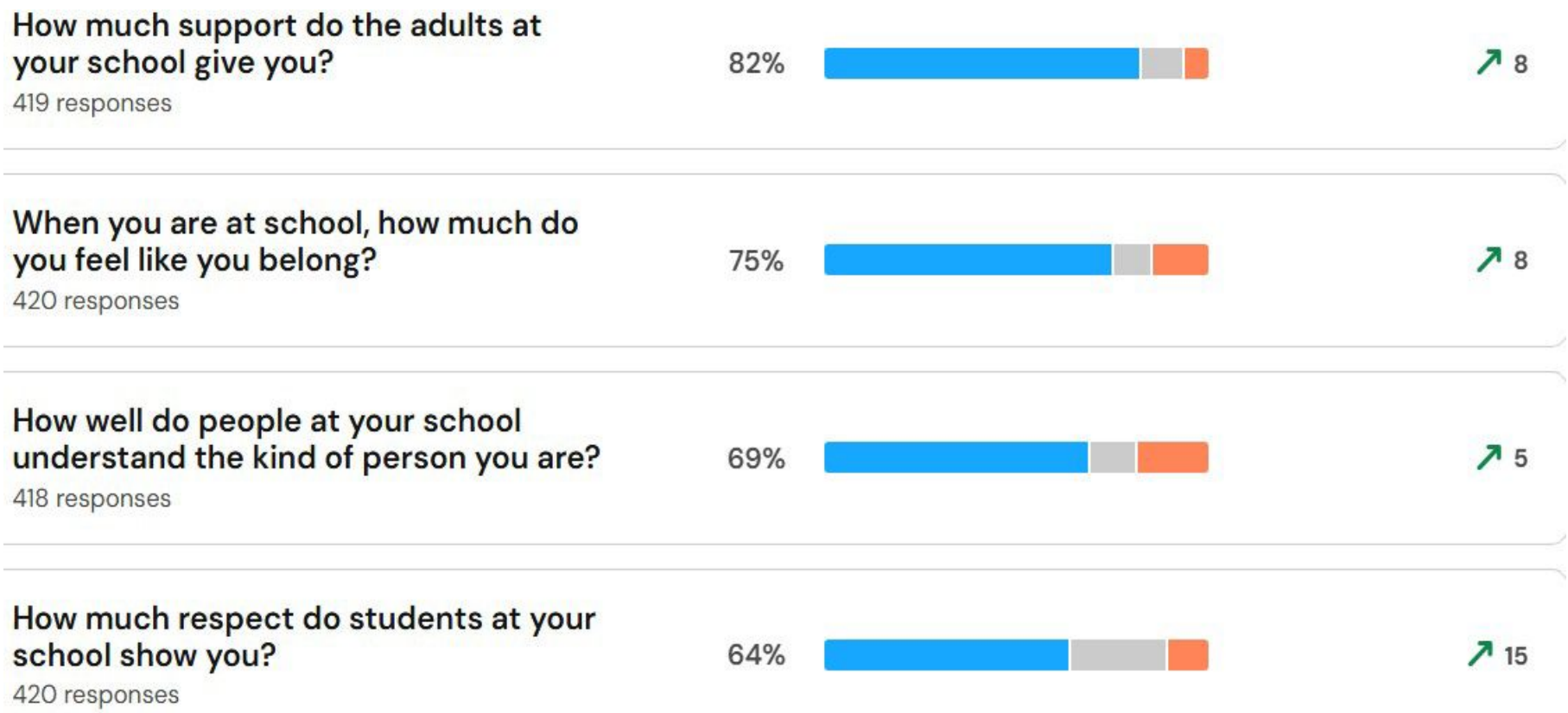
By Spring 2026:

- 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%)
  - **Actual for 2025-2026 School Year: 73% (exceeded by 5%)**

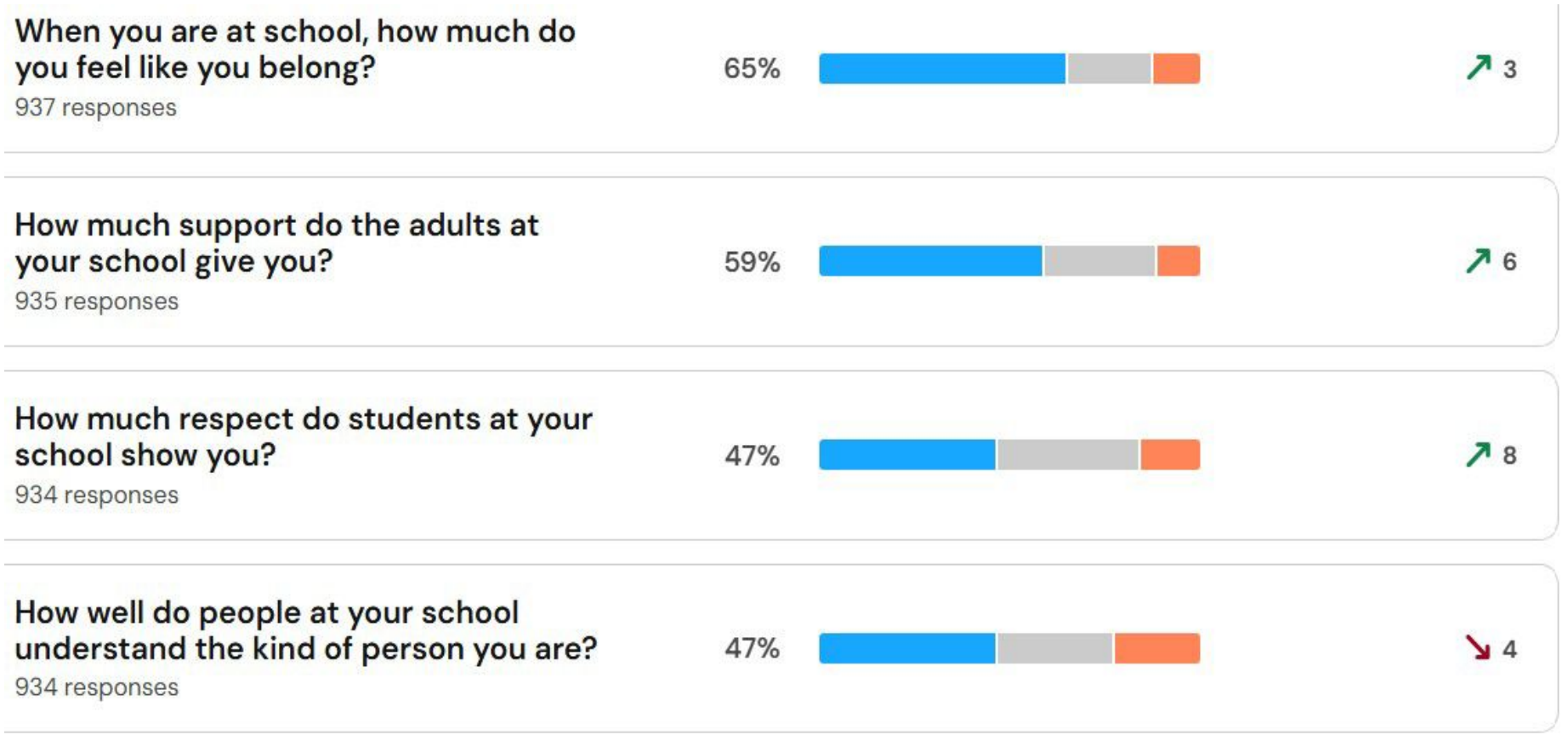
- at least 55% of students in grades 6-12 will report an overall favorable rating for the school belonging topic score on the Panorama survey (Spring 2025: 51%)
  - **Actual for 2025-2026 School Year: 55% (met)**

Response Rates:
Grades 3-5: 421/440 (96%)
Grades 6-12: 938/1,159 (81%)

District Culture & Climate: Students Grades 3-5



District Culture & Climate: Students Grades 6-12



District Culture & Climate: Families

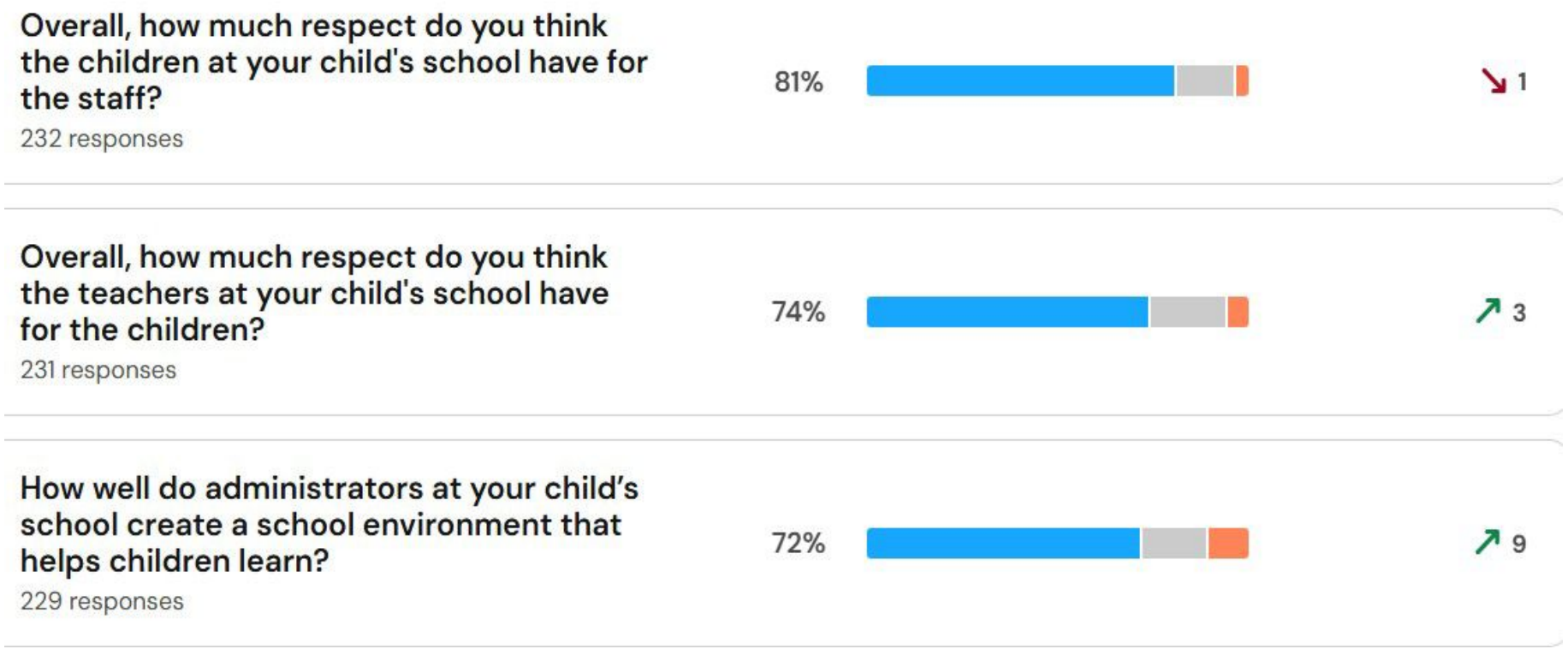
Goal: To foster an inclusive environment in our schools where all students, staff, and families are safe, welcomed, and supported through meaningful school-wide relationships.

By Spring 2026:

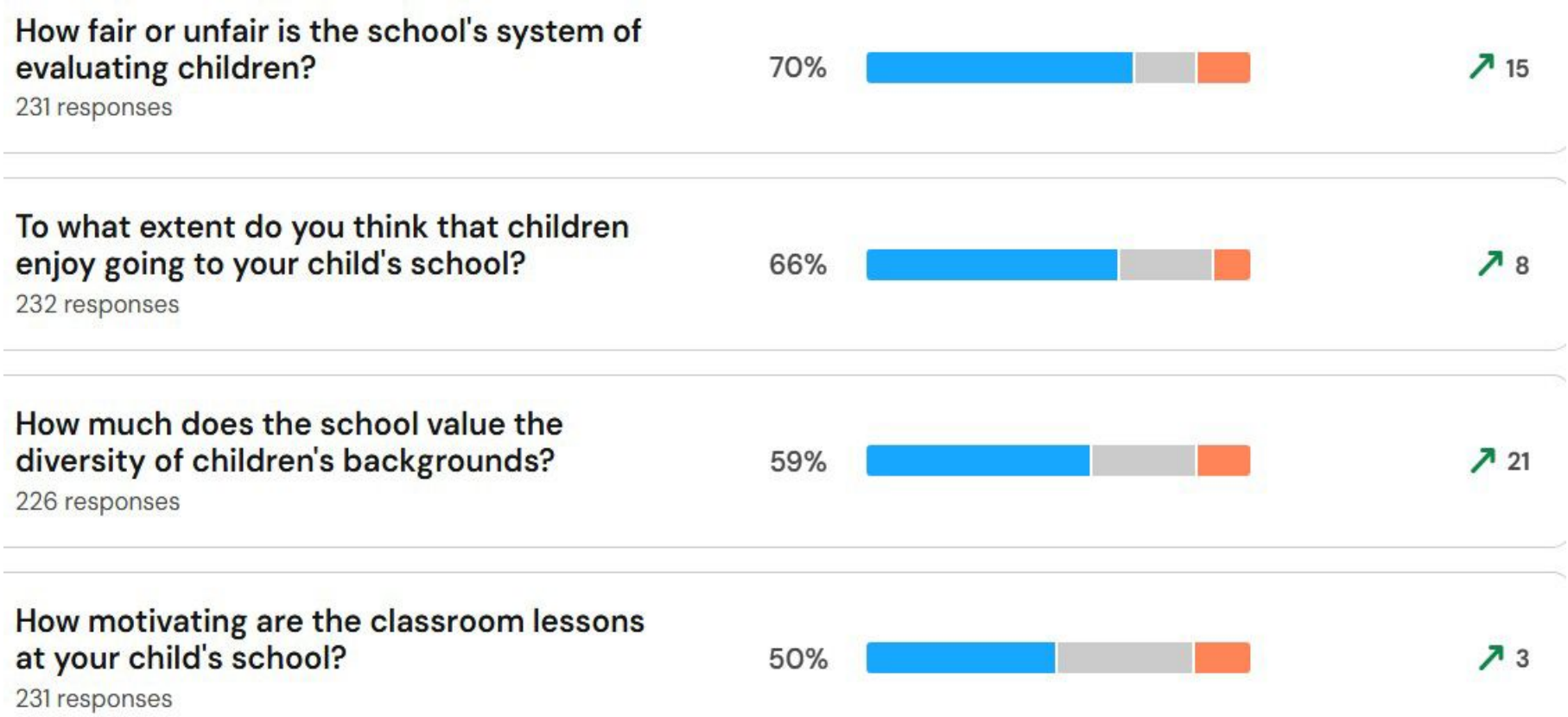
- at least 63% of Weston families will report an overall favorable rating for the school climate topics score on the Panorama survey. (Spring 2025: 59%)
  - **Actual for 2025-2026 School Year: 67% (exceeded by 4%)**

Response Rates:
Districtwide: 232/2,061 (11%)

District Culture & Climate: Families



District Culture & Climate: Families



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/15/26

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of the May 2026 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

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

June 12, 2026

TO: BOE Finance & Operations Committee

FROM: Phillip Cross, Chief Financial & Operations Officer

SUBJECT: May Financial Report for FY 25-26

Financial Summary

Below is the financial summary for the period ending May 31, 2026 including key trends and highlights.

FY 2025-26 CATEGORY SUMMARY								
Object Series	**Adjusted Budget**	**YTD Actuals**	**Encumbrance**	**Anticipated**	**Total Expenditures**	**Projected Balance**	**Previous Month Balance**	**Month Over Month Change**
Salaries (1000's)	36,547,836	31,017,672	5,440,982	62,628	36,521,283	26,553	(70,045)	96,598
		84.87%	14.89%	0.17%	99.93%	0.07%	-0.19%	0.26%
Benefits (2000's)	11,595,878	10,367,892	1,273,049	1,622	11,642,563	(46,684)	(80,805)	34,121
		89.41%	10.98%	0.01%	100.40%	-0.40%	-0.70%	0.09%
Professional Services (3000's)	1,575,301	1,186,526	376,741	-	1,563,267	12,034	17,682	(5,648)
		75.32%	23.92%	0.00%	99.24%	0.76%	1.12%	-0.02%
Property Services (4000s)	2,290,134	1,991,582	540,388	-	2,531,970	(241,836)	(146,183)	(95,653)
		86.96%	23.60%	0.00%	110.56%	-10.56%	-6.38%	-0.26%
Other Services (5000s)	6,217,168	5,178,748	899,735	-	6,078,483	138,686	121,747	16,938
		83.30%	14.47%	0.00%	97.77%	2.23%	1.96%	0.05%
Supplies (6000s)	3,437,762	2,749,858	606,973	-	3,356,832	80,930	116,657	(35,727)
		79.99%	17.66%	0.00%	97.65%	2.35%	3.39%	-0.10%
Equipment (7000s)	413,932	363,513	17,541	32,878	413,932	-	18,971	(18,971)
		87.82%	4.24%	7.94%	100.00%	0.00%	4.58%	-0.05%
Other Objects (8000s)	144,451	97,963	33,125	-	131,088	13,363	8,169	5,194
		67.82%	22.93%	0.00%	90.75%	9.25%	5.66%	0.01%
Revenue (9000s)	(1,123,771)	(1,173,974)	8,480	(91,806)	(1,257,300)	133,529	32,902	100,627
		104.47%	-0.75%	8.17%	111.88%	-11.88%	-2.93%	2.93%
Total	**$ 61,098,691**	**$51,779,780**	**$ 9,197,015**	**$ 5,322**	**$ 60,982,118**	**$ 116,574**	**$ (81,707)**	**$ 97,479**
Total %		84.75%	15.05%	0.01%	99.81%	0.19%	-0.13%	0.16%

The most significant change this month is the receipt of $88,826 in DRIP funding, which has positively impacted the projected year-end balance.

Given the fluid nature of the year-end closeout process, a final year-end report will be provided to the Board once the books are closed later this summer.

Key Highlights

DRIP Grant: Established by the general assembly during the 2025 legislative session (section 10-265u). The District Repair and Improvement Project (DRIP) reimburses school districts for eligible minor capital improvements. This is a non-competitive grant with grant awards determined by a state established formula. Based on this formula Weston has received $88,826.

Additional details regarding the grant can be found on the attached FAQ document.

Internal Services Fund

Total claims and fees are projected to be below budget.

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
October	29,837
November	23,970
December	25,640
January	34,987
February	28,067
March	31,599
April	27,664
Total	**$ 300,419**
Actual YTD Spend Rate	77.8%
Theoretical YTD Spend Rate	83.3%
YTD Theoretical variance %	-5.5%

SCHOOL + STATE FINANCE PROJECT

FAQs: District Repair and Improvement Project (DRIP) Program

May 23, 2026

Providing a safe and healthy learning environment is essential for ensuring students can succeed in the classroom and beyond. Research consistently shows a safe learning environment can help improve student learning outcomes. Students' overall health and ability to perform academically can be negatively impacted by environmental exposure to mold, poorly ventilated air, uncomfortable temperatures, and inadequate lighting or noise in school buildings.[1] Research has also shown that students from lower socioeconomic backgrounds are less likely to attend school in a building that is in "good" or "excellent" condition.[2]

During the 2025 legislative session, Connecticut made strides toward providing safer, healthier learning environments for students and educators by establishing the District Repair and Improvement Project (DRIP) program. Section 131 of Public Act 25-174 authorizes $60 million in state general obligation bonds for the DRIP program — $30 million in both fiscal years 2026 and 2027.[3]

This frequently asked questions document addresses high-level questions pertaining to the establishment of the DRIP program and its impact on public school districts across Connecticut.

What is the District Repair and Improvement Project (DRIP) program?[4]

The District Repair and Improvement Project (DRIP) program is a new program that provides reimbursement grants to school districts for minor capital repairs and improvements to public school buildings, grounds, and infrastructure.

Who is responsible for oversight of the DRIP program?[5]

The secretary of Connecticut's Office of Policy and Management (OPM) provides primary oversight of the DRIP program and is responsible for distributing funds, managing reports and record keeping, and overseeing accountability.

Who is eligible for funding from the DRIP program?[6]

The DRIP program will provide funding to Public School Operators (PSOs) for minor capital repairs, improvements, and maintenance. PSOs are defined as local and regional public school districts, Regional Educational Service Centers (RESCs), the Goodwin University Magnet School System (GUMSS), endowed academies, and state charter schools.

How is the DRIP program funded?

Similarly to Connecticut's school construction grant program, funding for the DRIP program is sourced from general obligation (GO) bonds authorized by the State Bond Commission. Section 131 of Public Act 25-174 allocates $60 million in GO bonds for the DRIP program, with $30 million allocated in both FY 2026 and FY 2027.[7]

What is the formula used to allocate DRIP funding to eligible PSOs?[8]

DRIP program funding dispersed by the OPM secretary to PSOs is determined by the following formula.

- **50% – Based on the Proportion of Need Students in a District:** 50% of DRIP program funding is allocated proportionally by dividing the need student count (from the prior fiscal year) of the PSO receiving funding by the sum of all PSO need student counts for the same prior fiscal year.
    - **A PSO's yearly need student count is defined as the:**
        - Total number of students enrolled in the PSO; ***plus***
        - 30% of the number of students enrolled in the PSO who are eligible for free or reduced-priced meals or free milk; ***plus***
        - For PSOs with over 60% of their enrolled students eligible for free or reduced-price meals or free milk, an additional 15% of the number of eligible students above the 60% threshold; ***plus***
        - 25% of the number of students enrolled in the PSO who are multilingual learners; ***plus***
        - 30% of the number of students enrolled in the PSO who require special education services.
- **20% – Evenly Distributed for All Districts:** 20% of DRIP program funding is evenly distributed among all PSOs.
- **30% – Based on District Wealth:** 30% of DRIP program funding is allocated proportionally based on the total number of students enrolled in the PSO during the prior fiscal year, multiplied by the inverse of the adjusted equalized net grand list per capita (AENGLC) of the PSO, divided by the sum of all PSO products resulting from their inverse.[A]

What is the timeline for the distribution of DRIP program funding?[9]

The timeline for distribution of DRIP program funding is as follows:

1. **Each year on February 1st**, the OPM secretary allocates DRIP program funds to each PSO's subaccount. The secretary then maintains records of the funds credited to the account and the actual amount allocated to each PSO during that fiscal year.
2. **On April 1st of each year**,[B] the OPM secretary is required to notify each PSO of the allocation amounts to their subaccounts and publicly post the allocation and calculation amounts on the OPM website.
3. The allocation amounts credited to each PSO's subaccount must be issued as grants **by June 30th of each fiscal year**.

[A] FY 2026 DRIP program grant allocation amounts by PSO can be found in the Appendix.
[B] For FY 2026, this date was March 1st. Section 1 of Conn. Acts 26-137 changed this date to April 1st for future fiscal years.

What are the eligible uses for DRIP program funding?[10]

DRIP program funds must assist in at least one of the following areas approved by the PSO:

1. Construction, renovation, repair, or expansion of public school buildings, grounds, and infrastructure;
2. The improvement of school facilities for health, safety, or code compliance; or
3. The purchase, installation, maintenance, or enhancement of fixed infrastructure, which includes, but is not limited to heating, ventilation, and air conditioning (HVAC); plumbing; electrical systems; and roofing.

These funds will also help prevent more expensive repairs in the future and improve access to safe and well-maintained facilities.

How does a PSO apply for DRIP program funding?

PSOs do not need to apply for DRIP program funding. Instead, to access DRIP program funding, the chief executive officer of the PSO simply needs to complete the DRIP program grant certification form by the deadline issued by the OPM.[11]

What are the reporting requirements for the DRIP program?[12]

The creation of the DRIP program introduces several new reporting and record-keeping requirements. Starting September 1, 2027, each PSO that receives a DRIP program grant must submit an annual report to the OPM secretary. This report must confirm that any repairs and improvements funded by the DRIP program have been approved by a PSO, board, council, or other governing body responsible for overseeing the project. Additionally, any DRIP program funds used for reimbursement and costs associated with approved projects cannot be used to fulfill local matching requirements for other state programs or for school building projects eligible under the state's school construction grant program.

Each PSO must also keep detailed accounting records of all expenses related to the DRIP program grant for three years, subject to review by the OPM secretary. If, upon review, the secretary finds records were not properly maintained or a portion of the DRIP program aid was used for ineligible purposes as defined in law, the PSO may be required to repay the full grant amount or have future grant funding reduced.

Appendix

FY 2026 DRIP Program Grants by PSO[13]

The table below displays the FY 2026 DRIP program grant amounts for each PSO. Columns 2-4 represent the grant amounts attributable to each formula component outlined above.

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
ACES	$56,545	$30,303	$26,960	$113,808
Achievement First Bridgeport Academy	$36,305	$30,303	$37,220	$103,828
Achievement First Hartford Academy	$31,459	$30,303	$69,491	$131,254
Amistad Academy	$37,154	$30,303	$34,560	$102,017
Andover	$7,011	$30,303	$3,487	$40,801
Ansonia	$76,724	$30,303	$55,427	$162,453
Ashford	$11,066	$30,303	$6,315	$47,683
Avon	$81,588	$30,303	$14,416	$126,307
Barkhamsted	$7,074	$30,303	$2,400	$39,777
Berlin	$74,672	$30,303	$23,913	$128,889
Bethany	$12,371	$30,303	$3,210	$45,884
Bethel	$93,973	$30,303	$30,551	$154,827
Bloomfield	$54,201	$30,303	$19,435	$103,939
Bolton	$18,497	$30,303	$7,876	$56,675

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Booker T. Washington Academy	$14,524	$30,303	$13,234	$58,061
Bozrah	$5,503	$30,303	$1,962	$37,768
Branford	$73,986	$30,303	$16,028	$120,317
Brass City Charter School	$12,748	$30,303	$17,081	$60,132
Bridgeport	$708,550	$30,303	$679,747	$1,418,600
Bristol	$234,982	$30,303	$146,290	$411,575
Brookfield	$71,718	$30,303	$18,788	$120,809
Brooklyn	$24,701	$30,303	$15,225	$70,229
C.E.S.	$24,015	$30,303	$6,515	$60,833
Canaan	$2,089	$30,303	$414	$32,806
Canterbury	$14,365	$30,303	$7,341	$52,009
Canton	$40,137	$30,303	$12,597	$83,037
Capital Preparatory Harbor School	$25,162	$30,303	$27,262	$82,727
Chaplin	$4,326	$30,303	$2,282	$36,912
Cheshire	$122,210	$30,303	$37,456	$189,969
Chester	$5,495	$30,303	$1,902	$37,700
Clinton	$42,109	$30,303	$11,833	$84,244

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Colchester	$59,185	$30,303	$30,207	$119,695
Colebrook	$1,770	$30,303	$452	$32,525
Columbia	$12,398	$30,303	$5,540	$48,241
Common Ground High School	$7,437	$30,303	$6,950	$44,690
Cornwall	$2,683	$30,303	$311	$33,297
Coventry	$46,556	$30,303	$20,425	$97,284
CREC	$297,664	$30,303	$119,351	$447,318
Cromwell	$51,132	$30,303	$16,989	$98,423
Danbury	$379,205	$30,303	$163,493	$573,001
Darien	$124,337	$30,303	$4,488	$159,127
Deep River	$5,239	$30,303	$1,695	$37,238
Derby	$35,781	$30,303	$25,945	$92,029
East Granby	$23,680	$30,303	$8,613	$62,596
East Haddam	$26,495	$30,303	$8,542	$65,341
East Hampton	$47,031	$30,303	$19,860	$97,194
East Hartford	$204,257	$30,303	$208,390	$442,950
East Haven	$89,807	$30,303	$58,621	$178,730

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
East Lyme	$71,257	$30,303	$22,551	$124,110
East Windsor	$30,929	$30,303	$12,125	$73,356
EASTCONN	$11,662	$30,303	$6,143	$48,108
Eastford	$4,713	$30,303	$2,059	$37,075
Easton	$25,452	$30,303	$4,278	$60,033
EdAdvance	$8,946	$30,303	$2,763	$42,012
Edmonds Cofield Preparatory Academy	$1,622	$30,303	$1,428	$33,354
Ellington	$72,313	$30,303	$28,883	$131,498
Elm City College Preparatory School	$26,238	$30,303	$24,055	$80,596
Elm City Montessori School	$9,499	$30,303	$10,060	$49,862
Enfield	$141,753	$30,303	$92,409	$264,465
Essex	$8,994	$30,303	$1,525	$40,822
Explorations	$2,780	$30,303	$1,504	$34,587
Fairfield	$255,981	$30,303	$37,234	$323,518
Farmington	$115,100	$30,303	$26,839	$172,242
Franklin	$5,364	$30,303	$1,967	$37,634
Glastonbury	$157,059	$30,303	$37,629	$224,991

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Goodwin University	$44,572	$30,303	$20,712	$95,586
Granby	$47,496	$30,303	$16,298	$94,097
Great Oaks Charter School	$22,759	$30,303	$23,342	$76,404
Greenwich	$235,785	$30,303	$9,168	$275,256
Griswold	$56,438	$30,303	$43,875	$130,616
Groton	$117,557	$30,303	$49,922	$197,782
Guilford	$82,806	$30,303	$16,537	$129,646
Hamden	$164,425	$30,303	$98,632	$293,359
Hampton	$2,142	$30,303	$756	$33,201
Hartford	$533,024	$30,303	$1,158,035	$1,721,362
Hartland	$3,273	$30,303	$1,043	$34,619
Hebron	$19,389	$30,303	$7,842	$57,534
Highville Charter School	$15,873	$30,303	$16,090	$62,266
Integrated Day Charter School	$11,308	$30,303	$11,427	$53,037
Interdistrict School for Arts and Comms	$10,787	$30,303	$9,941	$51,031
Jumoke Academy	$19,668	$30,303	$47,163	$97,134
Kent	$5,337	$30,303	$729	$36,370

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Killingly	$70,741	$30,303	$45,447	$146,492
LEARN	$45,072	$30,303	$14,650	$90,025
Lebanon	$26,804	$30,303	$9,892	$66,999
Ledyard	$66,187	$30,303	$38,785	$135,275
Lisbon	$11,902	$30,303	$6,765	$48,970
Madison	$66,386	$30,303	$9,722	$106,411
Manchester	$190,721	$30,303	$125,404	$346,428
Mansfield	$27,755	$30,303	$56,503	$114,561
Marlborough	$13,038	$30,303	$4,494	$47,835
Meriden	$291,009	$30,303	$264,145	$585,457
Middletown	$133,422	$30,303	$73,999	$237,724
Milford	$150,156	$30,303	$43,051	$223,511
Monroe	$95,499	$30,303	$26,225	$152,027
Montville	$57,027	$30,303	$39,580	$126,910
Naugatuck	$127,831	$30,303	$88,064	$246,198
New Beginnings Family Academy	$14,412	$30,303	$15,326	$60,041
New Britain	$339,070	$30,303	$461,362	$830,736

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
New Canaan	$106,547	$30,303	$4,671	$141,521
New Fairfield	$59,707	$30,303	$16,229	$106,239
New Hartford	$12,438	$30,303	$3,769	$46,511
New Haven	$612,388	$30,303	$561,842	$1,204,533
New London	$103,207	$30,303	$85,644	$219,154
New Milford	$103,729	$30,303	$38,856	$172,888
Newington	$114,951	$30,303	$49,694	$194,948
Newtown	$108,040	$30,303	$27,132	$165,475
Norfolk	$1,624	$30,303	$305	$32,232
North Branford	$44,075	$30,303	$16,189	$90,567
North Canaan	$7,146	$30,303	$3,628	$41,077
North Haven	$89,755	$30,303	$24,024	$144,082
North Stonington	$20,478	$30,303	$7,243	$58,024
Norwalk	$365,350	$30,303	$75,348	$471,002
Norwich	$112,179	$30,303	$100,268	$242,750
Norwich Free Academy	$64,891	$30,303	$41,443	$136,638
Odyssey Community School	$12,787	$30,303	$9,011	$52,101

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Old Saybrook	$28,812	$30,303	$3,670	$62,785
Orange	$35,323	$30,303	$7,695	$73,321
Oxford	$44,835	$30,303	$12,692	$87,830
Park City Prep Charter School	$14,487	$30,303	$15,432	$60,221
Plainfield	$56,235	$30,303	$40,638	$127,175
Plainville	$64,896	$30,303	$38,712	$133,911
Plymouth	$38,664	$30,303	$29,257	$98,223
Pomfret	$9,572	$30,303	$3,964	$43,838
Portland	$35,997	$30,303	$18,473	$84,773
Preston	$11,775	$30,303	$5,294	$47,372
Putnam	$36,110	$30,303	$24,553	$90,966
Redding	$23,354	$30,303	$3,065	$56,722
Regional School District 01	$9,503	$30,303	$2,178	$41,984
Regional School District 04	$17,006	$30,303	$4,787	$52,097
Regional School District 05	$59,244	$30,303	$13,014	$102,560
Regional School District 07	$22,430	$30,303	$6,790	$59,523
Regional School District 08	$28,719	$30,303	$11,378	$70,400

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Regional School District 09	$18,778	$30,303	$2,707	$51,788
Regional School District 10	$57,317	$30,303	$19,867	$107,487
Regional School District 11	$5,544	$30,303	$2,633	$38,480
Regional School District 12	$22,890	$30,303	$1,912	$55,105
Regional School District 13	$36,513	$30,303	$12,568	$79,384
Regional School District 14	$43,617	$30,303	$11,529	$85,448
Regional School District 15	$93,526	$30,303	$26,572	$150,401
Regional School District 16	$54,113	$30,303	$24,051	$108,467
Regional School District 17	$46,514	$30,303	$13,983	$90,799
Regional School District 18	$34,719	$30,303	$4,373	$69,394
Regional School District 19	$28,974	$30,303	$31,298	$90,575
Regional School District 20	$46,394	$30,303	$9,289	$85,986
Ridgefield	$120,441	$30,303	$14,461	$165,205
Rocky Hill	$74,005	$30,303	$25,015	$129,323
Salem	$11,384	$30,303	$5,220	$46,907
Salisbury	$7,883	$30,303	$745	$38,931
Scotland	$2,593	$30,303	$1,579	$34,475

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Seymour	$62,934	$30,303	$31,953	$125,191
Sharon	$2,834	$30,303	$222	$33,358
Shelton	$132,262	$30,303	$42,834	$205,399
Sherman	$6,277	$30,303	$696	$37,276
Side By Side Charter School	$7,737	$30,303	$1,585	$39,625
Simsbury	$113,453	$30,303	$29,047	$172,803
Somers	$35,420	$30,303	$17,148	$82,871
South Windsor	$146,050	$30,303	$44,148	$220,501
Southington	$176,966	$30,303	$61,863	$269,132
Sprague	$7,557	$30,303	$5,067	$42,927
Stafford	$37,336	$30,303	$23,048	$90,686
Stamford	$488,409	$30,303	$93,023	$611,735
Stamford Big Picture Learning Academy	$335	$30,303	$55	$30,693
Stamford Charter School for Excellence	$16,963	$30,303	$3,312	$50,578
Sterling	$8,583	$30,303	$5,888	$44,775
Stonington	$47,381	$30,303	$8,851	$86,535
Stratford	$201,248	$30,303	$79,512	$311,063

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
Suffield	$57,020	$30,303	$20,112	$107,435
The Bridge Academy	$9,434	$30,303	$9,923	$49,660
The Gilbert School	$12,975	$30,303	$6,565	$49,842
The Woodstock Academy	$26,301	$30,303	$14,096	$70,700
Thomaston	$22,486	$30,303	$12,123	$64,912
Thompson	$23,974	$30,303	$12,260	$66,537
Tolland	$58,703	$30,303	$21,094	$110,099
Torrington	$125,992	$30,303	$102,569	$258,864
Trumbull	$195,575	$30,303	$61,695	$287,573
Union	$1,144	$30,303	$374	$31,821
Vernon	$101,722	$30,303	$80,067	$212,092
Voluntown	$6,180	$30,303	$2,924	$39,407
Wallingford	$150,871	$30,303	$60,569	$241,742
Waterbury	$630,012	$30,303	$781,845	$1,442,160
Waterford	$64,416	$30,303	$15,420	$110,138
Watertown	$76,497	$30,303	$35,975	$142,775
West Hartford	$265,480	$30,303	$77,043	$372,826

Public School Operator	Need Student Portion of Grant	Flat Grant Portion of Grant	Wealth Portion of Grant	Total Grant
West Haven	$190,423	$30,303	$169,355	$390,081
Westbrook	$16,856	$30,303	$3,397	$50,556
Weston	$54,040	$30,303	$4,483	$88,826
Westport	$141,020	$30,303	$5,765	$177,087
Wethersfield	$99,801	$30,303	$42,385	$172,489
Willington	$10,936	$30,303	$5,999	$47,238
Wilton	$100,863	$30,303	$8,783	$139,949
Winchester	$18,828	$30,303	$10,821	$59,953
Windham	$106,776	$30,303	$150,303	$287,382
Windsor	$99,712	$30,303	$36,928	$166,944
Windsor Locks	$44,810	$30,303	$17,126	$92,239
Wolcott	$59,341	$30,303	$34,309	$123,953
Woodbridge	$23,988	$30,303	$4,532	$58,823
Woodstock	$21,373	$30,303	$8,757	$60,433

Endnotes

[1] Eitland, E., Klingensmith, L., MacNaughton, P., Cedeno Laurent, J., Spengler, J., Bernstein, A., & Allen, J.G. (2017). *Foundations for Student Success: How School Buildings Influence Student Health, Thinking and Performance*. Boston, MA: Harvard T.H. Chan School of Public Health, Center for Health and the Global Environment. Retrieved from https://forhealth.org/Harvard.Schools_For_Health.Foundations_for_Student_Success.pdf.
[2] Blagg, K, Terrones, F., & Nelson, V. (2023). *Assessing the National Landscape of Capital Expenditures for Public School Districts.* Washington, DC.: Urban Institute. Retrieved from https://www.urban.org/sites/default/files/2023-01/Assessing%20the%20National%20Landscape%20of%20Capital%20Expenditures%20for%20Public%20School%20Districts.pdf.
[3] Conn. Acts 25-174 § 131(i).
[4] Conn. Acts 25-174 § 131(b)(1).
[5] Ibid.
[6] Conn. Acts 25-174 § 131(a)(1).
[7] Conn. Acts 25-174 § 131(i).
[8] Conn. Acts 25-174 § 131(c).
[9] Conn. Acts 25-174 §§ 131(b)(1), (d)-(e).
[10] Conn. Acts 25-174 §§ 131(a)(2), (b).
[11] Heft, M. L., Goupil, C., & Gallo, L. (2026, March 4). *District Repair and Improvement Project* [PowerPoint slides]. Hartford, CT: State of Connecticut, Office of Policy and Management. Retrieved from https://portal.ct.gov/opm/-/media/opm/igpp/grants/drip/drip-presentation-342026.pdf.
[12] Conn. Acts 25-174 §§ 131(f)-(g).
[13] State of Connecticut, Office of Policy and Management. (2026). *FY 26 DRIP Program Grant Calculation*. Hartford, CT: Author. Retrieved from https://portal.ct.gov/opm/-/media/opm/igpp/grants/drip/drip-fy26-calculation-published.pdf.

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2026

Period: 11 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
				Salaries & Wages (1000s)								
2,854,614	3,375,352	3,487,109	1110	Administrators	3,593,896	-	3,593,896	3,242,445	275,359	-	3,517,804	76,092
14,827,306	15,169,704	15,671,065	1111	General Ed. Teachers	15,722,608	-	15,722,608	13,130,526	2,604,563	-	15,735,090	(12,482)
2,522,780	2,359,825	2,584,821	1112	Special Ed. Teachers	2,823,721	-	2,823,721	2,246,063	481,851	-	2,727,914	95,808
1,021,018	948,323	984,850	1113	Guidance	1,012,568	-	1,012,568	822,758	195,895	-	1,018,653	(6,085)
397,172	418,788	432,187	1114	Psychologist	468,481	-	468,481	378,389	90,093	-	468,481	-
353,558	410,444	485,393	1115	Social Worker	510,512	-	510,512	393,296	93,031	-	486,327	24,185
539,131	510,769	530,574	1116	Speech & Hearing	548,276	-	548,276	505,891	47,916	-	553,807	(5,531)
887,328	1,261,271	1,275,481	1117	Academic Assistants	1,264,381	-	1,264,381	1,010,539	190,996	-	1,201,535	62,846
110,854	59,724	61,217	1118	Talented & Gifted	-	-	-	-	-	-	-	-
400,239	455,475	456,095	1119	Library/Media	505,044	-	505,044	407,920	97,124	-	505,044	-
57,886	51,774	43,514	1135	Transition Coordinator	56,320	-	56,320	75,815	18,051	-	93,866	(37,546)
847,138	877,957	899,825	1139	Certified Stipends	991,761	-	991,761	742,106	193,600	-	935,706	56,056
651,668	969,094	1,015,169	1140	Academic Leader (CIL's)	955,516	-	955,516	775,725	156,602	-	932,328	23,188
1,852	2,571	1,532	1141	Mentor Teacher	2,300	-	2,300	1,920	-	-	1,920	380
113,090	-	78,000.00	1142	Behavioral Analyst	180,400	-	180,400	145,133	39,538	-	184,672	(4,272)
58,267	68,897	66,541	1145	Multilingual Learner	81,521	-	81,521	74,319	12,736	-	87,055	(5,534)
$ 25,643,901	**$ 26,939,968**	**$ 28,073,373**		**Sub-Total Certified Salaries**	**$ 28,717,306**	**$ -**	**$ 28,717,306**	**$ 23,952,845**	**$ 4,497,355**	**$ -**	**$ 28,450,200**	**267,105**
								83.4%	15.7%	0.0%	99.1%	0.9%
				Other Certified Salaries								
40,788	25,138	24,735	1131	Homebound Tutor	44,500	-	44,500	7,590	3,000	-	10,590	33,910
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
246,814	216,491	239,946	1137	Substitute Teacher	178,801	-	178,801	155,920	28,187	-	184,107	(5,306)
189,064	194,739	167,395	1138	Summer Work -Certified Staff	212,408	-	212,408	137,583	30,318	-	167,901	44,507
127,403	152,490	140,966	1143	Building Substitutes	203,175	-	203,175	150,833	42,933	-	193,765	9,410
385,336	215,245	251,666	1144	Long term Substitute	118,000	-	118,000	241,172	24,711	-	265,884	(147,884)
-	-	-	1160	Turnover Savings	(370,000)	-	(370,000)	-	-	-	-	(370,000)
$ 989,404	**$ 804,103**	**$ 824,707**		**Sub-Total Other Certified Salaries**	**$ 431,274**	**$ -**	**$ 431,274**	**$ 693,098**	**$ 129,149**	**$ -**	**$ 822,247**	**$ (390,973)**
								160.7%	29.9%	0.0%	190.7%	-90.7%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2026

Period: 11 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
				Non-Certified Salaries								
413,013	496,658	497,025	1210	Non-Cert. Supervisors	558,548	-	558,548	502,259	52,117	-	554,376	4,172
213,706	238,317	223,285	1211	Nurses	250,912	-	250,912	193,753	17,661	-	211,414	39,498
247,373	279,358	338,189	1215	Occupational & Physical Therapists	345,422	-	345,422	262,885	43,402	-	306,287	39,135
1,156,839	1,328,818	1,361,800	1221	Administrative Support	1,388,117	-	1,388,117	1,203,460	158,066	6,591	1,368,117	20,000
1,697,360	1,828,311	1,865,189	1231	Para Educators	1,914,820	-	1,914,820	1,654,558	207,109	53,153	1,914,820	-
156,413	141,394	108,135	1234	Bus Aides	147,297	-	147,297	79,616	15,000	-	94,616	52,681
495,877	505,325	523,857	1235	Technicians	537,922	-	537,922	472,629	49,025	-	521,654	16,268
65,017	46,914	69,477	1237	Vocational Specialist	69,229	-	69,229	60,689	8,540	-	69,229	-
262,406	276,448	301,659	1241	Safety Monitors	316,063	-	316,063	292,048	21,034	-	313,082	2,981
513,999	514,241	538,892	1251	Custodians	570,282	-	570,282	515,092	65,093	-	580,185	(9,903)
477,370	543,741	568,199	1261	Maintenance Mechanics & Grounds	585,183	-	585,183	517,939	67,265	-	585,204	(21)
90,458	103,682	107,218	1269	Athletic Support Staff	124,751	-	124,751	90,542	20,369	-	110,911	13,840
192,939	188,200	199,708	1280	Non Certified Stipends	204,550	-	204,550	138,728	59,797	-	198,524	6,026
$ 5,982,771	**$ 6,491,408**	**$ 6,702,634**		**Sub-Total Non-Certified Salaries**	**$ 7,013,096**	**$ -**	**$ 7,013,096**	**$ 5,984,196**	**$ 784,478**	**$ 59,744**	**$ 6,828,418**	**$ 184,678**
								85.3%	11.2%	0.9%	97.4%	2.6%
				Other Non-Citified Salaries								
39,524	39,305	34,159	1213/1223/1233	Non-Certified Substitutes	47,500	-	47,500	44,615	-	2,885	47,500	-
199,553	230,025	241,665	1212/2/38/42/52/62	Overtime	203,708	-	203,708	229,577	30,000	-	259,577	(55,869)
114,912	101,739	102,616	1268	Summer Work-Non-Cert.	134,952	-	134,952	113,342	-		113,342	21,610
$ 353,988	**$ 371,069**	**$ 378,440**		**Sub-Total Other Salaries**	**$ 386,160**	**$ -**	**$ 386,160**	**$ 387,534**	**$ 30,000**	**$ 2,885**	**$ 420,418**	**$ (34,258)**
								100.4%	7.8%	0.7%	108.9%	-8.9%
$ 32,970,064	***$ 34,606,548***	***$ 35,979,154***		**TOTAL SALARIES**	***$ 36,547,836***	***$ -***	***$ 36,547,836***	***$ 31,017,672***	***$ 5,440,982***	***$ 62,628***	***$ 36,521,283***	***$ 26,553***
								84.9%	14.9%	0.2%	99.9%	0.1%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2026

Period: 11 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
				Benefits (2000's)								
9,202,598	8,798,742	9,093,058	2000	Health Insurance	10,623,056	-	10,623,056	9,734,616	938,375	-	10,672,991	(49,935)
(1,705,489)	(1,410,661)	(1,554,889)	2022	Premium Cost Share	(1,963,364)	-	(1,963,364)	(1,878,319)	(85,045)	-	(1,963,364)	-
1,020,503	1,032,102	1,067,168	2001	Social Security & Medicare	1,160,817	-	1,160,817	942,846	184,500	-	1,127,346	33,472
175,214	180,451	186,333	2003	Workers Compensation	191,436	-	191,436	191,383	-	-	191,383	53
14,848	2,496	35,171	2004	Unemployment Compensation	20,000	-	20,000	12,878	-	1,622	14,500	5,500
130,080	-	-	2005	Early Retirement Incentive	-	-	-			-	-	-
1,328,122	1,192,864	1,325,069	2007	Pension Contributions	1,356,477	-	1,356,477	1,202,989	141,345	-	1,344,334	12,143
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	72,170	8,374	-	80,544	(3,588)
56,400	22,381	27,148	2014	Sick Bank	45,000	-	45,000	89,330	-	-	89,330	(44,330)
$10,376,450	***$9,991,881***	***$10,305,700***		**TOTAL BENEFITS**	***$ 11,595,878***	***$ -***	***$ 11,595,878***	***$ 10,367,892***	***$ 1,273,049***	***$ 1,622***	***$ 11,642,563***	***$ (46,684)***
								89.4%	11.0%	0.0%	100.4%	-0.40%
				Professional & Technical Services (3000s)								
504,232	525,441	174,021	3210	Contracted Services Educational	238,176	-	238,176	172,346	62,003	-	234,348	3,828
149,405	176,454	154,137	3220-21	Consulting Services	168,935	-	168,935	150,358	32,938	-	183,296	(14,361)
75,937	94,342	94,477	3235	Testing	144,421	-	144,421	67,349	39,790	-	107,139	37,281
106,990	260,876	302,332	3239	Other Pupil Services	301,200	-	301,200	251,559	49,945	-	301,505	(305)
66,056	34,711	37,221	3303	Management Services	37,714	-	37,714	65,853	6,495	-	72,348	(34,634)
2,064	3,145	2,048	3304	License Fees-Facilities	3,500	-	3,500	5,657	1,110	-	6,767	(3,267)
232,999	183,838	339,334	3306	Legal Fees-SPED	240,000	-	240,000	169,710	70,290	-	240,000	-
187,860	162,916	148,456	3306	Legal Fees- Districtwide	150,000	-	150,000	131,498	18,502	-	150,000	-
106,091	109,322	118,358	3308	Police/Fire	118,741	-	118,741	90,094	28,647	-	118,741	-
67,685	155,452	123,318	3309	Professional & Technical Services	114,628	-	114,628	82,102	9,035	-	91,137	23,491
41,996	41,210	54,136	3310	Sports Officials	57,987	-	57,987	-	57,987	-	57,987	-
$ 1,541,316	***$ 1,747,705***	***$ 1,547,836***		***TOTAL PROF. & TECH SERVICES***	***$ 1,575,301***	***$ -***	***$ 1,575,301***	***$ 1,186,526***	***$ 376,741***	***$ -***	***$ 1,563,267***	***$ 12,034***
								75.3%	23.9%	0.0%	99.2%	0.8%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2026

Period: 11 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
				Property Services (4000s)								
907,204	969,175	991,847	4200	Cleaning Services	994,738	-	994,738	910,849	83,889	-	994,738	-
50,825	66,687	65,839	4202	Rubbish Removal	75,877	-	75,877	54,710	11,961	-	66,671	9,206
82,370	171,370	181,873	4302	Equipment Repairs	188,898	-	188,898	94,403	38,742	-	133,145	55,753
184,530	189,525	199,670	4400	Equipment Rental	187,115	-	187,115	169,129	38,543	-	207,672	(20,557)
213,171	210,800	224,644	4500	Repair Allowance	150,000	-	150,000	107,262	135,816	-	243,078	(93,078)
30,182	40,740	49,171	4514	Fire Alarm System	44,400	-	44,400	56,165	1,585	-	57,750	(13,350)
201,994	191,606	169,137	4518	Sewer System Plant Maintenance	184,795	-	184,795	236,299	101,525	-	337,825	(153,030)
205,809	247,875	187,095	4520	Service Contracts	194,724	-	194,724	179,619	61,616	-	241,235	(46,511)
93,203	74,982	82,676	4530	Parks & Recreation	86,547	-	86,547	60,719	25,828	-	86,547	-
39,271	31,644	107,951	4540	Athletic Facilities Repairs	59,500	-	59,500	71,231	16,075	-	87,306	(27,806)
195,029	74,974	111,169	4541	Contracted Services	102,300	-	102,300	47,038	15,278	-	62,317	39,983
109,755	-	-	4600	Special Projects	-	-	-	-	-	-	-	-
11,275	6,377	-	4604	Snow Plowing	10,500	-	10,500	-	9,528	-	9,528	972
35,888	35,100	5,869	4701	Security System Monitoring	10,740	-	10,740	4,158	-	-	4,158	6,582
$ 2,360,505	***$ 2,310,853***	***$ 2,376,940***		**TOTAL PROPERTY SERVICES**	***$ 2,290,134***	***$ -***	***$ 2,290,134***	***$ 1,991,582***	***$ 540,388***	***$ -***	***$ 2,531,970***	***$ (241,836)***
								87.0%	23.6%	0.0%	110.6%	-10.6%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2026

Period: 11 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
				Other Services (5000s)								
1,592,600	1,737,496	1,724,934	5100	Regular Transportation	1,777,015	-	1,777,015	1,781,236	2,028	-	1,783,264	(6,250)
843,911	935,160	869,290	5101	SPED Transportation	815,957	-	815,957	795,948	122,154	-	918,102	(102,144)
218,024	100,391	113,287	5104	Athletic Transportation	116,093	-	116,093	112,850	3,150	-	116,000	93
12,802	4,237	4,524	5105	Extra-Curricular Transportation	16,360	-	16,360	7,217	290	-	7,507	8,853
160,181	107,032	107,125	5112	Diesel & Gasoline	101,265	-	101,265	79,618	13,386	-	93,003	8,262
128,142	136,003	134,609	5200	General Liability Insurance	154,233	-	154,233	129,547	-	-	129,547	24,686
14,400	15,008	15,008	5202	Athletic Insurance	15,758	-	15,758	15,008	-	-	15,008	751
104,154	106,579	109,196	5205	Property Insurance	114,250	-	114,250	112,350	-	-	112,350	1,901
87,714	89,711	96,937	5300	Communications	94,106	-	94,106	91,080	13,594	-	104,674	(10,568)
27,469	27,030	31,991	5400	Postage	29,383	-	29,383	26,317	2,112	-	28,429	954
853	1,626	2,417	5500	Advertising	2,000	-	2,000	3,515	341	-	3,856	(1,856)
16,962	19,046	18,519	5501	Printing	24,078	-	24,078	15,545	4,367	-	19,912	4,166
2,367,437	2,232,934	2,045,796	5600	Out of District Tuition	1,652,829	-	1,652,829	1,408,873	236,919	-	1,645,792	7,037
1,063,918	1,162,396	1,098,685	5601	Tuition Settlements	1,223,256	-	1,223,256	548,938	493,224	-	1,042,162	181,094
41,076	39,352	44,431	5800	Travel & Conference	59,045	-	59,045	41,038	4,359	-	45,397	13,648
3,803	3,282	2,901	5801	Mileage Reimbursement	14,231	-	14,231	5,506	2,010	-	7,516	6,715
5,684	3,905	12,670	5900	Other Purchased Services	7,310	-	7,310	4,165	1,800	-	5,965	1,345
$ 6,689,131	***$ 6,721,189***	***$ 6,432,319***		***TOTAL OTHER SERVICES***	***$ 6,217,168***	***$ -***	***$ 6,217,168***	***$ 5,178,748***	***$ 899,735***	***$ -***	***$ 6,078,483***	***$ 138,685***
								83.3%	14.5%	0.0%	97.8%	2.2%
				Supplies & Materials (6000's)								
884,656	897,948	532,944	6110	Materials	697,780	-	697,780	445,808	172,189	-	617,998	79,782
36,390	32,940	29,480	6120	Office Materials	35,328	-	35,328	30,677	14,521	-	45,198	(9,870)
174,050	183,027	192,226	6130	Maintenance Materials	181,624	-	181,624	166,419	36,459	-	202,879	(21,255)
95,137	98,925	132,842	6131	Custodial Materials	78,348	-	78,348	70,903	18,580	-	89,483	(11,135)
21,943	43,776	14,895	6132	Security Materials	26,284	-	26,284	7,109	2,091	-	9,200	17,084
517,581	570,459	642,148	6140	Software	657,407	-	657,407	664,485	21,727	-	686,212	(28,805)
98,833	104,926	105,727	6410	Books	186,730	-	186,730	112,794	15,582	-	128,376	58,354
325,229	467,063	496,828	6510	Heating Oil	515,195	-	515,195	492,286	72,841	-	565,128	(49,933)
482,463	644,985	1,085,613	6520	Electricity	1,056,067	-	1,056,067	757,370	251,989	-	1,009,359	46,708
2,890	2,377	2,870	6530	Propane	3,000	-	3,000	2,007	993	-	3,000	-
$ 2,639,172	***$ 3,046,427***	***$ 3,235,574***		***TOTAL SUPPLIES & MATERIALS***	***$ 3,437,762***	***$ -***	***$ 3,437,762***	***$ 2,749,858***	***$ 606,973***	***$ -***	***$ 3,356,832***	***$ 80,930***
								80.0%	17.7%	0.0%	97.6%	2.4%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2026

Period: 11 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
				Equipment (7000's)								
192,826	265,378	413,486	7300	Equipment	413,932	-	413,932	363,513	17,541	32,878	413,932	-
$ 192,826	***$ 265,378***	***$ 413,486***		***TOTAL EQUIPMENT***	***$ 413,932***	***$ -***	***$ 413,932***	***$ 363,513***	***$ 17,541***	***$ 32,878***	***$ 413,932***	***$ -***
								87.8%	4.2%	7.9%	100.0%	0.0%
				Other Objects (8000's)								
87,938	89,475	76,267	8100	Dues, Fees and Memberships	110,106	-	110,106	75,624	26410	-	102,034	8,072
32,434	39,246	32,768	8900	Other Objects	34,345	-	34,345	22,339	6,715	-	29,054	5,291
$ 120,372	***$ 128,721***	***$ 109,035***		***TOTAL OTHER OBJECTS***	***$ 144,451***	***$ -***	***$ 144,451***	***$ 97,963***	***$ 33,125***	***$ -***	***$ 131,088***	***$ 13,363***
								67.8%	22.9%	0.0%	90.7%	9.3%
				Revenue Offset (9000's)								
(29,462)	(29,903)	(31,457)	9200	Technology Revenue	(31,946)	-	(31,946)	(33,030)	-	-	(33,030)	1,084
(74,800)	(78,660)	(75,600)	9201	Participation Fees, Athletics	(70,475)	-	(70,475)	(84,800)	8,480	-	(76,320)	5,845
(21,689)	(13,475)	-	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	-	-	(14,000)	(14,000)	-
(89,987)	(25,495)	(22,425)	9204	Transportation Credits	-	-	-			-	-	-
(928,213)	(839,156)	(733,726)	9205	Excess Cost Reimbursement	(526,014)	-	(526,014)	(515,713)	-	-	(515,713)	(10,301)
(121,242)	(156,288)	(192,195)	9206	Pre School Tuition	(249,209)	-	(249,209)	(256,455)	-	-	(256,455)	7,246
(119,873)	(141,162)	(121,752)	9207	Non-Resident Tuition	(28,755)	-	(28,755)	(76,359)	-	(12,000)	(88,359)	59,604
(61,203)	(42,681)	(35,111)	9208	Parks & Rec Portion of Field Maintenance	(72,712)	-	(72,712)	(53,811)	-	(18,901)	(72,712)	-
(30,800)	-	(24,075)	9209	Parking Fees	(24,075)	-	(24,075)	(24,075)	-	-	(24,075)	-
(42,223)	(53,727)	(16,870)	9210	Theater Receipts	(51,025)	-	(51,025)	-	-	(35,250)	(35,250)	(15,775)
-	-	(27,500)	9212	Facility Use Rental	(37,500)	-	(37,500)	(37,500)	-	-	(37,500)	-
(14,336)	(50,764)	(13,513)	9215	Medicaid Revenue	(18,060)	-	(18,060)	(3,406)	-	(11,654)	(15,060)	(3,000)
		-		DRIP Funding - Pending Allocation	-	-	-	(88,826)		-	(88,826)	88,826
($1,533,828)	***($1,431,311)***	***($1,294,225)***		***Total Revenue Offset***	***($1,123,771)***	***$ -***	***($1,123,771)***	***($1,173,974)***	***$8,480***	***($91,806)***	***($1,257,300)***	***$133,529***
								104.5%	-0.8%	8.2%	111.9%	-11.9%
$ 55,356,008	***$ 57,387,390***	***$ 59,105,820***		***GRAND TOTAL***	***$ 61,098,689***	***$ -***	***$ 61,098,689***	***$ 51,779,780***	***$ 9,197,015***	***$ 5,322***	***$ 60,982,118***	***$ 116,574***
								84.75%	15.05%	0.01%	99.81%	0.19%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/15/26

☒ **Information Only**

☐ **Action Requested**

Agenda Item Subject: Discussion on the State Mandated 5 Year IAQ/HVAC Inspection

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the results from the recent IAQ/HVAC Inspection.

TO: BOE Finance & Operations Committee

FROM: Phillip Cross, Chief Financial & Operations Officer

DATE: June 12, 2026

Subject: 5 Year IAQ Report

In order to maintain healthy air quality in schools, recently passed legislation requires that for the period commencing July 1, 2026, and ending June 30, 2031, each school district shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning (HVAC) system within each school building under its jurisdiction. Each school must be inspected every five years thereafter.

The inspections must be performed by a certified technician, an industrial hygienist, or a mechanical engineer. To meet this requirement, in April we had the HVAC systems at HES, WIS and WHS inspected by Pennoni, the engineering company we use for our IAQ and various other testing. Attached are the full results of this inspection.

We have deferred testing for the middle school until we have a better indication as to the plans for the building.

Below is an overview of the status of the HVAC systems.

Hurlbutt Elementary		Location	Vintage	Note	Action Priority		
					High	Medium	Low
Air Handling							
	Central 5 AHUs	Indoor - Mezzanine	1997	OA damper issues		X	
	Central zone coils	Indoor - Mezzanine	1997	Not reviewed			X
	North House RTU	Outdoor - Roof	unknown	Not reviewed. No OA to room N9 when unit is off. (only used for cooling)			
	North House Gym AHU Cooling	Indoor - Mech room	unknown	Not functional		X	
	North House Gym AHU Heating	Indoor - Mech room	unknown	OA damper non-functional. Exposed motor and fan belt - no safety covering	X		
	North House Outdoor Air unit	Indoor - Mech room	unknown	Supplies OA to 8 classrooms and corridors Pneumatic face/bypass and isolaiton damper conteols			X
	North House Dehumidification Unit	Indoor - Mech room		Not reviewed			
Unit Ventilators							
	11 UVs	Indoor - Classrooms	before 1997	Pneumatic control - manual on/off - 11 units	X		
	4 UVs	Indoor - Classrooms	1997	BAS Control		X	
South and East House							
				No Mechanical ventilation	X		
Controls							
	Allerton DDC						
Operational Issues					X		
	Address lack of outdoor air control on Central Mezz AHUs						
	Address filter bypass causing dirty coil						
	Address lack of outdoor air to Room N9 when RTU is not operating						
	Address lack of outdoor air to nroth Gym (cooling unit inoperable, heatign unit inoperable OA damper)						
	Address safety of exposed fan belt outside unit						
	Operate Uvs continously durign occupied hors to provide outdoor air						
	Address South and East Hous lack of mechamnical ventilation						

Intermediate School		Location	Vintage	Note	Action Priority		
					High	Medium	Low
Multi Zone Rooftop units							
	RTUs (1,2,4,5)	Outdoors - Roof	2003	Air flows below design. Fixed min OA damper can result in less than reqiured OA at low system flows. Filter bypass casuing dirty coil.	X		
	VAV terminals	Rooms	2003	Create VAV summary tables			X
Single Zone Rooftop Units							
	RTUs (3,6,7)	Outdoors - Roof	2003	Damper issues Filter byass causing dirty coil		X	
Controls							
	Allerton DDC						
Operational Issues					X		
	Address limited system air flow in Multi-zone units						
	Address filter bypass causing dirty coil (RTU-1,7)						
	Address relief damper actuatation possibly impacting outdoor air (RTU-3,7)						

High School			Location	Vintage	Note	Action Priority		
						High	Medium	Low
	Unit Ventilators							
		13 UVs	C Wing Classrooms	pre 2003	BAS control		X	
		10 UVs	D Wing Classrooms	pre 2003	pneumatic control	X		
	VRF /DOAS system							
		DOAS unit	E Wing Roof	post 2003	Filters missing in DOAS unit			X
		VRF compressor units	E Wing Roof		Not reviewed			
	Multi-Zone RTUs (1,2,4,5,7)							
		RTUs	Roof	2003			X	
		VAV terminals	Rooms	2003	RTU-5 VAV summary is incomplete			X
	Single Zone RTUs (3,6,8,9, HV-1,2, Aud)							
		RTUs	Roof	2003			X	
	Controls							
		Allerton DDC						
	Operational Issues					X		
		Address UV control to operate fan continuously during occupied period to provide outdoor air						
		Install missing filers in dedicated outdoor air unit						
		Address erratic supply duct pressure sensor impactign fna speed control in RTU-1						
		Address VAV air terminal airflows that report above set poitn when damper is closed (RTU-1,2,5,7)						
		Address low outdoor air flow (RTU-4,7)						
		Review coordiantion of RTU-5 outdoor air flow with exhaust fan and hood operation for potential energy savings						
		Address outdoor air damper actuation (RTU-6, 9, HV-2)						

WESTON PUBLIC SCHOOL DISTRICT

UNIFORM HVAC INSPECTION AND EVALUATION

2026

Weston Public Schools District
Attn. Andrew Galli
Finance & Operations Office Manager
24 School Rd.
Weston, CT 06883
203-221-6559
andrewgalli@westonps.org

RE: UNIFORM HVAC INSPECTION AND EVALUATION
Weston Public School District
Weston, CT

Dear Mr. Galli.

Pennoni is pleased to submit this report for the uniform HVAC inspection and evaluation performed in February 2026. Included in the assessment were Weston High School, Weston Intermediate School and Hurlbutt Elementary School.

In partnership with our HVAC assessment specialist, the inspection and evaluation were conducted in accordance with the Connecticut Department of Administrative Services (DAS) requirements related to indoor air quality and the inventory of HVAC equipment. The assessment focused on each school building's major HVAC systems, including air handling units (AHUs) and packaged rooftop units (RTUs).

The following sections of this report provide an overview of the status of the HVAC systems to help prioritize replacement planning. They also include a summary of each school's HVAC systems, their current condition, and any identified issues.

Attachments.

1. Weston High School Report
2. Weston Intermediate School Report
3. Hurlbutt Elementary School Report
4. Supplemental Action Priority Information

Please call me if you have any questions of if I can be of further assistance.

Regards,

Ted Tio

Ted Tio, MS, CIEC
Senior Industrial Hygienist

ATTACHMENT 1.
WESTON HIGH SCHOOL REPORT

HVAC Ventilation Review
Weston School District
Weston High School

2/27/2026

Scope

The HVAC systems were inspected from 2/17 to 2/20 to evaluate operation with emphasis on ventilation. This report summarizes the systems and describes the ventilation operation as found and reviewed on site. Observations cover outdoor entry paths, filters, and control system review.

Key Findings

- Unit ventilators (controlled by the BAS) appear to cycle the fan and outdoor air damper with calls for heat, resulting in no outdoor air delivery while cycled off.
- The W-wing dedicated outdoor air system is missing filters on both the outdoor air intake and exhaust intake to the heat exchanger wheel that tempers the air. This unit supplies outdoor air directly to each classroom in the E wing. Currently the air is unfiltered.
- Variable air volume rooftop units are maintaining a fixed minimum outdoor air damper position. This means that the outdoor air varies with the system flow. This can cause inadequate outdoor airflow at low loads. RTU-4 and 7 show low outdoor air flows.
- At least 13 VAV air flow terminal boxes have issues with their damper control or air flow measurements. They report excess air flow when the dampers are commanded closed. Proper air flow to each space is needed to ensure that outdoor air is distributed well throughout the system.
- The air terminal summary of the science area VAV boxes is incomplete inhibiting a comparative system flow measurement. The unit outdoor air flow is driven by exhaust air needs. The mixed air temperature near a lower limit shows that adequate outdoor air is being provided to the science building for occupant requirements. The outdoor air should be reviewed in coordination with the fume hood exhaust requirements.
- Several single zone rooftop units show little variation in outdoor air flow with changes in outdoor air damper position or show excessive outdoor flow with the dampers commanded closed. The outdoor air damper actuators should be reviewed on these units (RTU-6,9, HV-2)

High school classrooms are served by several system types: central variable air volume air handlers, unit ventilators, and variable refrigerant flow with dedicated outdoor air system. Common areas are served by single zone air handlers. The air handlers were installed as part of a 2003 remodel based on mechanical drawings.

Unit Ventilators

Thirteen classrooms in C and D wings use unit ventilators that are controlled through the building automation system (BAS). Ten classrooms in the D wing use unit ventilators with local pneumatic controls. These cabinet units installed beneath a window have an internal outdoor air damper to provide outdoor air from a louver in the brick facade directly behind the units. The outdoor air is mixed with air pulled through the bottom of the cabinet then through a filter by fans mounted just below the grate that delivers air to the space. Units controlled through the BAS note sensed occupancy status, but three rooms note that the senor is disabled. Pneumatically controlled units presumably have a manual fan switch. Snapshots of the BAS controlled units suggest that the units are cycling the fan and outdoor damper with calls for heat. The fans must run continuously, and outdoor dampers opened to a minimum position during occupied periods to provide the minimum required outdoor air.

VRF/DOAS system

Wing E uses a distributed variable refrigerant flow system with a dedicated outdoor air unit. This system replaced classroom unit ventilators. UVs were shown on drawings from 2003 in wing E. The VRF/DOAS system was installed after 2003 as VRFs were first introduced into the United States in 2003. No mechanical drawings of the VRF/DOAS system were provided. The VRF units in each classroom provide heating and cooling with recirculated air in each room. Each room has an outdoor air duct and exhaust duct located on the wall adjacent to the hallway. Central supply and exhaust ducts are routed through the halls above a drop ceiling.

Take-offs (presumably with a balance damper) connect the central ducts to each room. The DOAS unit on the roof uses the collected exhaust air to precondition outdoor air using a wheel type heat exchanger. This heat exchanger is a spinning desiccant wheel partially in both air streams that transfers heat and moisture between the exhaust and supply without cross contamination. A gas burner heater and DX cooling coil provide final temperature control to maintain a neutral supply temperature (room temperature) to the system.

The DOAS unit is missing filters in both the outdoor air stream and the exhaust stream. It is supplying unfiltered outdoor air to the classrooms. The exhaust filters are meant to be installed upstream of the desiccant wheel heat exchanger to protect it from fouling and losing heat transfer effectiveness. The supply filters do the same with the added task of filtering the outdoor air supplied to the classroom. Without filters the wheel has some self-cleaning capability as supply air enters in one direction through half of the wheel as exhaust air passes through the other half of the wheel in the other direction.

The BAS indicates that the DOAS has a return air mixing damper to limit the amount of outdoor air entering the system. This damper was not observed from the filter access hatches. It is unclear why this damper would be in the unit (possibly for frost protection or defrost of the wheel?). Modern units sometimes include this damper because they are standard configurations that have had a wheel added to them. The BAS display indicates that there is some return air mixing with the outdoor air reducing the overall outdoor air flow.

Air flow velocity measurements at supply and exhaust registers in a sample of classrooms show and average of 147 cfm of outdoor air and 99 cfm of exhaust per classroom. This calculation assumes a 75% free area in the 5x12 inch grill and that the supply is the side with the highest air flow. Applying the average to 12 classrooms in the E-wing the total outdoor air should total at least 1,800 cfm. There are also supply grilles for the corridors. The DOAS unit is providing outdoor air to the E-wing and should be put into the regular maintenance schedule to install and replace filters.

	Measurement		Calculation (75% free area)	
	FPM		CFM	
Rooms	Left	Right	Supply	Exhaust
E3	286	180	89	56
E8	433	565	177	135
E10	483	315	151	98
E5	552	342	173	107
Average			147	99

Multi-Zone Air Handlers

Classroom and office spaces are supplied by variable air volume rooftop air handlers. Each zone (classroom or small group of rooms) has an air terminal that heats and varies the air flow supplied to the zone based on heating and cooling needs. The air handler responds to the varying air flows by adjusting the fan speed to maintain a supply duct pressure. The original design called for air flow monitoring stations to control the outdoor air dampers so that as the system air flow changed the outdoor air damper would modulate to maintain a constant outdoor air flow. Several of the air flow stations are reading erroneously (e.g. negative values or flow higher than total system flow). Others change value with damper position proportional to an independent flow estimate but might be reading high or low (scaling issue?). The current controls maintain the outdoor damper at a fixed minimum position. The BAS history shows that this minimum damper position has been adjusted over the years. The issue with a fixed minimum is that it is often set and outdoor air verified at full system flow (all the zone air terminals – VAV boxes at their maximum design flow). As the system flow drops with reduced load the fixed damper position causes less outdoor air to be introduced to the system flow stream. This is why the original design called for the outdoor air to be measured and control the damper to maintain the required flow rate across all system flows. Without accurate flow stations it is possible to maintain a steady outdoor air flow by resetting the minimum damper position with supply fan speed. The fan speed is a proxy for system air flow. The current controls don't reset the minimum damper position.

The original design control sequence noted the design system flow, minimum outdoor air flow and zone flow ranges. Typically, a testing and balance report would note the outdoor damper position and airflow station calibration that provides the design outdoor air volume. These records have not been found.

Outdoor airflow is not only influenced by the damper position. The AHUs also have return fans. The difference in speed of the return fan from the supply fan impacts the amount of outdoor air that enters through a partially open damper. Currently all the return fans operate at a fixed speed difference from the supply fan. Most offsets are 10% below the supply fan speed.

Another factor impacting the delivery of outdoor air to rooms is the operation of the air terminal (VAV box). Several boxes reported more than the required air flow with the damper commanded closed. Sensor issues or damper actuation issues can cause this type of error.

With the age of the system at 23 years, it is also possible that balance dampers might not be in their original positions. It is possible that someone could have addressed comfort issues between rooms served by a single VAV box by adjusting the balance damper that impact the distribution of air between rooms. Smaller rooms (e.g. two to four offices) often share a single VAV box with one room containing the thermostat. Additionally, some return paths from rooms through transfer duct to common returns such as corridors are noted by staff to have had smoke dampers that were shut. Blocking the return path disturbs the airflow balance between rooms impacting air flow and comfort.

The outdoor air fraction was estimated by the temperatures of the mixed air stream in the AHU. The outdoor flow rate was then calculated from the OA fraction applied to the sum of the air terminal flows reported in the BAS. The accuracy of this method depends on the mixed air temperature representing the actual mixed air conditions. The sensor is an averaging sensor strung across the air path usually just downstream of the filters or near the first coil. With outdoor air introduced at the edges of the unit and return air introduced through the middle of the unit, the closer the mixed air temperature sensor is to the damper the less likely the air stream has had enough distance to mix well, potentially biasing the reading. The accuracy of the calculated outdoor airflow also depends on the accuracy of the sum of the VAV boxes. As noted earlier some boxed read well above design values with the damper reported closed, suggesting uncertainty in some zone air flows. Understanding the potential uncertainties the BAS data was used to calculate outdoor air flow and compare the values when the system was operated at maximum and minimum flow to show the impact of a fixed damper position on outdoor air delivery.

Multi-Zone VAV RTU Outdoor Air Summary

	RTU-1		RTU-2		RTU-4		RTU-5		RTU-7	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
System Air Flow (Sum of VAVs)	6,391	9,605	7,917	18,410	2,356	4,029	NR	NR	3,649	6,859
Design Air Flow (2003 schedule)		13,000		21,400		6,400		42,825		8,200
Calculated OA fraction from MA-T	28%	38%	28%	46%	6%	2%	45%	44%	15%	27%
Calculated OA flow	1,821	3,637	2,244	8,406	145	70	NA	NA	539	1,883
Design Min OA flow (2003 Schedule)	1,305	1,305	2,140	2,140	1,305	1,305	25,545	25,545	1,311	1,311
OA AFMS reading	NR	NR	1,593	5,518	387	750	14,406	15,765	NR	NR
OA Damper Position (% open)	20%	20%	15%	15%	10%	10%	10%	10%	9%	9%
Supply Fan Speed	50%	100%	52%	95%	88%	100%	65%	73%	77%	96%
Supply Duct Pressure (in wc)	NR	NR	1.11	0.95	1.13	0.69	0.69	0.64	0.97	0.49
OA Flow Condition	Adequate		Adequate		Needs Attention		Adequate		Needs Attention	

The summary table extracts key items from the calculation tables in the review notes. RTU-4 and 7 outdoor air flows could be improved by increasing the minimum outdoor damper set point and revaluating. The issues table below notes the individual zone VAV air terminals that need attention to their air flow dampers or flow sensors. Providing adequate outdoor air to individual spaces requires that the air terminals are fully functional. At this point in the equipment life, the air flow stations are not used in the control sequence and are merely informational. If they could be reconditioned and calibrated, they would provide an ongoing verification of outdoor air delivery.

Issues

RTU-1	Outdoor air flow station reading is erroneous.
RTU-1	Duct static pressure probe reads erratically (0.25 to 3.5 in wc) causing the supply fan speed to have poor control, resulting in insufficient air flow at VAV boxes.
RTU-1 50 B40 Green Rm RTU-1 55 Costume Shop	Air terminal damper or flow sensor issue. Reported airflow exceeds set point when damper is commanded closed
RTU-2 14 Media Center Office RTU-2 18 Media Center RTU-2 23 Display/Lobby N RTU-2 24 Workroom	Air terminal damper or flow sensor issue. Reported airflow exceeds set point when damper is commanded closed.
RTU-4	Mixed air temperature implies far less outdoor air than flow measurement shows. Both AFMS and calculated outdoor air flows are less than design minimum outdoor air flow.
RTU-4 46 A29 Office	Air terminal damper or flow sensor issue. Reported airflow exceeds set point when damper is commanded closed.
RTU-5	VAV summary is missing 11 of the air terminals so sum of system air flow is not readily available.
RTU-5 07 G05 Tech DRNG RTU-5 16 H07 Physics RTU-5 24 H05 Earth Science	Air terminal damper or flow sensor issue. Reported airflow exceeds set point when damper is commanded closed.
RTU-5	Minimum outdoor air flow is driven by fume hood operation of 21,560 cfm (EF-15,16,17,29). The design minimum appears to assume all hoods at maximum flow as the 25,545 cfm value exceeds the design minimum flow of the VAV boxes at 14,640 cfm. The mixed air temperature implies 45% outdoor air is being supplied, which will provide more than the outdoor air required for occupants. The coordination of hood flows and potential turn-down with outdoor air control should be reviewed.
RTU-7	Outdoor air flow station reading is erroneous. It reads more than the total system air flow.
RTU-7 33 A21 Principal RTU-7 39 A07 Reception RTU-7 40 A03 Security Rm	Air terminal damper or flow sensor issue. Reported airflow exceeds set point when damper is commanded closed.
RTU-7	The mixed air and return air temperatures appear to be swapped on the BAS graphic.

Single Zone Rooftop Air Handlers

Common spaces are served by single zone rooftop units. All units except the gym are constant volume. The outdoor air damper sets the outdoor air flow. In several units (RTU-6) the outdoor air flow did not change with damper position or shows significant air flow with the damper closed (RTU-9, HV-2), suggesting that attention is needed at the RTU outdoor air damper actuator. The table below summarizes the outdoor air flow fraction from the mixed air temperatures. The supply air flow monitoring stations were not reading. There are no other system air flow measurements. The design air flows from the 2003 schedules are shown for reference.

Single-Zone RTU Outdoor Air Summary						
	RTU-3		RTU-6		RTU-8	
Design Air Flow (2003 schedule)	17,419		14,646		2,400	
OA-T (F)	37.5	40.2	36.3	40.8	36.4	40.6
RA-T (F)	72.2	69.8	67.5	67.7	75.3	69.0
MA-T (F)	51.3	47.0	51.0	51.6	66.3	49.9
Calculated OA fraction from MA-T	43%	77%	53%	60%	23%	67%
Design Min OA flow (2003 Schedule)	1,742		1,465		450	
OA AFMS reading	3,198	11,531	6,578	6,729	982	1,935
OA Damper Position (% open)	5%	36%	5%	100%	55%	96%
OA Flow Condition	Adequate		Needs attention		Adequate	

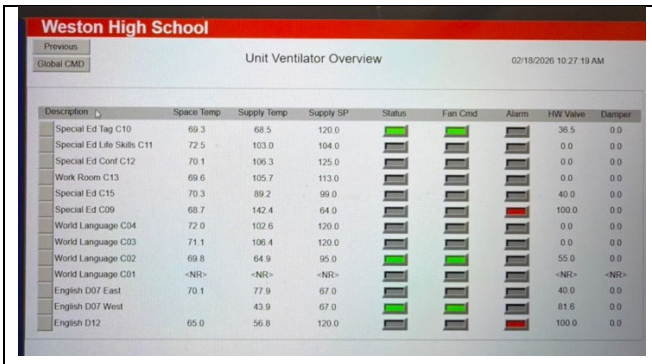
	RTU-9		Auditorium		HV-1	HV-2
Design Air Flow (2003 schedule)	6,135		NA		17,615	6,891
OA-T (F)	36.4	40.6	36.6	40.4	36.6	40.2
RA-T (F)	67.8	67.9	71.1	71.4	66.8	65.1
MA-T (F)	39.3	40.5	62.7	62.5	51.6	60.3
Calculated OA fraction from MA-T	91%	100%	24%	29%	50%	19%
Design Min OA flow (2003 Schedule)	615		NA		2,018	692
OA AFMS reading	3,654	3,927	NR	NR	NR	1,292
OA Damper Position (% open)	0%	0%	5%	5%	5%	0%
OA Flow Condition	Needs attention		Adequate?		ok?	DPR?

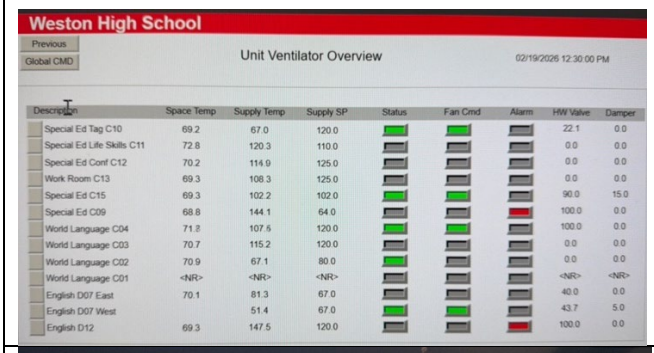
Issues are itemized below.

RTU-3	Mixed air temperature suggests 43% outdoor air when the damper is commanded to only 5% open. Airflow increases with more open damper. Is damper actually closing to 5%?
RTU-3	AFMS wiring is looped around OA damper blade.
RTU-3	Found filter blown out from rack and dirty coil inlet face.
RTU-6	The AFMS and mixed air temperature calculation suggest that the damper position has no effect on the outdoor air. Is damper actuating? Suspect damper is stuck about halfway open.
RTU-6	AFMS wiring is loos and sticks through OA damper opening.
RTU-6	Found filter blown out from rack and dirty coil inlet face.
RTU-8	No issues.
RTU-9	Data suggest that the outdoor dampers are mostly open when commanded closed.
RTU-9	Coil inlet face is dirty.
Auditorium	No design data. Mixed air temperature suggests 24% outdoor air with damper commanded 5% open.
HV-1	Mixed air temperature suggests 50% outdoor air with damper commanded 5% open.
HV-1	Found filter blown out of rack
HV-2	Mixed air temperature and AFMS suggest 19% outdoor air flow with damper commanded closed. Does damper actuate?

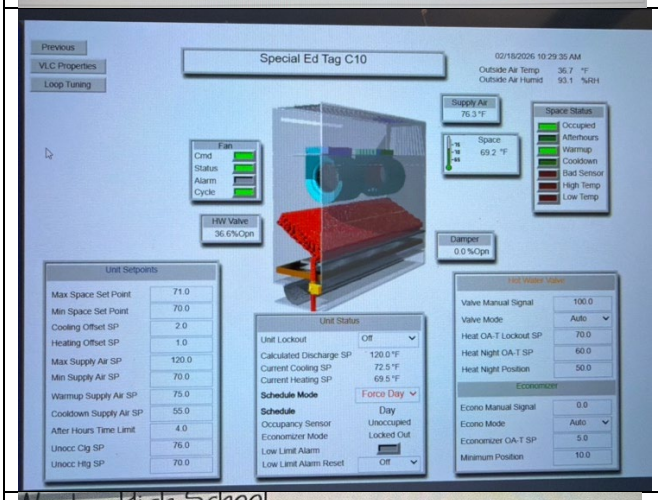
HVAC Review Notes

Priority	Medium / High
Tag	Unit Ventilator
Location	C & D wing classrooms
Service	Classroom
Make	Snyder General
Outdoor Air	Outdoor louver beneath window controlled by damper
Filters	At bottom inlet
	Example UV
	Example UV filter located in air inlet at bottom of unit
	Typical UV outdoor air louver

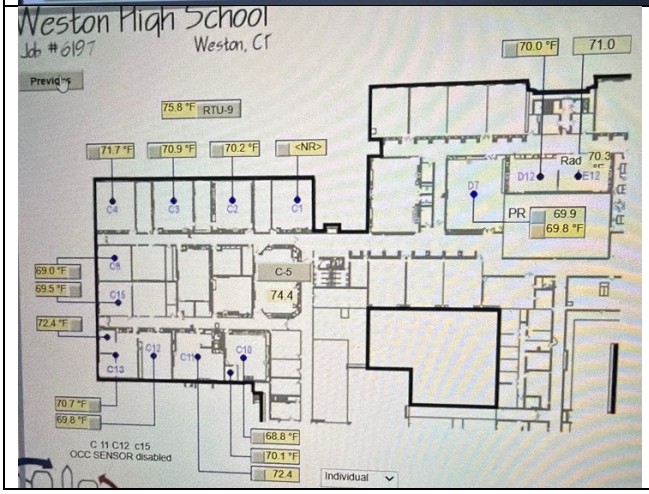




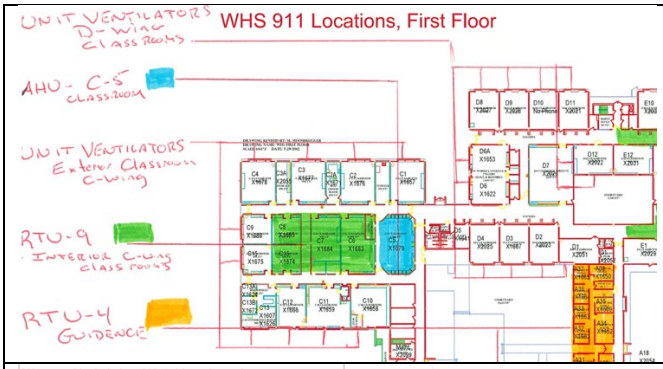
BAS UV Summary
Two units off due to low temperature safety.
Occupancy determined by sensor according to staff.



Example BAS UV Graphic
Fan operating with heat. Outdoor damper closed with no sensed occupancy.



Floor plan of BAS controlled UVs
Note states C11, C12, C15 occupancy sensors are disabled
Are fans in pneumatically controlled units still manually controlled like in the Elementary school?



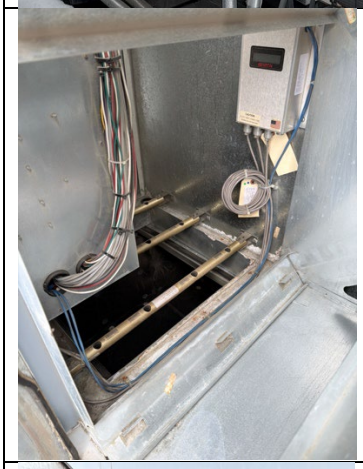
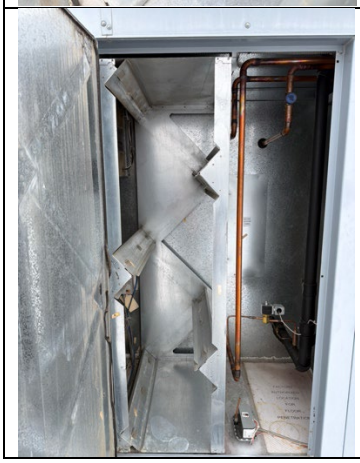
Floor plan showing all UVs

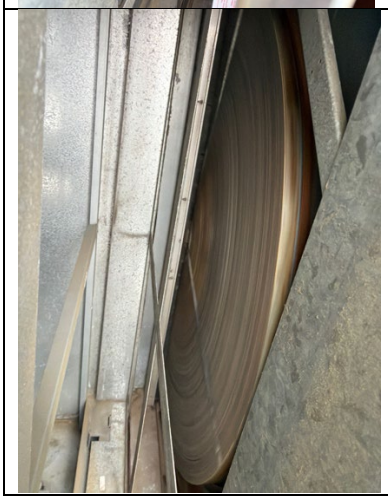
Weston High School Unit Ventilator Inventory

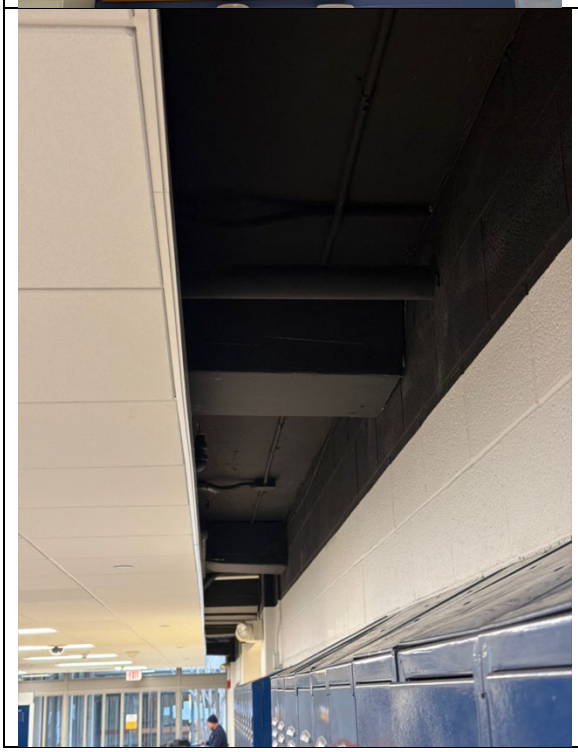
2012 Drawing Room Name	2003 Drawing Room Name	Tag	Airflow (cfm)	Minimum Outdoor Air (cfm)	Outdoor Air Fraction
C10	C08	UV-2	1,500	500	33%
C11	C09	UV-2	1,500	500	33%
C12	C11	UV-1	1,000	450	45%
C13	C12C	existing	500	60	12%
C15	C14	existing	750	300	40%
C9	C16	existing	750	300	40%
C4	C19	existing		450	
C3	C21	existing		450	
C2	C24	existing		450	
C1	C21	existing		450	
D1	E04	existing			
D2	E03	existing			
D3	E02	existing			
D4	E01	existing			
D6	E41	existing			
D6A	E41	existing			
D8	E40	existing			
D9	E39	existing			
D10	E38	existing			
D11	E37	existing			
D7	E44	existing	1,500	420	28%
D7	E44	existing	1,500	420	28%
D12	E38	UV-2	1,500	500	33%
E12	E37	UV-2	1,500	500	33%

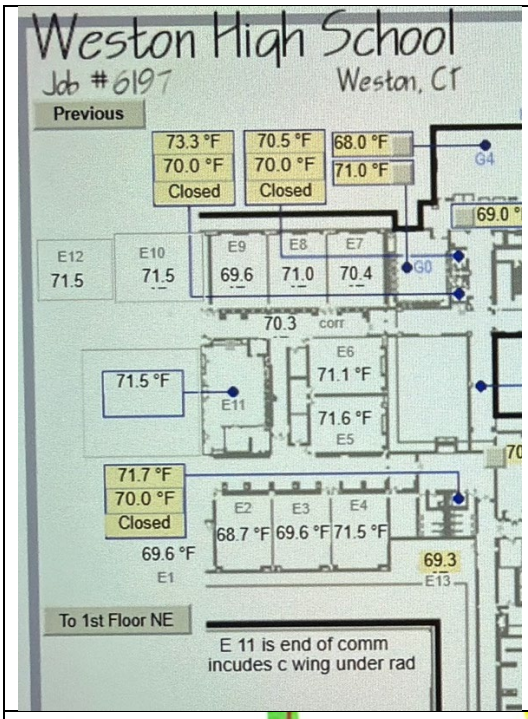
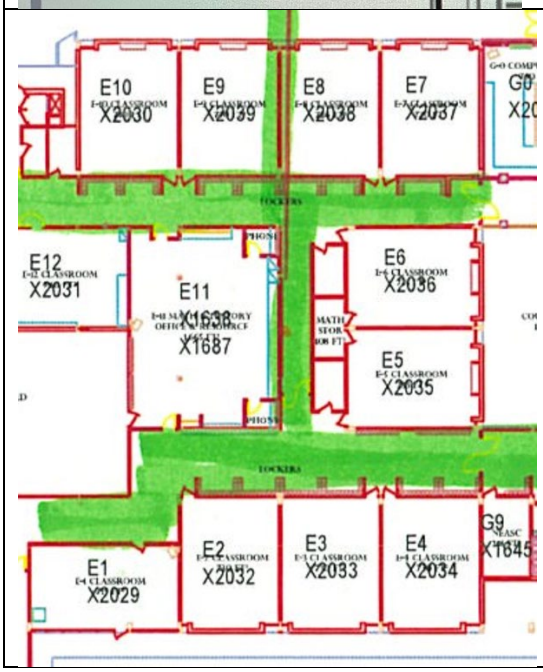
Unit Ventilator inventory from 2003 drawings with names from 2012 schematic drawing and BAS labels. 2003 drawings noted to rebalance outdoor air flows on existing UVs to noted values.

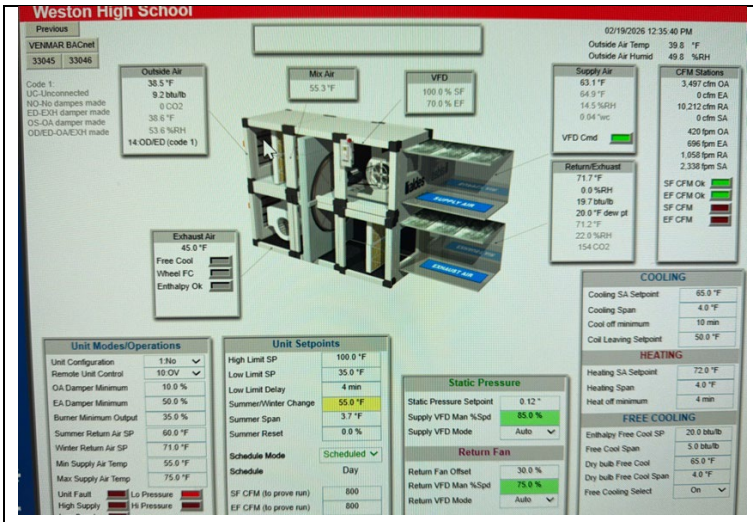
HVAC Review Notes

Priority	Low
Tag	VRF DOAS
Location	E wing roof
Service	E wing classroom
Make	Venmar CES VHC50
Outdoor Air	100% OA
Filters	None installed on return or supply side of wheel.
	Dedicated outdoor air energy recovery unit
	Return air flow measurement station
	Return air empty filter rack

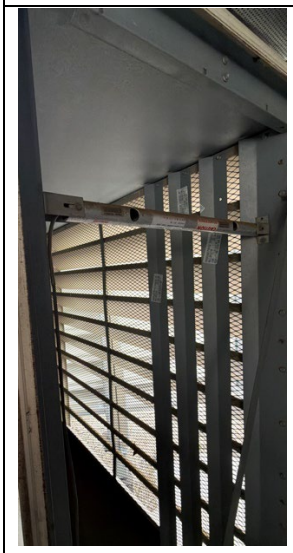
	Return air inlet to heat recovery wheel
	Outdoor supply empty filter racks
	Outdoor air supply side of heat exchange wheel.

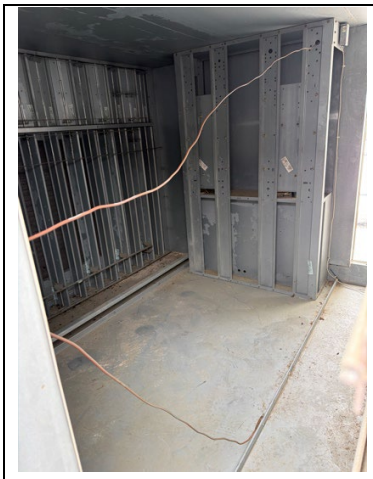
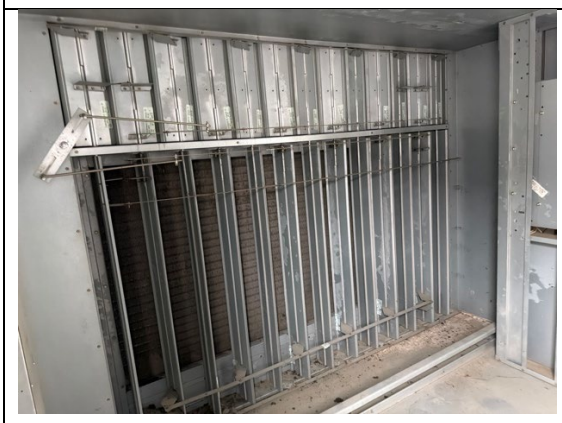
		Example VRF using recirculated air to maintain room temperature
		Example outdoor air supply vent and exhaust vent in classroom wall adjacent to corridor
		Example take-off duct work to/from corridor mains to each classroom

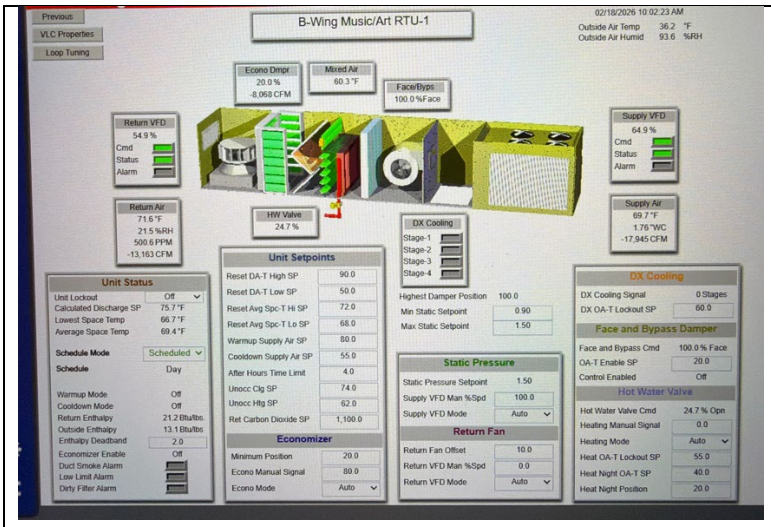
	BAS wing E floor plan
	2012 schematic floor plan wing E classrooms supplied by rooftop DOAS energy recovery ventilator.

	BAS representation of DOAS unit. Display shows air flow velocities in and out of each side of the wheel. Two show a calculated air flow by applying an area to the velocities. It is unclear why an area was not applied to each velocity. The air flows should all be roughly equal. The wheel shows heat recovery raising the 38F outdoor air to 63F before supplying the classrooms by dropping the 72F return air to 45F before being exhausted.

HVAC Review Notes

Priority	Medium
Tag	RTU-1
Location	B-wing Roof
Service	B- Wing Music / Art
Type	Multizone VAV
Outdoor Air	AFMS in door with intake louver
Filters	2 inch MERV-8
	Unit Overview
	Outdoor air flow measurement station in door with intake louver.

	Mixed air temperature sensor
	Face and bypass coil dampers
	Dirty coil face inlet

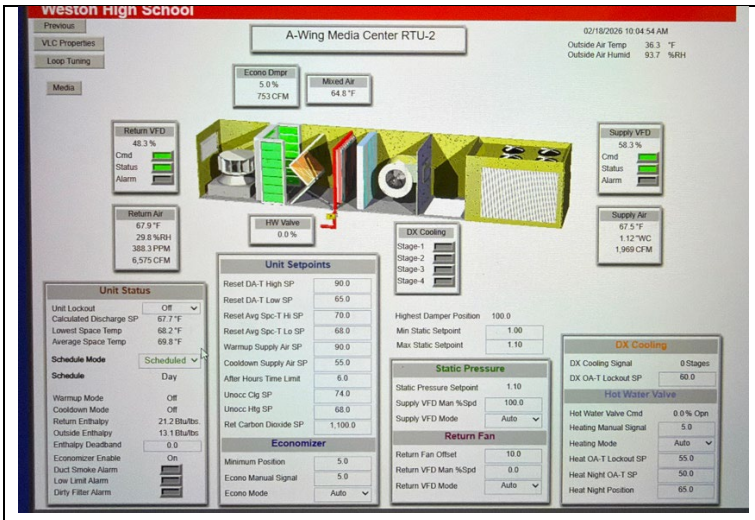

Previous
VLC Properties
Loop Tuning
B-Wing Music/Art RTU-1
02/18/2026 10:02:23 AM
Outside Air Temp 36.2 °F
Outside Air Humid 93.6 %RH
Econo Dmpr 20.0 % -8,068 CFM
Mixed Air 60.3 °F
Face/Byps 100.0 %Face
Return VFD 54.9 % Cmd Status Alarm
Supply VFD 64.9 % Cmd Status Alarm
Return Air 71.6 °F 21.5 %RH 500.6 PPM -13,163 CFM
HW Valve 24.7 %
DX Cooling Stage-1 Stage-2 Stage-3 Stage-4
Supply Air 69.7 °F 1.76 "WC -17,945 CFM
Unit Status
Unit Lockout Off
Calculated Discharge SP 75.7 °F
Lowest Space Temp 66.7 °F
Average Space Temp 69.4 °F
Schedule Mode Scheduled
Schedule Day
Warmup Mode Off
Cooldown Mode Off
Return Enthalpy 21.2 Btu/lbs
Outside Enthalpy 13.1 Btu/lbs
Enthalpy Deadband 2.0
Economizer Enable Off
Duct Smoke Alarm
Low Limit Alarm
Dirty Filter Alarm
Unit Setpoints
Reset DA-T High SP 90.0
Reset DA-T Low SP 50.0
Reset Avg Spc-T Hi SP 72.0
Reset Avg Spc-T Lo SP 68.0
Warmup Supply Air SP 80.0
Cooldown Supply Air SP 55.0
After Hours Time Limit 4.0
Unocc Clg SP 74.0
Unocc Htg SP 62.0
Ret Carbon Dioxide SP 1,100.0
Economizer
Minimum Position 20.0
Econo Manual Signal 80.0
Econo Mode Auto
Highest Damper Position 100.0
Min Static Setpoint 0.90
Max Static Setpoint 1.50
Static Pressure
Static Pressure Setpoint 1.50
Supply VFD Man %Spd 100.0
Supply VFD Mode Auto
Return Fan
Return Fan Offset 10.0
Return VFD Man %Spd 0.0
Return VFD Mode Auto
DX Cooling
DX Cooling Signal 0 Stages
DX OA-T Lockout SP 60.0
Face and Bypass Damper
Face and Bypass Cmd 100.0 % Face
OA-T Enable SP 20.0
Control Enabled Off
Hot Water Valve
Hot Water Valve Cmd 24.7 % Opn
Heating Manual Signal 0.0
Heating Mode Auto
Heat OA-T Lockout SP 55.0
Heat Night OA-T SP 40.0
Heat Night Position 20.0

RTU-1 B-Wing Music/Art	Minimum Flow 2/18 12:51 pm				Maximum Flow 2/18 1:14 pm			
Zone	**Min Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Stpt**	**cfm**	**dpr %**	**Flow %**
49 B Corridor SW	759	331	100	44%	1200	497	100	41%
50 B40 Green Rm	60	293	0	488%	400	349	26	87%
51 B41 Girl's Dressing	130	132	27	102%	450	339	100	75%
52 B39 Boy's Dressing	120	124	0	103%	430	256	48	60%
53 B03 FPA Office/Library	700	689	48	98%	1140	1129	56	99%
54 B04 Music/Practice	600	577	30	96%	1900	1020	96	54%
55 Costime Shop	240	419	0	175%	1000	424	17	42%
56 B10 Music Choral	550	270	100	49%	1000	395	50	40%
57 B11 Music Ensemble	750	742	61	99%	1920	362	16	19%
03 B Corridor NW	900	362	100	40%	1200	689	100	57%
04 B05 Set Const	800	345	100	43%	1100	552	100	50%
05 B Corridor N	500	507	33	101%	1100	973	100	88%
06 B06 Art Class	800	164	100	21%	1220	433	100	35%
07 B07 Graphics Arts	800	561	100	70%	1310	862	74	66%
08 Drawing/Painting Class	800	398	100	50%	1100	667	100	61%
09 B09 3D Art Class	800	477	100	60%	1110	658	100	59%
TOTAL	**9309**	**6391**			**17580**	**9605**		
Design Air Flow (cfm)						**13000**		74%
OA-T (F)	37.6				37.1			
RA-T (F)	71.3				70.9			
MA-T (F)	61.7				58.1			
Temp Calc OA Fraction (%)	**28%**				**38%**			
Calculated outdoor air (cfm)	**1,821**				**3,637**			
BAS AFMS OA (cfm)	-8,190				-7,429			
Design Outdoor Airflow (cfm)	1,305				1,305			
Minimum OA Damper (%)	20%				20%			
Duct Pressure (in wc)	0.25 to 3.5?				0.25 to 3.5?			
Supply Fan Speed (%)	50%				100%			
Retrun Fan Speed (%)	40%				90%			
Notes								
	Supply static pressure is unstable - difficult to control to							
	Flow less than 85% of maximujm flow set point with damper open 100%							
	Dampers 100% open suggests SF speed is reset to low in minimum flow case							
	Air flow mopre than set point with damper closed - flow or damper issue							
	AFMS do not read							
	Sum of air terminal flow is 74% of AHU design flow with SF speed at 100%							
	Outdoor air flow increases with system flow sine min damper does not reset							
	Outdoor air flow meets/exceeeds design based on mixed air temperature mixing							

HVAC Review Notes

Priority	Medium
Tag	RTU-2
Location	A-Wing Roof
Service	A–Wing Media
Type	Multizone VAV
Outdoor Air	AFMS in door with intake louver
Filters	2 inch MERV-8
	Unit overview
	Return fan section
	Outdoor air dampers right Return air dampers left

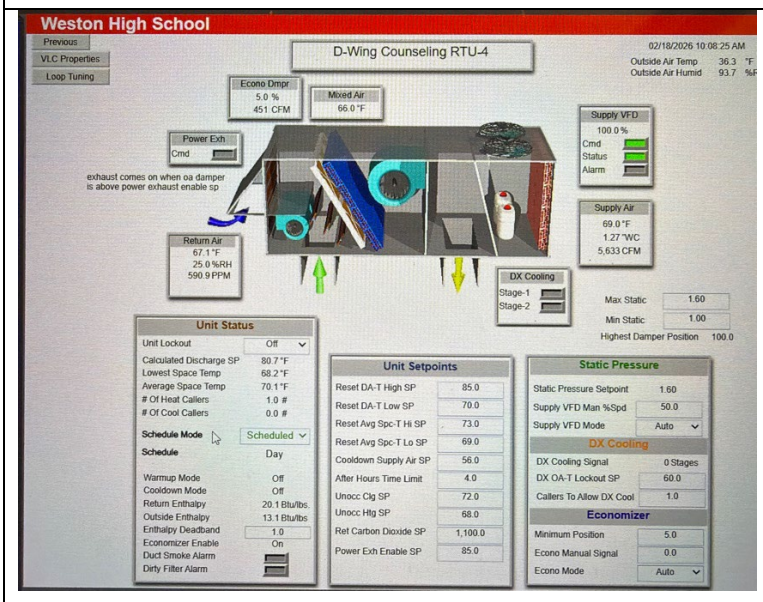
	Outdoor air entry through door louvers. Air flow monitoring station (AFMS) sensors mounted in door
	Mixed air temperature sensor mounted 1 foot after filter section
	Coil inlet face. Some debris building up especially at bottom


Weston High School
Previous
VLC Properties
Loop Tuning
Media
A-Wing Media Center RTU-2
02/18/2026 10:04:54 AM
Outside Air Temp 36.3 °F
Outside Air Humid 93.7 %RH
Econo Dmpr
5.0 %
753 CFM
Mixed Air
64.8 °F
Return VFD
48.3 %
Cmd
Status
Alarm
Supply VFD
58.3 %
Cmd
Status
Alarm
Return Air
67.9 °F
29.8 %RH
388.3 PPM
6,575 CFM
HW Valve
0.0 %
DX Cooling
Stage-1
Stage-2
Stage-3
Stage-4
Supply Air
67.5 °F
1.12 "WC
1,969 CFM
Unit Status
Unit Lockout Off
Calculated Discharge SP 67.7 °F
Lowest Space Temp 68.2 °F
Average Space Temp 69.8 °F
Schedule Mode Scheduled
Schedule Day
Warmup Mode Off
Cooldown Mode Off
Return Enthalpy 21.2 Btu/lbs
Outside Enthalpy 13.1 Btu/lbs
Enthalpy Deadband 0.0
Economizer Enable On
Duct Smoke Alarm
Low Limit Alarm
Dirty Filter Alarm
Unit Setpoints
Reset DA-T High SP 90.0
Reset DA-T Low SP 65.0
Reset Avg Spc-T Hi SP 70.0
Reset Avg Spc-T Lo SP 68.0
Warmup Supply Air SP 90.0
Cooldown Supply Air SP 55.0
After Hours Time Limit 6.0
Unocc Clg SP 74.0
Unocc Htg SP 68.0
Ret Carbon Dioxide SP 1,100.0
Economizer
Minimum Position 5.0
Econo Manual Signal 5.0
Econo Mode Auto
Highest Damper Position 100.0
Min Static Setpoint 1.00
Max Static Setpoint 1.10
Static Pressure
Static Pressure Setpoint 1.10
Supply VFD Man %Spd 100.0
Supply VFD Mode Auto
Return Fan
Return Fan Offset 10.0
Return VFD Man %Spd 0.0
Return VFD Mode Auto
DX Cooling
DX Cooling Signal 0 Stages
DX OA-T Lockout SP 60.0
Hot Water Valve
Hot Water Valve Cmd 0.0 % Opn
Heating Manual Signal 5.0
Heating Mode Auto
Heat OA-T Lockout SP 55.0
Heat Night OA-T SP 50.0
Heat Night Position 65.0

RTU-2 A-Wing Media	Minimum Flow 2/18 12:12 pm				Maximum Flow 2/18 11:08 am			
Zone	**Min Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Stpt**	**cfm**	**DPR**	**Flow %**
03 H04 Athletic Dir	200	209	35	105%	900	526	100	58%
04 A04 Class	600	598	40	100%	1500	1010	100	67%
06 A02 Class	200	199	48	100%	1400	250	100	18%
07 Media Center	360	388	25	108%	1200	1204	72	100%
08 Small Group S	500	152	100	30%	1200	153	100	13%
09 Media Center SW	630	620	29	98%	2100	1544	100	74%
10 Media Center	350	333	30	95%	1155	1146	65	99%
11 Media Center	480	468	24	98%	1600	1547	100	97%
14 Media Center Office	50	64	0	128%	75	79	15	105%
15 Media Center	350	390	35	111%	1155	1133	64	98%
16 Media Center	480	507	0	106%	1600	1479	100	92%
17 Media Center	230	224	42	97%	770	684	100	89%
18 Media Center	360	564	0	157%	1200	1205	59	100%
19 Periodicals	390	423	26	108%	800	803	53	100%
20 Small Group N	150	154	0	103%	600	201	100	34%
21 Media Center NW	630	617	23	98%	2100	1898	100	90%
22 Display/Lobby S	270	272	70	101%	650	319	100	49%
23 Display/Lobby N	295	347	0	118%	975	925	100	95%
24 Workroom	145	164	0	113%	475	475	83	100%
25 IMC/Copy	405	352	100	87%	595	341	100	57%
26 A01 Computer Class	600	564	29	94%	1200	1192	59	99%
27 Comp Class Office	600	308	100	51%	1000	296	100	30%
TOTAL	**8275**	**7917**			**24250**	**18410**		
Design Air Flow						**21400**		86%
OA-T (F)	36.2				37.3			
RA-T (F)	67.6				68.4			
MA-T (F)	58.7				54.2			
Temp Calc OA Fraction (%)	**28%**				**46%**			
Calculated outdoor air (cfm)	**2,244**				**8,406**			
BAS AFMS OA (cfm)	1,593				5,518			
Design Outdoor Airflow (cfm)	2,140				2,140			
Minimum OA Damper (%)	15%				15%			
Duct Pressure (in wc)	1.11				0.95			
Supply Fan Speed (%)	52%				95%			
Retrun Fan Speed (%)	42%				85%			
Notes								
	Flow less than 85% of maximum flow set point with damper open 100%							
	Dampers 100% open suggests SF speed is reset to low in minimum flow case							
	Air flow mopre than set point with damper closed - flow or damper issue							
	Sum of air terminal flow is 86% of AHU design flow with SF speed at 95%							
	Outdoor air flow increases with system flow sine min damper does not reset							
	Outdoor air flow meets/exceeeds design based on mixed air temperature mixing							

HVAC Review Notes

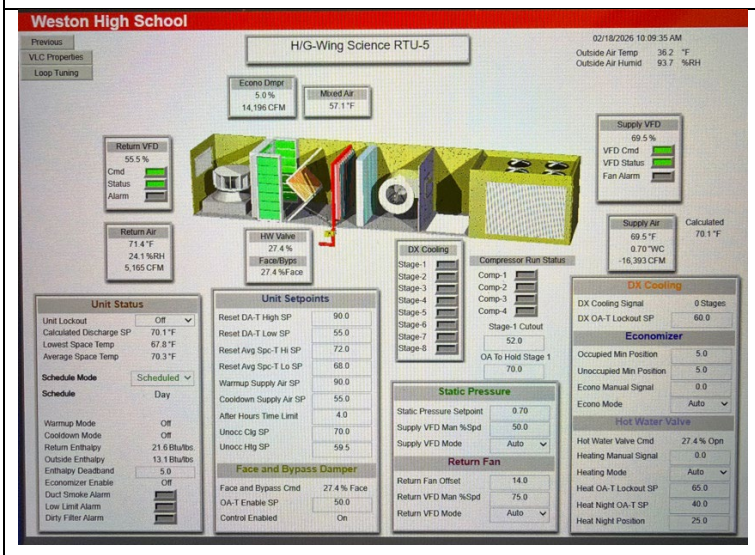
Priority	Medium
Tag	RTU-4
Location	D-Wing Roof
Service	D–Wing Counseling
Type	Multizone VAV
Outdoor Air	Outdoor dampers at top of mixing chamber
Filters	2 inch MERV-8
	Unit overview
	Outdoor air damper top Return air damper bottom

	Mixed air temperature sensor mounted directly behind filter at coil inlet
	

RTU-4 D-Wing Counseling	Minimum Flow 2/18 1:53 pm				Maximum Flow 2/18 1:27 pm			
Zone	**Min Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Stpt**	**cfm**	**DPR**	**Flow %**
42 A30 Break Rm	165	167	0	101%	605	454	100	75%
43 A34 Conference Rm	225	229	31	102%	400	396	100	99%
44 A35 Office	200	199	15	100%	500	373	100	75%
45 A32 Office	250	252	30	101%	700	333	100	48%
46 A29 Office	200	691	0	346%	600	622	0	104%
47 Career Center	575	523	80	91%	900	915	81	102%
48 B01 Class	270	295	4	109%	1020	936	100	92%
TOTAL	**1885**	**2356**			**4725**	**4029**		
Design Air Flow						**6400**		63%
OA-T (F)	39				38.2			
RA-T (F)	68.2				67			
MA-T (F)	66.4				66.5			
Temp Calc OA Fraction (%)	**6%**				**2%**			
Calculated outdoor air (cfm)	**145**				**70**			
BAS AFMS OA (cfm)	387				750			
Design Outdoor Airflow (cfm)	1,305				1,305			
Minimum OA Damper (%)	10%				10%			
Duct Pressure (in wc)	1.13				0.69			
Supply Fan Speed (%)	88%				100%			
Retrun Fan Speed (%)	NA				NA			
Notes								
	Flow less than 85% of maximum flow set point with damper open 100%							
	Air flow mopre than set point with damper closed - flow or damper issue							
	Sum of air terminal flow is 63% of AHU design flow with SF speed at 100%. Sum of maximum terminal air flows is less than the RTU design flow suggesting changes since the 2003 design?							
	Mixed temperature outdoor air flow calcualtion shows very little outdoor air being introduced possibly due to the small mixing area in the RTU not allowing the temperature sesnor to represent the mixed conditons. The BAS air flow measurement increases with fan speed as expected, although still below design.							

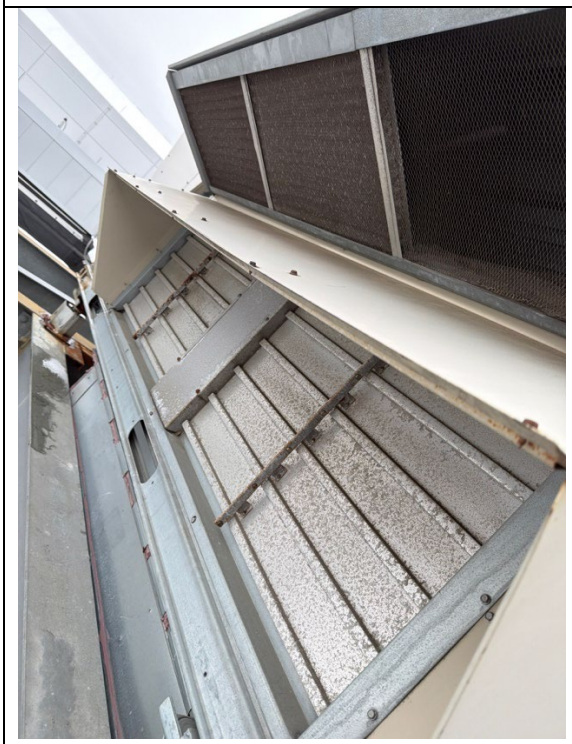
HVAC Review Notes

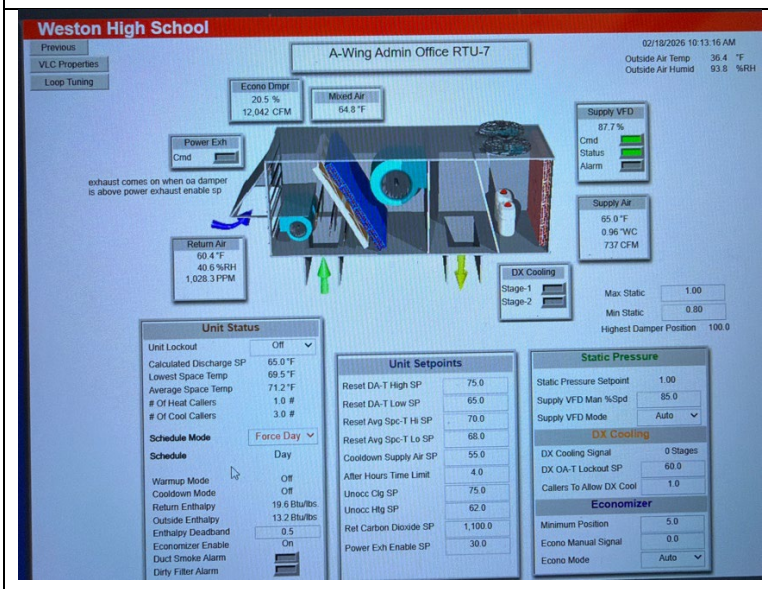
Priority	Medium
Tag	RTU-5
Location	Science Roof
Service	Science
Type	Multizone VAV
Outdoor Air	AFMS in door with intake louver
Filters	4 inch MERV 8
	Unit Overview
	Return fan section EBTRON AFMS transducer
	Outdoor air damper next to return damper

	Outdoor AFMS sensors in door after inlet louvers
	Filter section – 4 inch deep MERV 8 filters
	

RTU-5 Science	Minimum Flow 2/18 2:15 pm				Maximum Flow 2/18 2:27 pm				Drawings	
Zone	**Min Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Stpt**	**cfm**	**DPR**	**Flow %**	**min**	**max**
01 G00 IT Small Lab	370	372	53	101%	1700	427	100	25%	630	2100
02 G Corridor	1200	1206	75	101%	1800	1224	100	68%	710	2400
04 G04 IT Large Lab	1045	452	100	43%	3200	449	100	14%	1045	3480
05 K27 Small Projects	240	229	100	95%	800	228	100	29%	240	800
06 G01 Staff RSRC	650	370	100	57%	2160	373	100	17%	650	2160
07 G05 Tech DRNG	265	805	0	304%	720	820	0	114%	675	2240
08 K24 Student Research			100				100		450	1025
06 G6 Computer Lab N	810	333	100	41%	2680	333	100	12%	810	2680
10 G06 computer Lab S	435	346	100	80%	1440	338	100	23%	660	2490
11 G2 Science Lab			50				50		660	2470
12 K22 Lab Prep			50				50		225	740
13 G03 Science Lab			50				50		660	2470
14 K17 Prep/Work			50				50		435	1440
15 G07 it/Science			100				100		660	2490
16 H07 Physics	740	1001	0	135%	2300	1620	53	70%	640	2300
17 K34 Lab Prep	220	82	100	37%	720	83	100	12%	220	720
18 H03 Chemistry			100				100		660	2370
19 K38 Lab Prep			50				50		240	735
20 H02 Chemistry			100				100		660	2360
21 H06 Physics	690	658	88	95%	2000	1968	87	98%	640	2300
24 H05 Earth Science	290	569	0	196%	2300	1470	52	64%	640	2300
25 H01 Chemistry			50				50		660	2360
26 K41 Lab Prep			100				100		240	740
27 K30 Lab Prep	690	505	100	73%	2300	405	100	18%	190	630
28 H04 Earth Science	500	273	100	55%	1100	273	100	25%	640	2300
29 H Corridor	1400	761	100	54%	2160	761	100	35%	690	2160
TOTAL	**9545**	**7962**			**27380**	**10772**			**14630**	**50260**
Design Air Flow						**42825**		25%		
OA-T (F)		39				39.1				
RA-T (F)		71.2				71.1				
MA-T (F)		56.8				56.9				
Temp Calc OA Fraction (%)		**45%**				**44%**				
Calculated outdoor air (cfm)		Incomplete terminal summary				Incomplete terminal summary				
BAS AFMS OA (cfm)		14,406				15,765				
Design Outdoor Airflow (cfm)		25,545				25,545			More than min?	
Minimum OA Damper (%)		10%				10%				
Duct Pressure (in wc)		0.69				0.64				
Supply Fan Speed (%)		65%				73%				
Retrun Fan Speed (%)		51%				59%				
Notes										
	Sum of design minimum air flows are greater than the minimum outdoor air. The sum of the fume hood maximum exhaust is 22,000 cfm									
	Flow less than 85% of maximum flow set point with damper open 100% - More time needed to allow SF to ramp to full speed									
	Dampers 100% open suggests SF speed is reset to low in minimum flow case									
	Air flow more than set point with damper closed - flow or damper issue									
	VAV Summary is incomplete so total flow cannot be estimated									

HVAC Review Notes

Priority	Medium
Tag	RTU-7
Location	Roof
Service	Admin Offices
Type	Multizone VAV
Outdoor Air	Packing material at OA inlet screen has blown out
Filters	2 inch MERV-8
	Unit overview
	Inlet screen fill has broken loose – top Relief dampers – bottom (powered exhaust fan behind dampers)

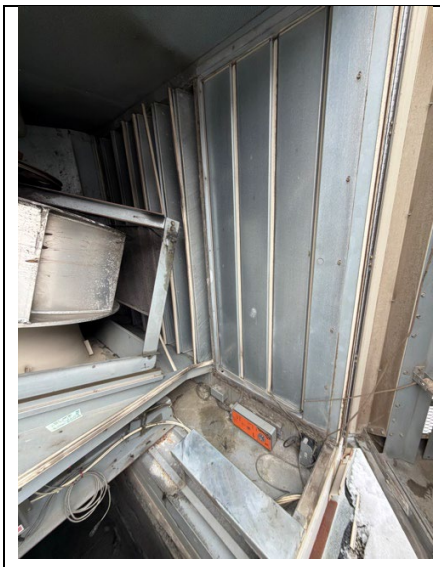
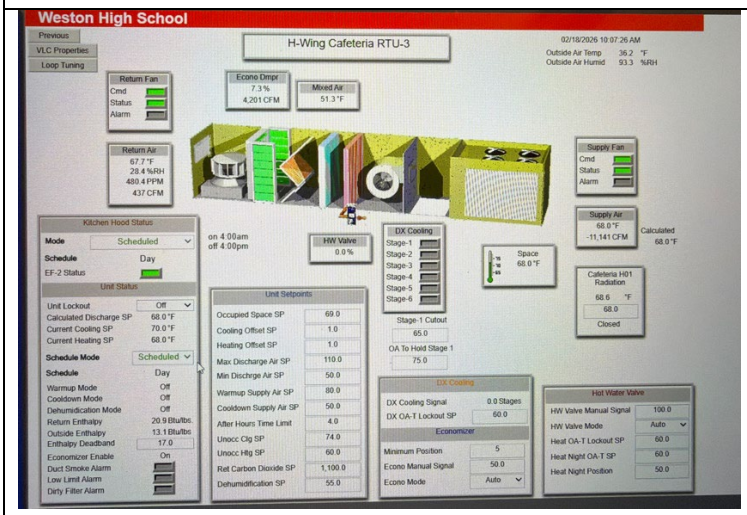
	Mixed air section
	

RTU-7 Admin Office	Minimum Flow 2/20 8:58 am				Maximum Flow 2/20 9:03 am			
Zone	**Min Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Stpt**	**cfm**	**DPR**	**Flow %**
31 A30 Waiting	120	118	26	98%	300	216	81	72%
32 A28! Medical Suite	240	236	48	98%	400	310	100	78%
33 A21 Principal	75	217	0	289%	880	765	57	87%
34 A16 Assistant Principal	275	264	8	96%	800	818	62	102%
35 A09 Conference S	500	551	25	110%	1500	1291	65	86%
36 A17 Principal Secretary	150	154	16	103%	500	377	71	75%
37 A10 General Office	750	661	100	88%	1500	483	100	32%
38 A12 Office	350	89	100	25%	1000	81	100	8%
37 A09 Conference N	800	814	33	102%	1500	1544	62	103%
38 A06 Assistant Principal	225	234	1	104%	800	497	59	62%
39 A07 Reception	90	114	0	127%	250	243	29	97%
40 A03 Security Rm	140	197	0	141%	500	234	56	47%
TOTAL	**3715**	**3649**			**9930**	**6859**		
Design Air Flow						**8200**		84%
OA-T (F)	35.7				35.9			
RA-T (F)	64.8				66.5			
MA-T (F)	60.5				58.1			
Temp Calc OA Fraction (%)	15%				27%			
Calculated outdoor air (cfm)	539				1,883			
BAS AFMS OA (cfm)	6,186				8,013			
Design Outdoor Airflow (cfm)	1,311				1,311			
Minimum OA Damper (%)	9%				9%			
Duct Pressure (in wc)	0.97				0.49			
Supply Fan Speed (%)	77%				96%			
Retrun Fan Speed (%)	NA				NA			

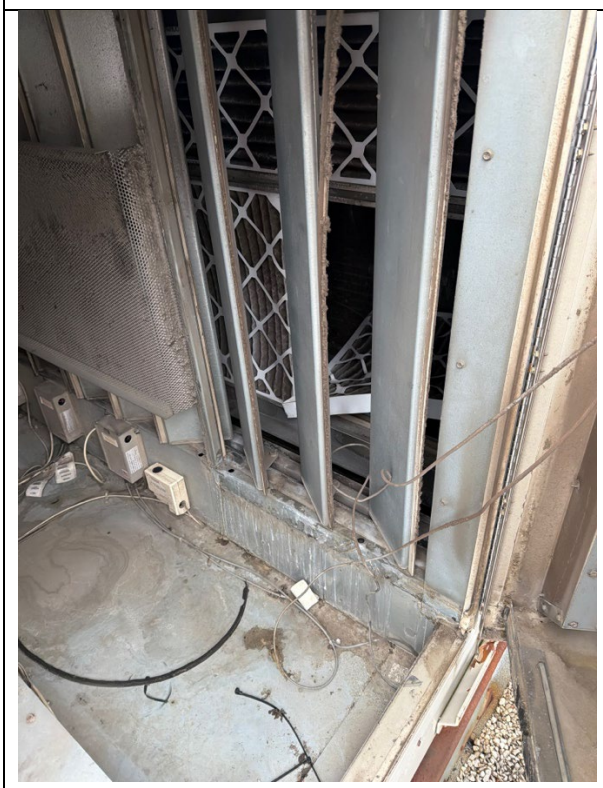
Notes	
	Flow less than 85% of maximum flow set point with damper open 100%. More time needed for dampers to open - testing had to be suspended
	Dampers 100% open suggests appears to be airflow/damper issue
	Air flow more than set point with damper closed - flow or damper issue
	AFMS do not read correctly
	Sum of air terminal flow is 84% of AHU design flow with SF speed at 96%
	Outdoor air flow increases with system flow sine min damper does not reset
	Outdoor air flow is below designa t low system flow. Min OA damper needs to be increased or reset with lower supply fan speed based on mixed air temperature mixing
	MA-T and RA-T are appear swapped on graphic

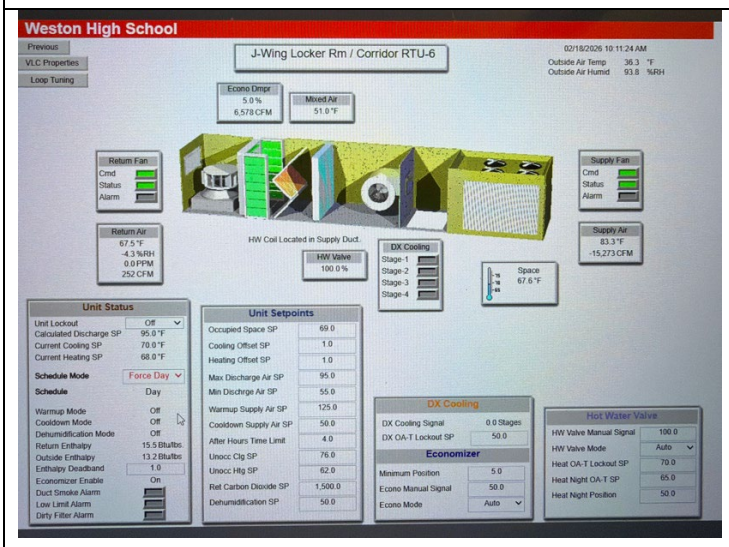
HVAC Review Notes

Priority	Medium
Tag	RTU-3
Location	H-wing Roof
Service	Cafeteria
Type	Single Zone Constant Volume RTU
Outdoor Air	AFMS in door with intake louver
Filters	2 inch MERV-8. Filter blown out of rack.
	Unit Overview
 	Found filter blown out of rack and dirty coil inlet face

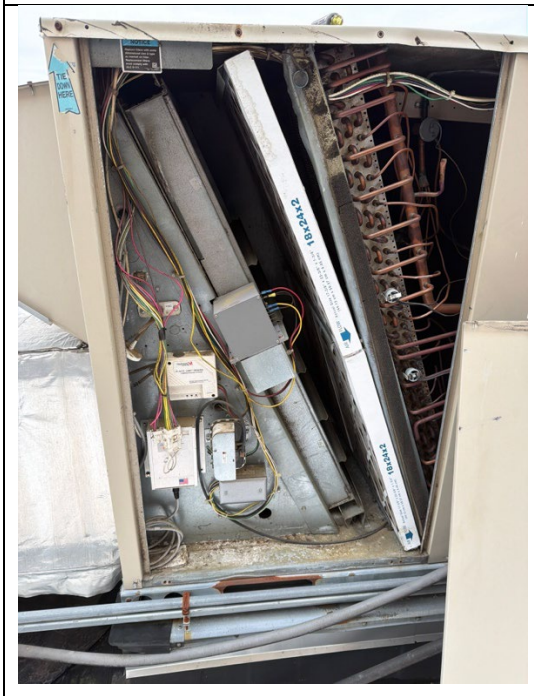
	OA damper right – wire wrapped around bottom of blade Return dampers left
	Outdoor air flow measuring station (AFMS) in door with intake louvers
	

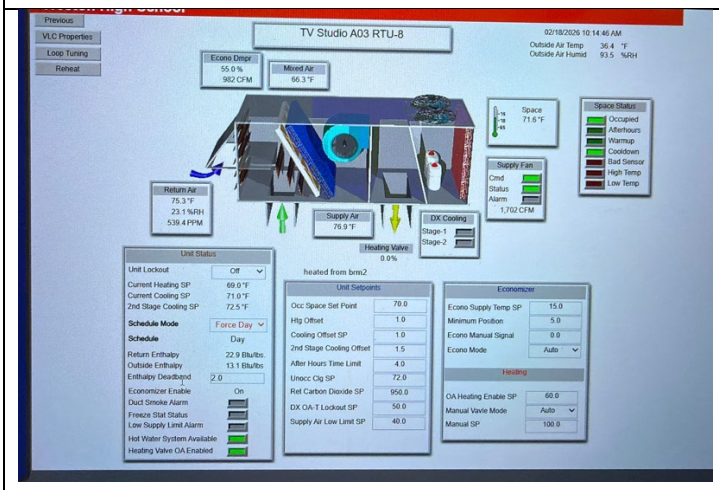
HVAC Review Notes

Priority	Medium
Tag	RTU-6
Location	H-wing Roof
Service	Gallery
Type	Single Zone Constant Volume RTU
Outdoor Air	AFMS in door with intake louver
Filters	2 inch MERV-8. Two filters blown out of rack.
	Outdoor air flow measurement station in door with intake louvers. OA dampers right. Return air dampers left.
	Outdoor air damper – filter blown out behind damper. Wiring is looped through damper blades.

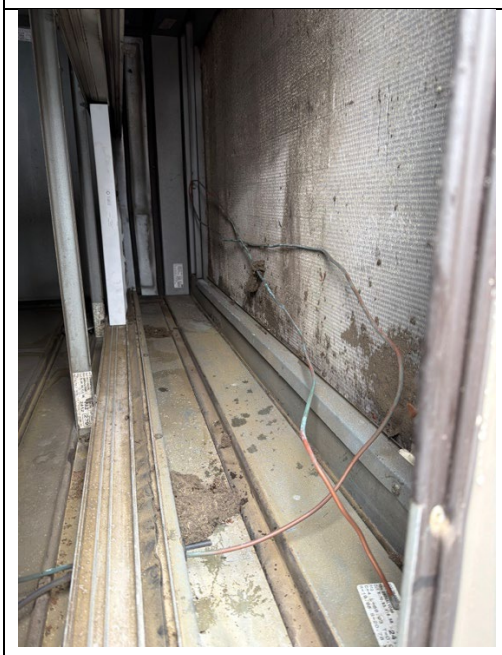
	Dirty coil inlet face. Filter blown out.
	

HVAC Review Notes

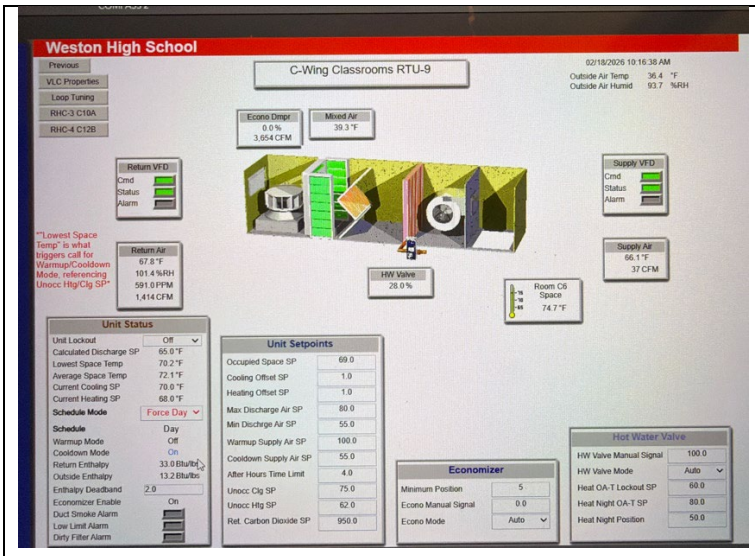
Priority	Medium
Tag	RTU-8
Location	A-wing Roof
Service	Computer
Type	Single Zone Constant Volume RTU
Outdoor Air	Damper at top of mixing chamber
Filters	2 inch Merv-8
	Unit overview
	Outdoor damper on slant at top. Return air damper on slant at bottom

	Mixed air temperature sensor in gap between filters and coil
	

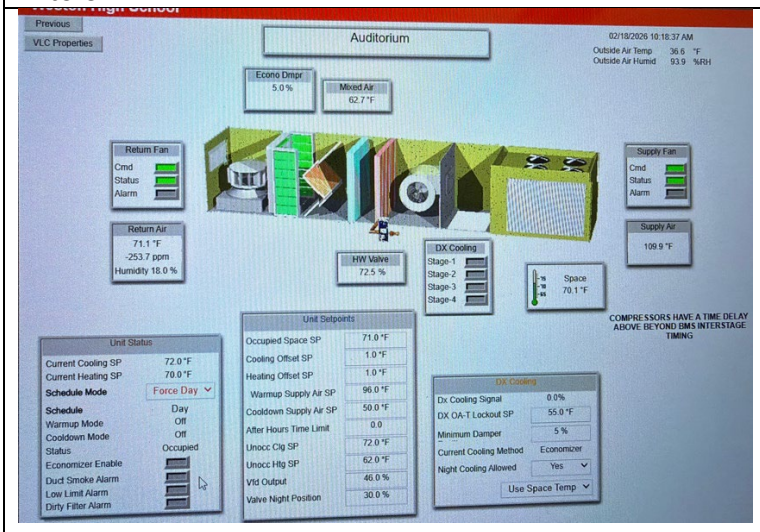
HVAC Review Notes

Priority	Medium
Tag	RTU-9
Location	C-wing Roof
Service	C-wing Interior Classrooms
Type	Single Zone Constant Volume RTU
Outdoor Air	One damper open, actuator connected?
Filters	2 inch MERV-8
	Unit Overview
	Dirty coil inlet face. Mixed air temperature across bottom of coil.

	Damper is open when unit is off. Is actuator connected to closed damper? It is at an odd angle.
 	AFMS outside under shroud. Damper did not close when unit was off,

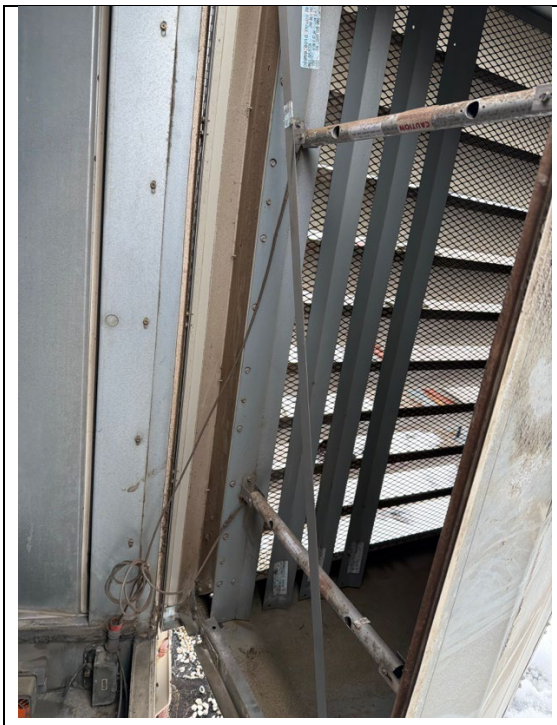

Weston High School
Previous
VLC Properties
Loop Tuning
RHC-3 C10A
RHC-4 C12B
C-Wing Classrooms RTU-9
02/18/2026 10:16:38 AM
Outside Air Temp 36.4 °F
Outside Air Humid 93.7 %RH
Econo Dmpr 0.0 % 3,654 CFM
Mixed Air 39.3 °F
Return VFD
Cmd
Status
Alarm
Supply VFD
Cmd
Status
Alarm
Lowest Space Temp" is what triggers call for Warmup/Cooldown Mode, referencing Unocc Htg/Clg SP
Return Air 67.8 °F 101.4 %RH 591.0 PPM 1,414 CFM
Supply Air 66.1 °F 37 CFM
HW Valve 28.0 %
Room C6 Space 74.7 °F
Unit Status
Unit Lockout Off
Calculated Discharge SP 65.0 °F
Lowest Space Temp 70.2 °F
Average Space Temp 72.1 °F
Current Cooling SP 70.0 °F
Current Heating SP 68.0 °F
Schedule Mode Force Day
Schedule Day
Warmup Mode Off
Cooldown Mode On
Return Enthalpy 33.0 Btu/lbs
Outside Enthalpy 13.2 Btu/lbs
Enthalpy Deadband 2.0
Economizer Enable On
Duct Smoke Alarm
Low Limit Alarm
Dirty Filter Alarm
Unit Setpoints
Occupied Space SP 69.0
Cooling Offset SP 1.0
Heating Offset SP 1.0
Max Discharge Air SP 80.0
Min Dischrge Air SP 55.0
Warmup Supply Air SP 100.0
Cooldown Supply Air SP 55.0
After Hours Time Limit 4.0
Unocc Clg SP 75.0
Unocc Htg SP 62.0
Ret. Carbon Dioxide SP 950.0
Economizer
Minimum Position 5
Econo Manual Signal 0.0
Econo Mode Auto
Hot Water Valve
HW Valve Manual Signal 100.0
HW Valve Mode Auto
Heat OA-T Lockout SP 60.0
Heat Night OA-T SP 80.0
Heat Night Position 50.0

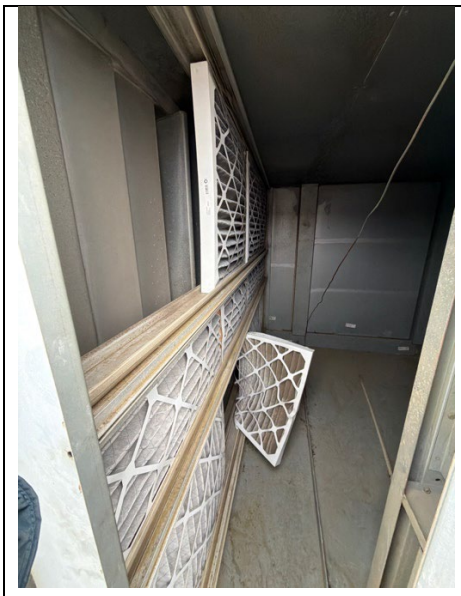
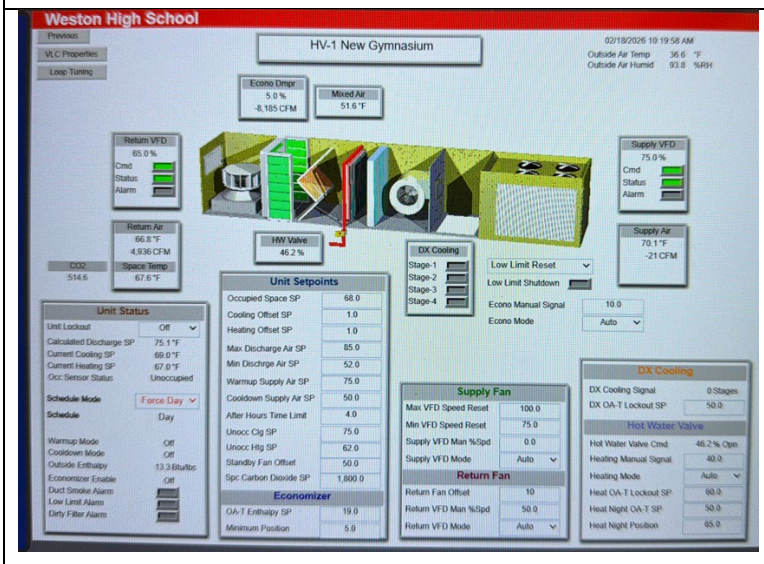
HVAC Review Notes

Priority	Medium
Tag	Auditorium
Location	Auditorium Catwalk – did not access
Service	Auditorium
Type	Single Zone Constant Volume RTU
Outdoor Air	
Filters	
	

HVAC Review Notes

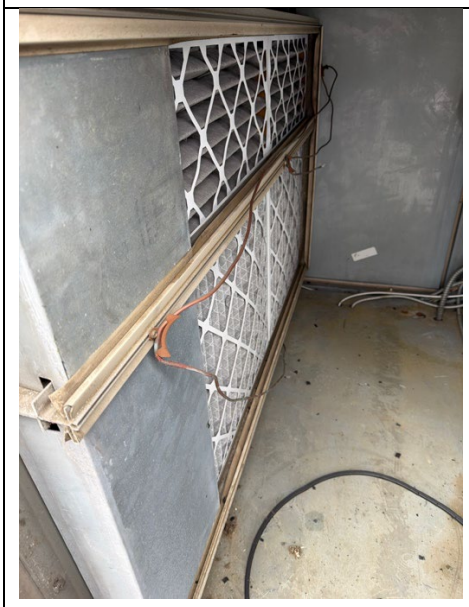
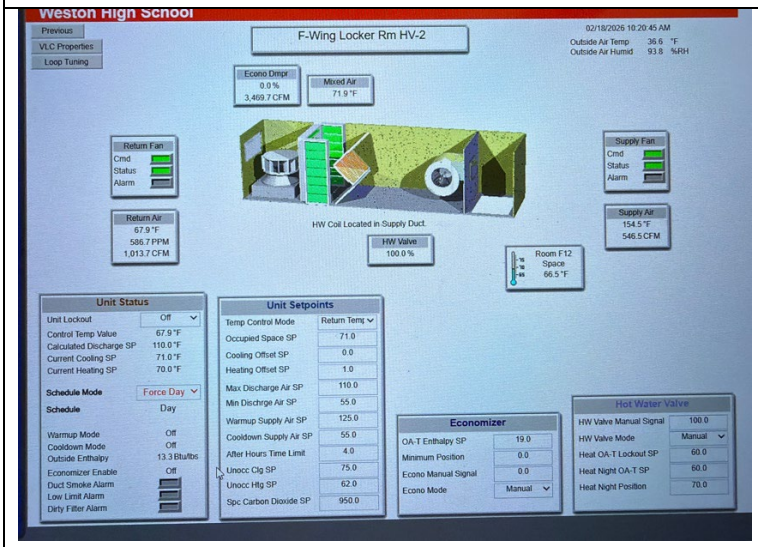
Priority	Medium
Tag	HV-1
Location	Roof
Service	Gym
Type	Single Zone VAV RTU
Outdoor Air	AFMS in door with intake louver
Filters	2 inch Merv-8. One found blown out
	Unit Overview
	Outdoor air damper – right Return air damper - left

	Outdoor air AFMS in door with intake louver.
	Significant debris on outdoor air flow sensor element.

	Lower center filter blown out
	Mixed air temperature sensor and dirty coil inlet face
	

HVAC Review Notes

Priority	Medium
Tag	HV-2
Location	F-wing Roof
Service	F-wing Lockers
Type	Single Zone Constant Volume RTU
Outdoor Air	AFMS behind louvers in front of dampers
Filters	2-inch MERV-8
	Unit Overview
	Return damper - near. Outdoor damper far through RA damper.

	Outdoor air flow measurement station behind bird screen in front of damper
	Mixed air temperature sensor at filter outlet.
	

ATTACHMENT 2.
WESTON INTERMEDIATE SCHOOL REPORT

HVAC Ventilation Review
Weston School District
Intermediate School

3/20/2026

Scope

The HVAC systems were inspected from 2/17 to 2/20 to evaluate operation with emphasis on ventilation. This report summarizes the systems and describes the ventilation operation as found and reviewed on site. Observations cover outdoor entry paths, filters, and control system review.

Key Findings

- The multi-zone variable air volume rooftop units are supplying less than the desired system air flow. The classroom units are supplying less total air than the minimum required outdoor air flow. The other units have the capability to increase fan speed with a high duct pressure set point that should approach the flow set points. The system operation should be addressed before outdoor air flow evaluations are considered.
- The outdoor air flow stations are not reading meaningful values. They are not used for control. The outdoor air is set by the minimum outdoor damper position in coordination with the return fan speed offset.
- Units that lack blank off panels in the filter racks are allowing air to bypass around the ends of the filters resulting in dirty coil inlet faces (RTU-1, 7).
- RTU damper actuation should be verified. Observations noted some dampers open when the units are off or not closing completely. A relief damper that is erroneously open could contribute to the observed reduction in system air flow by exhausting excess return air.
- Several of the VAV air terminal heating air flow setpoints on RTU-2 are below the minimum cooing setpoint. This is unusual as the cooling minimum is typically set to meet the minimum zone ventilation requirements. Possibly these set points have been adjusted over the years as they are readily accessible on the BAS graphics screen.
- The BAS has no VAV terminal summaries making it difficult to review system level operation. Summaries like those in place at the high school would facilitate operational reviews. For instance, large numbers of terminals that are short of air flow as observed would be readily apparent. Currently one must page through each VAV graphic and note conditions for comparison.

Intermediate school classrooms are served by central variable air volume rooftop air handlers. Common areas are served by single zone air handlers. The air handlers were installed as part of a 2003 remodel based on mechanical drawings.

Multi-Zone Air Handlers

Classroom and office spaces are supplied by variable air volume rooftop air handlers. Each zone (classroom or small group of rooms) has an air terminal that heats and varies the air flow supplied to the zone based on heating and cooling needs. The air handler responds to the varying air flows by adjusting the fan speed to maintain a supply duct pressure. The original design called for air flow monitoring stations to control the outdoor air dampers so that as the system air flow changed the outdoor air damper would modulate to maintain a constant outdoor air flow. The air flow stations are not reading. The current controls maintain the outdoor damper at a fixed minimum position. The BAS history shows that this minimum damper position has been adjusted over the years. The issue with a fixed minimum is that it is often set and outdoor air verified at full system flow (all the zone air terminals – VAV boxes at their maximum design flow). As the system flow drops with reduced load the fixed damper position causes less outdoor air to be introduced to the system flow stream. This is why the original design called for the outdoor air to be measured and control the damper to maintain the required flow rate across all system flows. Without accurate flow stations it is possible to maintain a steady outdoor air flow by resetting the minimum damper position with supply fan speed. The fan speed is a proxy for system air flow. The current controls don't reset the minimum damper position.

The original design control sequence noted the design system flow, minimum outdoor air flow and zone flow ranges. Typically, a testing and balance report would note the outdoor damper position and airflow station calibration that provides the design outdoor air volume. These records have not been found.

Outdoor airflow is not only influenced by the damper position. The AHUs also have return fans. The difference in speed of the return fan from the supply fan impacts the amount of outdoor air that enters through a partially open damper. Currently all the return fans operate at a fixed speed difference from the supply fan. Offsets are 10% below the supply fan speed.

Another factor impacting the delivery of outdoor air is the ability of the system to maintain set point air flows. AS found the units were unable to meet most of the zone air flow set points. The classroom units were supplying total system air flow below the design minimum required outdoor. It is unclear if the dampers in the RTUs are operating properly. Some relief dampers were found open when the units were off. If the dampers are not able to close much of the return air might be exhausted contributing to the reduced total system air flow.

The outdoor air fraction was estimated by the temperatures of the mixed air stream in the AHU. The outdoor flow rate was then calculated from the OA fraction applied to the sum of the air terminal flows reported in the BAS. The accuracy of this method depends on the mixed air temperature representing the actual mixed air conditions. The sensor is an averaging sensor strung across the air path usually just downstream of the filters or near the first coil.

There are no summary tables of the VAV air terminals in the BAS, so airflow values had to be manually captured from the BAS floor plan graphics. Adding summaries like those at the High School would facilitate overall system reviews and make flow issues more apparent.

The summary table extracts key items from the calculation tables in the review notes. All systems supply less than the requested system air flow even when fans were near full speed. RTU-4 and 5 appear they could achieve system air flow if the duct pressure setpoints were allowed to increase. The shortage in system air flow in RTU-1 and 2 results in air flow below the minimum required outdoor air flow. System flow shortages need to be resolved before outdoor air fractions can be addressed.

Multi-Zone VAV RTU Outdoor Air Summary				
	RTU-1	**RTU-2**	**RTU-4**	**RTU-5**
System Air Flow (Sum of VAVs)	8,219	5,555	3,041	4,093
System Air Flow Set Point	14,875	12,339	5,450	5,442
Design Air Flow (2003 schedule)	23,070	10,250	7,100	13,200
Calculated OA fraction from MA-T	25%	35%	3%	30%
Calculated OA flow	2,068	1,939	89	1,234
Design Min OA flow (2003 Schedule)	9,160	10,250	2,500	2,170
OA AFMS reading	NR	NR	NR	NR
OA Damper Position (% open)	20%	25%	0%	20%
Supply Fan Speed	90%	85%	71%	70%
Supply Duct Pressure (in wc)	0.29	0.71	0.91	0.75
OA Flow Condition	Needs Attention	Needs Attention	Needs Attention	Needs Attention

The issues table below notes specific issues and notes the individual zone VAV air terminals that need attention to their air flow dampers or flow sensors. Providing adequate outdoor air to individual spaces requires that the air terminals are fully functional. At this point in the equipment life, the air flow stations are not used in the control sequence and are merely informational. If they could be reconditioned and calibrated, they would provide an ongoing verification of outdoor air delivery.

Issues

RTU-1	Total system air flow is deficient. As found the unit was only able to achieve 55% of the requested air flow or 36% of its design maximum air flow with the fans nearly at full speed. The total supplied air flow is less than the design minimum outdoor air flow of 9,160 cfm
RTU-1 C208 2-26 5th Grade	Air terminal damper or flow sensor issue. Reported airflow exceeds set point when damper is commanded closed.
RTU-1	Outdoor air flow station reading is erroneous. Often shows negative values. Flow units show feet per minute on the RTU graphic and cfm on set point page.
RTU-1	Outdoor damper does not close completely when unit is off.
RTU-1	Filters lack blank off panels allowing air to bypass around end of filters.
RTU-2	Total system air flow is deficient. As found the unit was only able to achieve 45% of the requested air flow or 19% of its design maximum air flow with the fans at 85% full speed. The total supplied air flow is less than the design minimum outdoor air flow of 10,250 cfm.
RTU-2	Outdoor air flow station reading is erroneous. Flow units show feet per minute on the RTU graphic.
RTU-2 A103 1-07 Conf Rm RTU-2 D132 Special Serv. RTU-2 D112 3rd Grade RTU-2 D217 4th Grade RTU-2 D223 4th Grade	The maximum heating air flow set points are below the minimum cooling setpoint. This is unusual since the minimum cooling flow is typically set based on the minimum space ventilation requirements.
RTU-4	System is operating at only 56% of the setpoint air flow with reduced fan speed and static pressure at 0.91 in wc. Is set point limited? Fan should be able to run faster to increase air flow toward set point.
RTU-4	Minimum outdoor air damper setpoint is 0% providing no outdoor air to the system.
RTU-4	Outdoor air flow station reading is erroneous showing 0 fpm. Flow units show feet per minute on the RTU graphic rather than cfm.
RTU-4 1-04 Room 119 RTU-4 1-05 Room 119	VAV air terminals show no heat rise with heating valve open 100% and room temperature below set point.
RTU-5	Duct pressure set point is too low to achieve flow set point with fans speed at only 70%.
RTU-5	Outdoor air flow station reading is erroneous showing 201 fpm rather than cfm.

Single Zone Rooftop Air Handlers

Common spaces are served by single zone rooftop units. The outdoor air damper sets the outdoor air flow. The table below summarizes the outdoor air flow fraction from the mixed air temperatures. There are no system air flow measurements. The design air flows from the 2003 schedules are shown for reference. Based on the calculated fraction of outdoor air the systems appear to be supplying adequate outdoor air if they are operating near their original design flow.

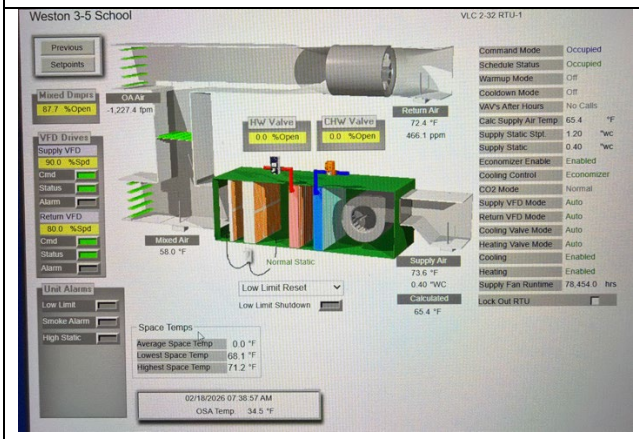
Single-Zone RTU Outdoor Air Summary			
	RTU-3	**RTU-6**	**RTU-7**
Design Air Flow (2003 schedule)	9,800	8,100	8,360
OA-T (F)	34.8	35.2	35.2
RA-T (F)	69.3	73.0	69.8
MA-T (F)	51.3	65.5	62.6
Calculated OA fraction from MA-T	43%	53%	23%
Design Min OA flow (2003 Schedule)	4,820	3,600	600
OA AFMS reading	NR	NR	NR
OA Damper Position (% open)	10%	10%	5%
OA Flow Condition	Adequate	Adequate	Adequate

Issues are itemized below.

RTU-3	Relief damper remained open when the unit was off.
RTU-6	No issues
RTU-7	Relief damper remained open when the unit was off.
RTU-7	Filters lack blank off panels allowing air to bypass around end of filters.
RTU-7	Coil inlet face is dirty

HVAC Review Notes

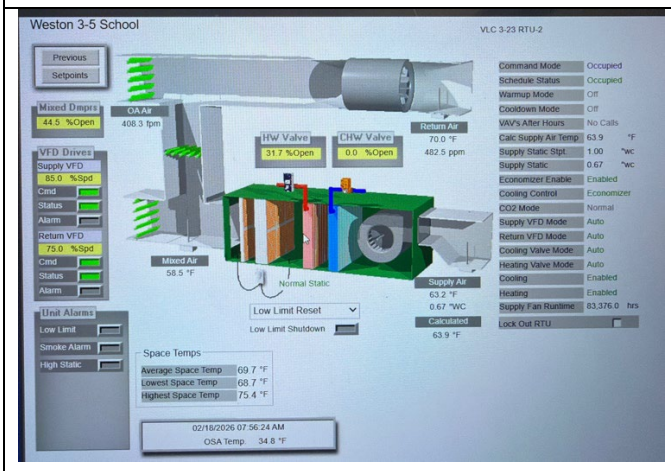
Priority	High
Tag	RTU-1
Location	Roof
Service	Classrooms East
Type	Multi-Zone VAV
Outdoor Air	AFMS in door with louver
Filters	4 Inch
	Unit Overview
 	Return air section with outdoor air dampers – right AFMS in door with intake louver OA dampers do not close completely with unit off

	Filters lack blank off panels at end allowing dirty air to bypass filters
	Coil inlet face
	

RTU-1 Classrooms East	As Found Flow 2/19 11:15 am				BAS Set points		
Zone	**Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Cool**	**Min**	**Max Heat**
VLC 2-01 Custodial C106	150	151	42	101%	1000	150	1000
VLC 2-05 Health C101	660	173	100	26%	720	250	660
VLC 2-06 3rd Grade C102	200	184	100	92%	720	200	650
VLC 2-16 3rd Grade C103	250	246	68	98%	750	250	600
VLC 2-17 3rd Grade C104	350	308	100	88%	720	350	650
VLC 2-18 3rd Grade C105	550	415	100	75%	600	200	550
VLC 2-19 4rd Grade C107	650	211	100	32%	740	250	650
VLC 2-20 Comp Room C108	1000	355	100	36%	1400	250	1000
VLC 2-21 3rd Grade C109	650	257	100	40%	740	200	650
VLC 2-22 Staff Workroom C123	450	341	100	76%	1000	200	450
VLC 2-23 3rd Grade C111	750	419	100	56%	890	200	750
VLC 2-24 5th Grade C211	475	480	39	101%	750	250	475
VLC 2-25 5th Grade C210	800	130	100	16%	820	100	800
VLC 2-26 5th Grade C208	180	298	0	166%	800	180	800
VLC 2-27 5th Grade C209	1000	278	100	28%	600	200	1000
VLC 2-28 5th Grade C207	450	454	26	101%	1600	450	600
VLC 2-33 5th Grade C205	500	503	60	101%	1500	500	800
VLC 2-34 5th Grade C204	950	360	100	38%	1500	300	950
VLC 2-35 5th Grade C203	950	209	100	22%	1500	200	950
VLC 2-37 Read Rm C230	480	120	100	25%	810	125	480
VLC 2-38 5th Grade C202	600	165	100	28%	1500	150	500
VLC 2-39 Read Room C229	770	253	100	33%	810	200	480
VLC 2-40 Conf Room C228	210	181	100	86%	210	100	190
VLC 2-41 Conf Room C227	150	52	100	35%	200	100	150
VLC 2-42 5th Grade C201	900	895	44	99%	1500	900	950
VLC 2-43 Special Ed C200	800	781	100	98%	1780	300	800
TOTAL	**14875**	**8219**			**25160**	**6555**	**17535**
Design Air Flow (cfm)	**23070**						
OA-T (F)	42.5						
RA-T (F)	72.7						
MA-T (F)	65.1						
Temp Calc OA Fraction (%)	**25%**						
Calculated outdoor air (cfm)	**2,068**						
BAS AFMS OA (cfm)	NR						
Design Outdoor Airflow (cfm)	9,160						
Minimum OA Damper (%)	20%						
Duct Pressure (in wc)	0.29						
Supply Fan Speed (%)	90%						
Retrun Fan Speed (%)	80%						
Notes							
	Flow is less than 85% of maximum flow set point with damper open 100%						
	Air flow more than set point with damper closed - flow or damper issue						
	AFMS reading is erroneous						
	Total system flow is less than the design outdoor air flow requirement. The minimum system flow set point is 6555 but the unit was only able to achieve 8220 cfm (36% of design or 55% of current flow set point) with fans near full speed.						

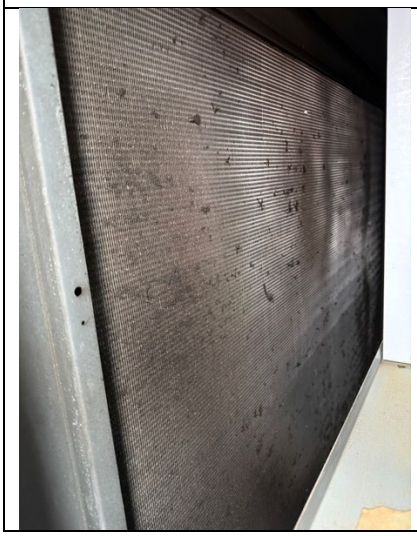
HVAC Review Notes

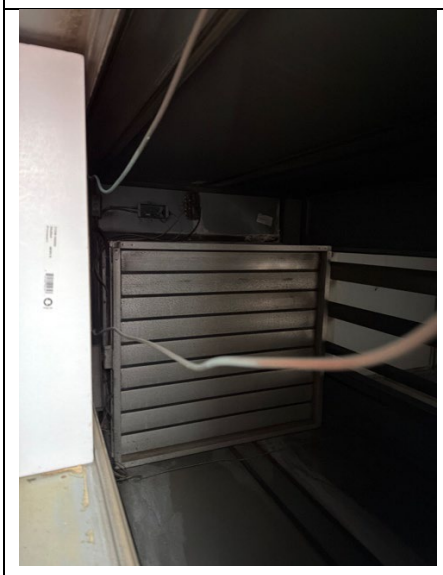
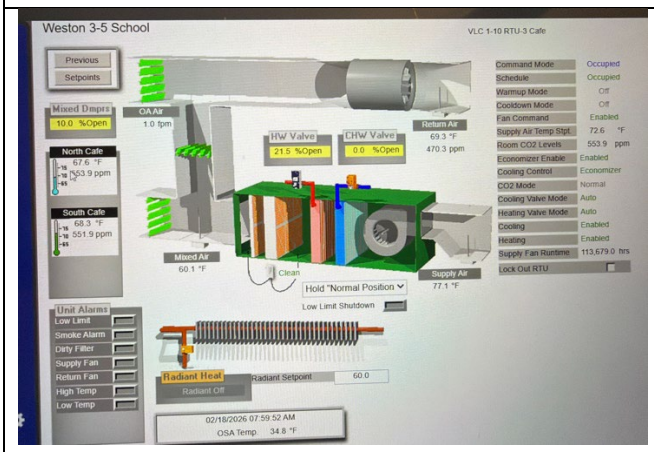
Priority	High
Tag	RTU-2
Location	Roof
Service	Classrooms West & Admin
Type	Multi-Zone VAV
Outdoor Air	AFMS in door with louver
Filters	4 Inch
	Unit Overview
	Outdoor air damper near (closed) Return air damper far (open)
	Mixed air temperature sensor

	Coil inlet face
	

RTU-2 Classrooms West & Admin	As Found Flow 2/19 11:15 am				BAS Set points		
Zone	**Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Cool**	**Min**	**Max Heat**
VLC 1-06 Book Storage A104	390	63	100	16%	390	115	230
VLC 1-07 Conf Rm A103	400	147	100	37%	870	500	400
VLC 3-01 Office D104	200	44	100	22%	435	200	200
VLC 3-02 Reception D113	250	124	100	50%	450	250	250
VLC 3-03 Art D118	500	244	100	49%	1240	325	500
VLC 3-04 General Office D114	443	259	100	58%	1000	250	700
VLC 3-05 Principal D124	450	186	100	41%	450	75	300
VLC 3-06 Conf Rm D125	100	100	43	100%	1000	100	300
VLC 3-07 Asst Principal D126	300	127	100	42%	400	150	300
VLC 3-08 Break Rm D127	250	141	100	56%	450	150	250
VLC 3-09 Mailroom D115	321	69	100	21%	500	200	300
VLC 3-10 Art D117	300	303	56	101%	1220	300	400
VLC 3-11 Conf Rm D128	250	66	100	26%	450	150	250
VLC 3-12 Guidance D131	975	438	100	45%	975	150	300
VLC 3-13 Psych D123	250	249	78	100%	1200	250	250
VLC 3-14 Special Serv Conf D132	250	249	57	100%	670	250	150
VLC 3-15 Special Ed Res D116	400	404	92	101%	700	150	400
VLC 3-16 Special Ed Res D115	200	201	39	101%	700	200	250
VLC 3-17 3rd Grade D114	250	252	55	101%	840	250	600
VLC 3-18 3rd Grade D113	400	112	100	28%	740	400	400
VLC 3-19 3rd Grade D112	500	232	100	46%	1200	700	500
VLC 3-26 4th Grade D216	1050	110	100	10%	1420	420	1050
VLC 3-27 4th Grade D217	380	378	62	99%	1420	550	380
VLC 3-28 4th Grade D218	1050	194	100	18%	1420	420	1050
VLC 3-30 4th Grade D221	1000	517	100	52%	1560	700	1000
VLC 3-33 4th Grade D223	380	200	100	53%	1560	600	380
VLC 3-34 4th Grade D225	1100	146	100	13%	1560	460	1100
TOTAL	**12339**	**5555**			**24820**	**8265**	**12190**
Design Air Flow (cfm)		**28800**					
OA-T (F)		43.9					
RA-T (F)		69.4					
MA-T (F)		60.5					
Temp Calc OA Fraction (%)		**35%**					
Calculated outdoor air (cfm)		**1,939**					
BAS AFMS OA (cfm)		NR					
Design Outdoor Airflow (cfm)		10,250					
Minimum OA Damper (%)		25%					
Duct Pressure (in wc)		0.71					
Supply Fan Speed (%)		85%					
Retrun Fan Speed (%)		75%					
Notes							
	Flow is less than 85% of maximum flow set point with damper open 100%						
	Heating maximum set flow set point is less than the minimum cooling set						
	AFMS reading is erroneous						
	Total system flow is less than the design outdoor air flow requirement. The minimum system flow set point is 8265 but the unit was only able to achieve 5555 cfm (19% of design or 45% of current flow set point) with fans at 85% of full speed.						

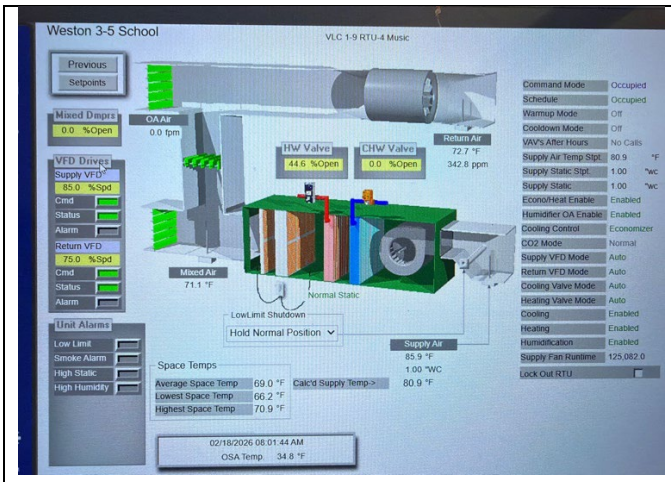
HVAC Review Notes

Priority	Medium
Tag	RTU-3
Location	Roof
Service	Cafeteria
Make	Single Zone Constant Volume
Outdoor Air	Side inlet with bird screen under shroud
Filters	4 Inch
	Unit Overview
	Relief damper is open when unit is off
	Coil inlet face

	Mixed air temperature sensor at filter inlet. Part of sensor is close to outdoor air intake.
	

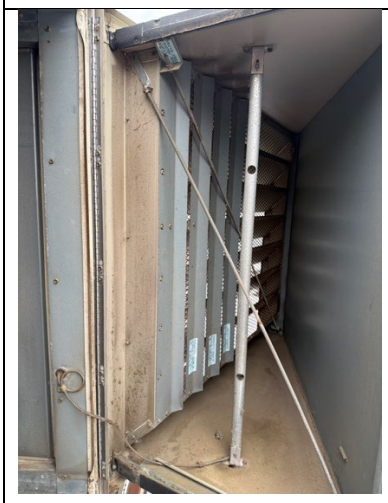
HVAC Review Notes

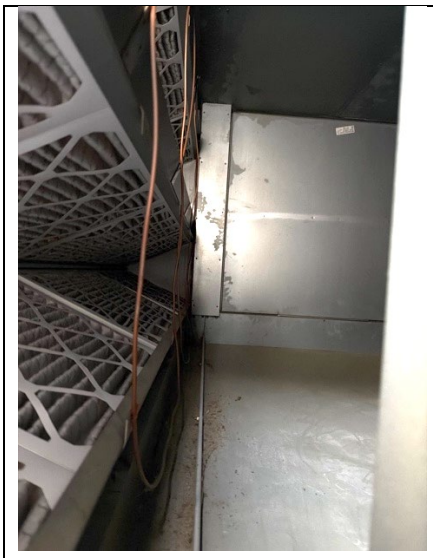
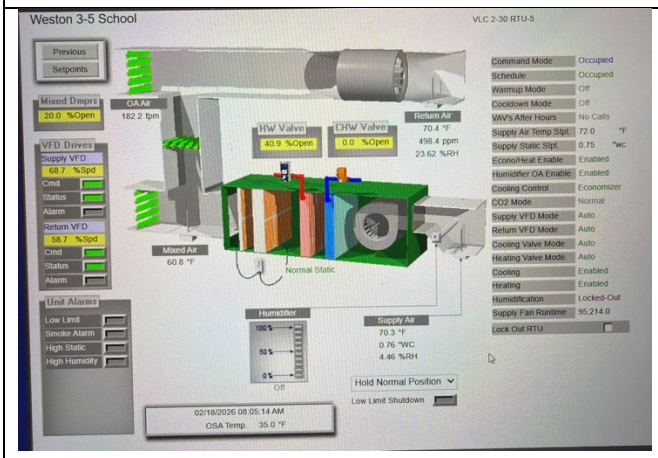
Priority	High
Tag	RTU-4
Location	Roof
Service	Music
Type	Multi-Zone VAV
Outdoor Air	Side inlet with bird screen under shroud
Filters	4 Inch MERV-8
	Unit Overview
	Mixed air temperature sensor across filter inlet. Part of sensor is near outdoor air intake,
	Coil inlet face



RTU-4 Music	As Found Flow 2/19 11:15 am				BAS Set points		
Zone	**Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Cool**	**Min**	**Max Heat**
VLC 1-01 Staff Rm	1550	1353	100	87%	1550	275	650
VLC 1-02 Staff Rm	1200	137	100	11%	1200	200	650
VLC 1-03 Music Rm 121	800	801	57	100%	1600	800	659
VLC 1-04 Music Rm 119	950	513	100	54%	1200	800	950
VLC 1-05 Music Rm 119	950	237	100	25%	1200	800	950
TOTAL	**5450**	**3041**			**6750**	**2875**	**3859**
Design Air Flow (cfm)		**7100**					
OA-T (F)		44.0					
RA-T (F)		71.4					
MA-T (F)		70.6					
Temp Calc OA Fraction (%)		**3%**					
Calculated outdoor air (cfm)		**89**					
BAS AFMS OA (cfm)		NR					
Design Outdoor Airflow (cfm)		2,500					
Minimum OA Damper (%)		0%					
Duct Pressure (in wc)		0.91					
Supply Fan Speed (%)		71%					
Retrun Fan Speed (%)		61%					
Notes							
	Flow is less than 85% of maximum flow set point with damper open 100%						
	Minimum outdoor air damper is set to 0% providing virtually no outdoor air.						
	AFMS reading is erroneous						
	VAV air terminals are starved for flow. The pressure setpoint is too low. Fans could be run higher. Flow is only 56% of set point with supply at only 71%						

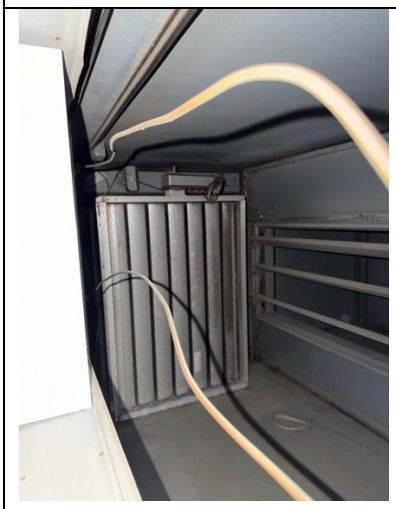
HVAC Review Notes

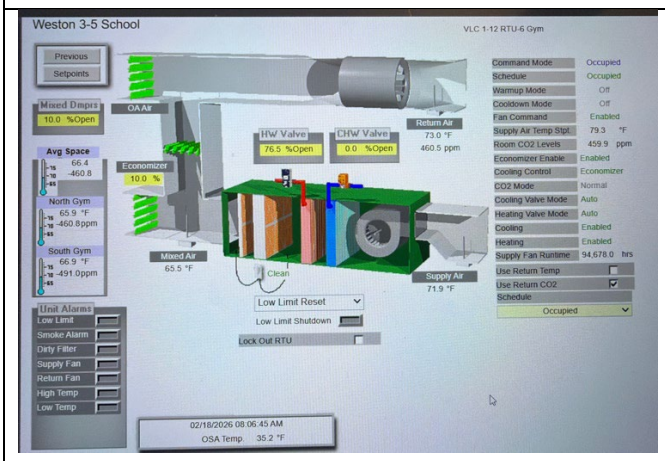
Priority	High
Tag	RTU-5
Location	Roof
Service	Media Center
Type	Multi-Zone VAV
Outdoor Air	AFMS in door with louver
Filters	2 Inch
	Unit Overview
	Outdoor air flow monitoring station (AFMS) in door with intake louver
	Outdoor air dampers right Return air dampers left

	Mixed air temperature sensor at filter outlet
	Coil inlet face. Some dirt at bottom of coil.
	

RTU-5 Media Center	As Found Flow 2/19 11:15 am				BAS Set points		
Zone	**Stpt**	**cfm**	**dpr %**	**Flow %**	**Max Cool**	**Min**	**Max Heat**
VLC 2-02 Work Prod Rm C102	111	85	100	77%	300	90	150
VLC 2-02 Work Prd rm C102	111	86	100	77%	300	90	150
VLC 2-03 Office WkRm C102	525	83	100	16%	525	60	300
VLC 2-04 Media Center C100	562	554	68	99%	1260	375	550
VLC 2-07 Media Center C100	415	316	100	76%	1360	415	550
VLC 2-08 Media Center C100	337	345	11	102%	1120	337	550
VLC 2-09 Media Center C100	204	204	43	100%	1680	204	550
VLC 2-10 Media Center C100	504	155	100	31%	1680	504	550
VLC 2-11 Media Center C100	504	319	100	63%	1680	504	550
VLC 2-12 Media Center C100	1260	1000	100	79%	1260	378	500
VLC 2-13 Media Center C100	165	175	27	106%	550	165	250
VLC 2-14 Media Cneter C100	504	532	34	106%	1680	504	650
VLC 2-15 Media Class Rm C104	120	119	57	99%	400	120	200
VLC 2-15 Media Center C104	120	120	53	100%	400	120	200
TOTAL	**5442**	**4093**			**14195**	**3866**	**5700**
Design Air Flow (cfm)	**13200**						
OA-T (F)	43.1						
RA-T (F)	70.3						
MA-T (F)	62.1						
Temp Calc OA Fraction (%)	**30%**						
Calculated outdoor air (cfm)	**1,234**						
BAS AFMS OA (cfm)	NR						
Design Outdoor Airflow (cfm)	2,170						
Minimum OA Damper (%)	20%						
Duct Pressure (in wc)	0.75						
Supply Fan Speed (%)	70%						
Retrun Fan Speed (%)	60%						
Notes							
	Flow is less than 85% of maximum flow set point with damper open 100%.						
	AFMS reading is erroneous - 201 fpm not cfm?						
	Duct pressure set point is too low to achieve desired flow with fan speed only at 70%.						

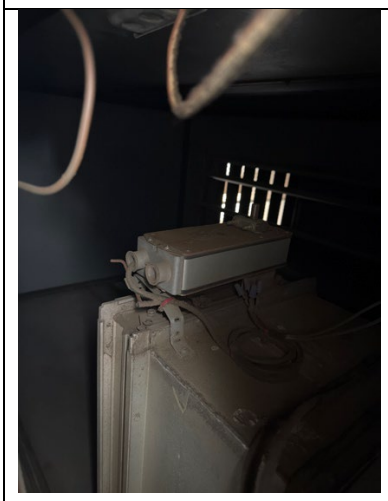
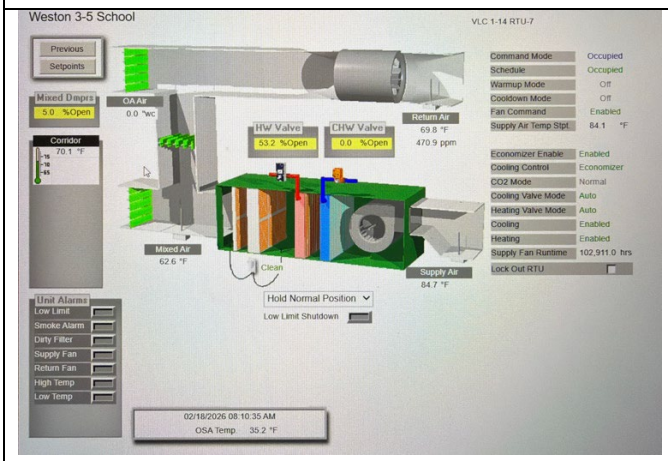
HVAC Review Notes

Priority	Medium
Tag	RTU-6
Location	Roof
Service	Gym
Make	Single Zone Constant Volume
Outdoor Air	Side inlet with bird screen under shroud
Filters	4 Inch MERV 8
	Unit Overview
	Mixed air temperature sensor at filter inlet. Part of sensor is near outdoor air intake.
	Coil inlet face

Weston 3-5 School VLC 1-12 RTU-6 Gym Previous Setpoints Mixed Dmprs 10.0 %Open OA Air HW Valve 76.5 %Open CHW Valve 0.0 %Open Return Air 73.0 °F 460.5 ppm Avg Space 66.4 460.8 Economizer 10.0 % North Gym 65.9 °F 460.8 ppm South Gym 66.9 °F 491.0 ppm Mixed Air 65.5 °F Clean Supply Air 71.9 °F Low Limit Reset Low Limit Shutdown Lock Out RTU Unit Alarms Low Limit Smoke Alarm Dirty Filter Supply Fan Return Fan High Temp Low Temp 02/18/2026 08:06:45 AM OSA Temp. 35.2 °F Command Mode Occupied Schedule Occupied Warmup Mode Off Cooldown Mode Off Fan Command Enabled Supply Air Temp Stpt 79.3 °F Room CO2 Levels 459.9 ppm Economizer Enable Enabled Cooling Control Economizer CO2 Mode Normal Cooling Valve Mode Auto Heating Valve Mode Auto Cooling Enabled Heating Enabled Supply Fan Runtime 94,678.0 hrs Use Return Temp Use Return CO2 Schedule Occupied	

HVAC Review Notes

Priority	Medium
Tag	RTU-7
Location	Roof
Service	Lobby & Corridor
Type	Single Zone Constant Volume
Outdoor Air	Side inlet with bird screen under shroud
Filters	4 Inch MERV-13
	Unit Overview
	Filter racks are missing blank off plates at the end of the filter allowing air to bypass filter and clog coil

	Dirty coil inlet face
	Dampers not closed completely when unit is off
	

ATTACHMENT 3.
HURLBUTT ELEMENTARY SCHOOL REPORT

HVAC Ventilation Review
Weston School District
Hurlbutt Elementary

2/27/2026

Scope

The HVAC systems were inspected from 2/17 to 2/20 to evaluate operation with emphasis on ventilation. This report summarizes the systems and describes the ventilation operation as found and reviewed on site. Observations cover outdoor entry paths, filters, and control system review.

Key Findings

- The South and East houses have no mechanical ventilation system. They rely on manually opening windows to provide outdoor air.
- The Core area have five air handlers (AHU) with outdoor air introduction through dampers controlled through the building automation system. Two of the units have inoperable outdoor air dampers and are not providing any outdoor air
- The Core are AHUs have air bypassing around filters causing dust building up on the downstream coil. This bypass appears to be due to a gap between the end of the filter and the access door. A spacer unit to fill the gap appears to be missing.
- North House gym Heating AHU (lower unit) outdoor damper is inoperable. The damper is mostly closed.
- The North House gym Cooling AHU (upper unit) does not operate.
- The Noth House room N9 has a dedicated rooftop unit that is only used for cooling. When the unit is off there is no outdoor air delivered to the room.
- Classrooms with unit ventilators can only supply outdoor air when operating. Currently these units are manually enabled and disabled as requested. Only three of the 15 classroom ventilators were operating their fans and providing outdoor air.
- The North House Make-up Air Unit is supplying tempered outdoor air to eight classrooms and the corridors continuously throughout the day.

South and East Houses

The classroom wings have no direct mechanical ventilation system. Outdoor air is provided to classrooms by opening the window. Exhaust fans might enhance outdoor air introduction when the windows are open, but there are no means to ensure that outdoor air is continuously provided due to reliance on manual operation of windows. Even when windows are open, current natural ventilation standards (ASHRAE 62.1) have requirements for opening area based on room dimensions.

Core

The core section ventilation is provided by five air handling units circa 1996. Each unit has outdoor air dampers that were designed to work in conjunction with return dampers to adjust outdoor air flow between a minimum required level and added outdoor air for free economizer cooling when outdoor conditions permit. The mixed outdoor and return air is then filtered before entering heating and cooling coils. A building automation system (BAS) is installed to control the units and monitor the system conditions.

Several of the units have dampers that are not operable with actuators disconnected, linkages not connected to dampers or dampers that are inoperable. These units are not providing any outdoor air.

Part of the coil downstream of the filters section are covered in dust due to air blowing by the filter. The filter section has a gap between the end of the filter and the door. A blank-off section is missing allowing dusty air to bypass the filter.

AHU-1 Library

- OA damper closed – no outdoor air flow
- OA damper linkage and control actuator are disconnected
- Near side of coil covered in due to air blowing by filter. Missing blank off section to span gap from end of filter to door.

AHU-2 Hallways

- OA linkage connected to control actuator
- No access to damper and filter without disassembling panel

AHU-3 Computer room

- OA linkage connected to control actuator
- No access to damper and filter without disassembling panel

AHU-4 Offices

- OA damper closed. Damper will not move. No outdoor air flow
- OA damper linkage and control actuator are disconnected
- RA damper closed. Linkage not connected to actuator
- Near side of coil covered in due to air blowing by filter. Missing blank off section to span gap from end of filter to door.

AHU-5 Art room and Nurse

- OA and RA damper linkages connected to control actuator
- Near side of coil covered in due to air blowing by filter. Missing blank off section to span gap from end of filter to door.

Mechanical drawings show the schedule of design values for the core air handling units.

Weston Hurlbutt AHU Schedule

1996 Drawing Set

Unit	Airflow (cfm)	Minimum Outdoor Air (cfm)	Outdoor Air Fraction
AHU-1	4,800	1,400	29%
AHU-2	1,950	650	33%
AHU-3	1,980	535	27%
AHU-4	6,000	1,560	26%
AHU-5	6,400	1,500	23%

A snapshot of the BAS screens captures operating conditions. Comparing the mixed air temperature to the return and outdoor air temperatures provides a rough estimate of the outdoor air fraction.

Weston Hurlbutt BAS AHU Data

2/18/2026 at 8:30 am

	Temperature (F)			Calc	BAS	Minimum Outdoor Air Damper Command				
Unit	Outdoor	Return	Mixed	OA %	OA %	Current	Since	Previous	Since	Note
AHU-1	36.0	69.1	68.3	2%	5%	5%	Jan-26	10%	Sep-22	OA damper closed - control disconnected
AHU-2	36.0	68.8	63.3	17%	5%	5%	Jan-26	10%	Feb-25	
AHU-3	36.0	69.6	48.0	64%	5%	5%	Jul-23	10%	Oct-22	
AHU-4	36.0	71.3	45.7	73%	0%	0%	Jul-24	10%	Nov-23	OA damper closed - control disconnected
AHU-5	36.0	68.2	43.9	75%	69%	5%	Jan-26	20%	Mar-23	

Note: AHU-4 found return and outdoor dampers closed - low mixed temperature likely due to leakage through dampers

AHUs 1 and 4 damper controls are disconnected, and the OA damper is closed. AHU-4 also had the return air damper closed so the mixing calculation is meaningless. The cold mixed air temperature was probably due to leakage through the closed OA damper. AHUs 2 and 3 OA dampers could not be visibly inspected without disassembly of the AHU case cover. The data suggest that the AHU-3 damper is open more than expected from the control command. AHU-5 was operating in economizer mode to cool the air resulting on operation exceeding the minimum damper setting.

North House

Several different configurations provide outdoor ventilation to the North House including classroom unit ventilators, a central makeup air unit, and a gym air handler.

Gym AHU

The gym is ventilated by two dedicated constant volume air handlers. The upper unit contains a cooling coil and is inoperable. The lower unit contains a heating coil with outdoor air and return air dampers to control the outdoor air fraction provided to the space. The dampers are not operational. The control system actuator is disconnected, and the outdoor damper is fixed in a closed position with one blade slightly cracked open. Little to no outdoor air is being provided to the gym.

- OA damper closed. Damper will not move. Some outdoor air enters from top damper that is stuck slightly open.
- OA damper control actuator is disconnected

RTU – Room N9

Classroom N9 Has a dedicated rooftop unit that is only used during cooling. There is no ventilation supplied to the room at other times. No outdoor air is being provided to the classroom during most of the school year (no cooling periods).

- No outdoor provided regularly as RTU is only used in summer for cooling
- Pneumatic thermostat controls radiant ceiling panel at windows
- Round electric thermostat control RTU unit

Classrooms

Fifteen classrooms have unit ventilators. These cabinet units installed beneath the window have an internal outdoor air damper to provide outdoor air from holes in the brick facade directly behind the units. The outdoor air is mixed with air pulled through the bottom of the cabinet then through a filter by fans mounted just below the grate that delivers air to the space. Eleven of these units are manually controlled by the maintenance staff. Currently the staff responds to a teacher's request to enable or disable the unit. When the unit is off there is no outdoor air provided to the classroom.

Outdoor air flow was estimated from air velocity measurements at the brick inlet gaps to the unit at 50 to 60 cfm for rooms N16 and N17. There is no access to the outdoor air damper path.

Weston Hurlbutt North House Room Summary

2/18/26

Room	OA Source	Fan	Average Air Velocity (fpm)
Second Floor			
N01	UV - small	On	25
N02	UV - small	Off	-
N03	UV	Off	8
N04	UV	Off	8
N05	UV	Off	10
N06	UV	Off	15
N100	UV	Off	10
N101	UV - small	Off	-
N102	UV - small	Off	-
N08	UV	Yes	230
N09	RTU		
N10	MAU		
N11	MAU		
N12	MAU		
N13	UV	Off	7
First Floor			
N15	MAU		
N16	UV	On	130
N17	UV	On	80
N18	UV	Off	2
N20	UV	Off	8
N21	MAU		
N22	MAU		
N23	MAU		
N24	MAU		

Note: UV-small are circa 1996

Four units are controlled through the BAS. They are noted to be operating as occupied which would expect to keep the fan continuously operating, but three of the four units were off when inspected. The outdoor damper position is noted with a log of changes over the years. If the fans are allowed to cycle during the occupied period, they will not introduce any outdoor air while off. Note that the Gym AHU outdoor air controls are not connected to the damper.

Weston Hurlbutt BAS Unit Ventilator and AHU Data

2/18/2026 at 8:40 am

	Temperature (F)			Calc	BAS	Minimum Outdoor Air Damper Command				
Unit	Outdoor	Space	Mixed	OA %	OA %	Current	Since	Previous	Since	Note
UV NH-1	35.2	73.7			0%	5%	Mar-15			Fan status off, cycle on
UV NH-2	35.1	72.0			0%	65%	Apr-15			Fan status off, cycle on
UV N-100	34.9	68.6			0%	10%	Mar-15			Fan status off, cycle on
UV N-101	34.9	70.9			0%	100%	Mar-25	10%	Oct-15	Fan status off, low limit alarm
AHU Gym	36.9	68.1	65.6	8%	0%	10%	Sep-22			Fan status on

Makeup Air Unit

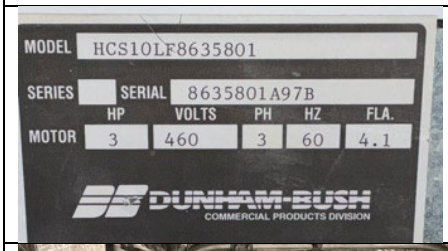
A makeup air unit provides outdoor air to the corridors and rooms without unit ventilators. Outdoor air is believed to enter from a louver on the second-floor wall next to the elevator shaft (there are no mechanical drawings of the system) and is routed to the unit in the mechanical room where it is filtered and then conditioned with a heating coil before being distributed to throughout the North House. The BAS monitors this unit but shows a damper mixing return air with the outdoor air. This damper was not found in or near the unit. The BAS implies it controls the position of the damper. Staff is unaware of its location. There is an inlet isolation damper controlled by a pneumatic actuator. Perhaps this is the damper noted on the BAS screen. The nameplate of the unit indicates it was to supply 5,700 cfm of air and designed to raise the air temperature from 0F inlet to 65F outlet.

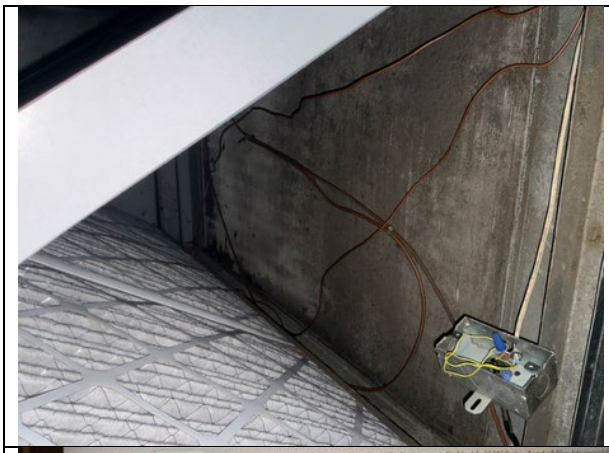
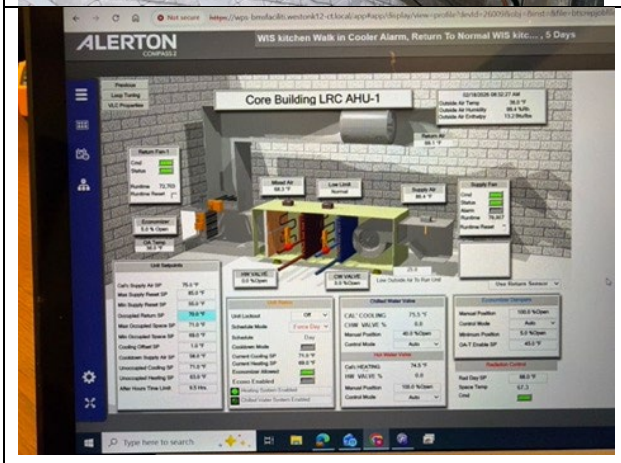
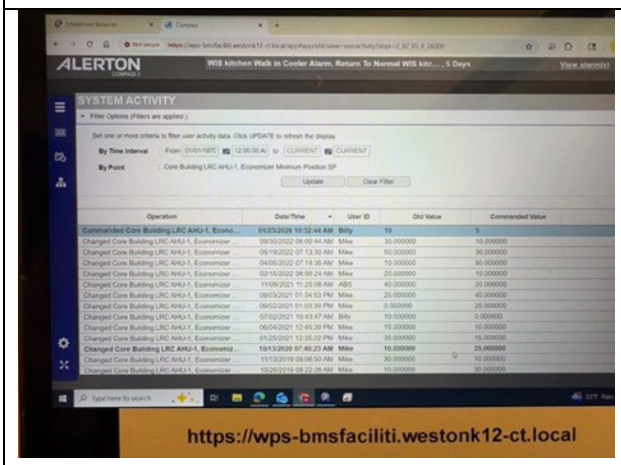
- Unit is 100% outdoor air with single inlet duct
- Coil state is not viewable due to clamshell style face/bypass dampers
- Controls are pneumatic
    - Inlet isolation damper
    - Heating coil face and bypass damper
- BAS shows damper control at 20%
    - Is it possible this is the inlet isolation damper rather than a return damper as suggested on the BAS graphics?
    - Unit is scheduled to operate 5 am to 10 pm Monday through Friday providing 70F air.
- BAS shows supply temperature controlled by Room NH-16 space temperature rather than maintaining a neutral discharge temperature as typically found on dedicated outdoor air units.
- No test ports were found on the unit to insert an air velocity probe. Unit air flow could be confirmed as well as room distribution flows confirmed from supply register measurements typically performed by a testing and balance contractor.

A dehumidification unit extracts air from the mechanical room holding the make-up unit. The make -up unit has a supply grill to the mechanical room. The dehumidification unit supplies a duct in each classroom. Since it only operates during cooling periods, it is off most of the school year and does not provide outdoor air (from the make-up air unit) to the rooms.

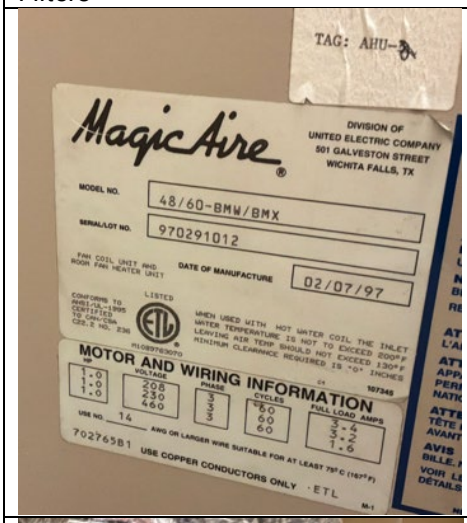
The BAS contains a graphics page labeled “North Science” similar to the gym and makeup air unit graphics with a hot water valve and coil. We did not see any unit designated “Science”.

HVAC Review Notes

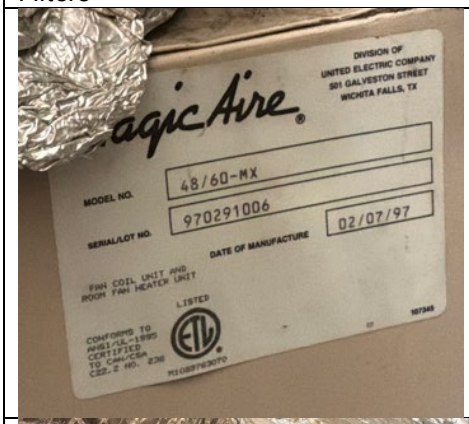
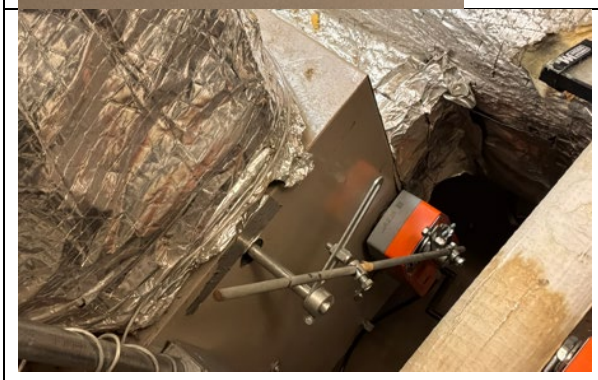
Priority	Medium
Tag	AHU-1
Location	Core Mezzanine
Service	LRC
Make	Dunham Bush
Outdoor Air	Damper linkages are disconnected Control actuator is disconnected
Filters	Dirty coil from blow by through gap between filter end and door
	
	Damper control actuator is disconnected (on the floor) Damper blade linkage is disconnected
	Outdoor air damper (top) is closed). Return air damper is open (left)

	Coil face near the door is covered in dust. Air is bypassing filter in gap between filter and door.
	BAS AHU graphics screen. Typical to all units
	BAS History of outdoor air minimum damper settings. Typical to all units

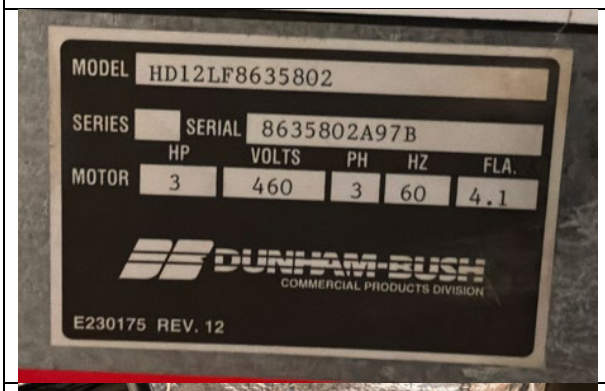
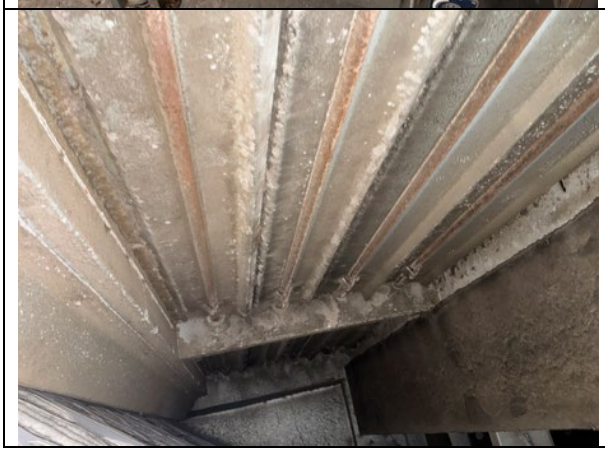
HVAC Review Notes

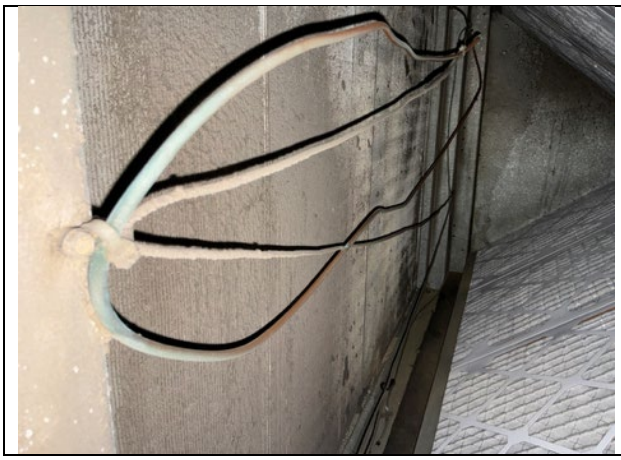
Priority	Medium
Tag	AHU-2
Location	Core Mezzanine
Service	Hallways
Make	Magic Aire
Outdoor Air	Control actuator is connected tightly to damper linkages No access to damper blades without disassembly panel
Filters	No access to filter without disassembly of panel
	
	Outdoor and return air damper linkage is tightly secured to the control actuator

HVAC Review Notes

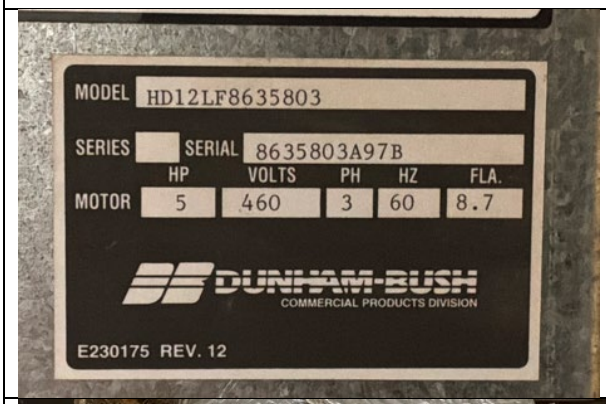
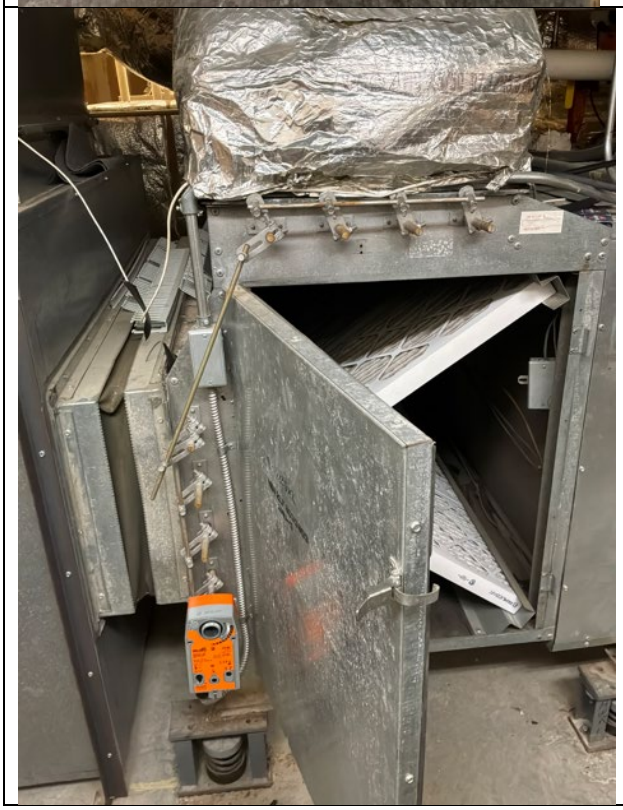
Priority	Medium
Tag	AHU-3
Location	Core Mezzanine
Service	Computer Room
Make	Magic Aire
Outdoor Air	Control actuator is connected tightly to damper linkages No access to damper blades without disassembly panel
Filters	No access to filter without disassembly of panel
  	Outdoor and return air damper linkage is tightly secured to the control actuator

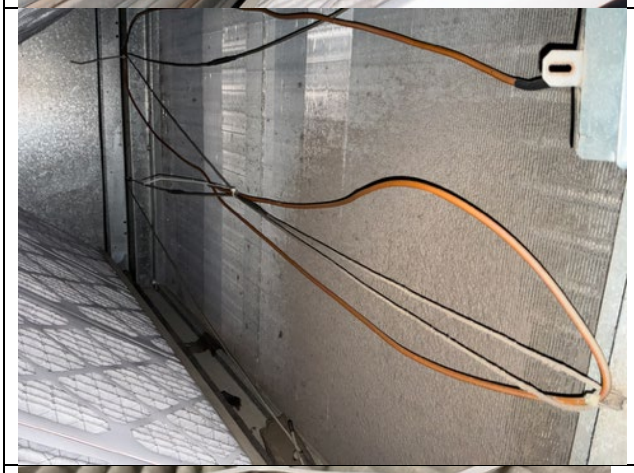
HVAC Review Notes

Priority	Medium
Tag	AHU-4
Location	Core Mezzanine
Service	Offices
Make	Dunham Bush
Outdoor Air	Damper linkages are disconnected Control actuator is disconnected OA is closed RA is loose and easily moved – found closed
Filters	Dirty coil from blow by through gap between filter end and door
	
	Return damper linkage connection to actuator is loose. Outdoor damper linkage is disconnected
	Outdoor air damper (top) is closed

	Coil face near the door is covered in dust. Air is bypassing filter in gap between filter and door.

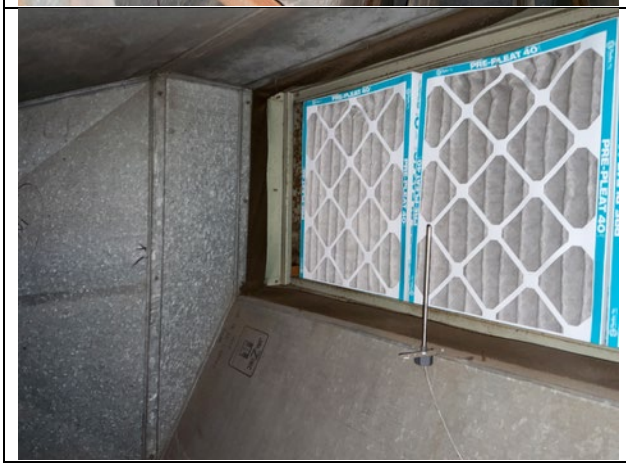
HVAC Review Notes

Priority	Medium
Tag	AHU-5
Location	Core Mezzanine
Service	Art and Nurse
Make	Dunham Bush
Outdoor Air	Control actuator is connected tightly to damper linkages RA is closed OA is open
Filters	Dirty coil from blow by through gap between filter end and door
	
	Control actuator is connected tightly to damper linkages

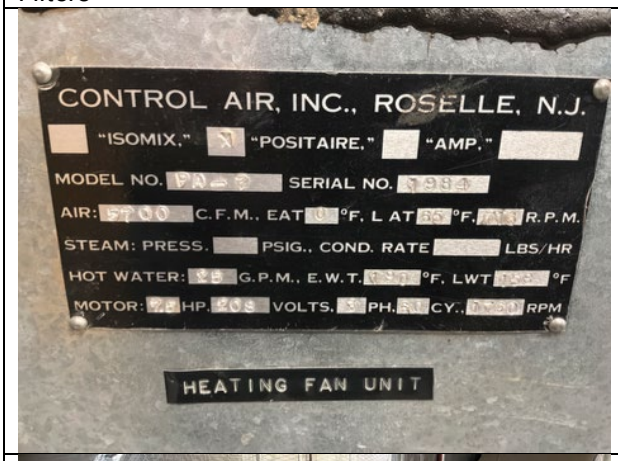
	Outdoor air damper (top) is open Return air damper (left) is closed
	Coil face near the door is covered in dust. Air is bypassing filter in gap between filter and door.
	Example filter MERV 13 rating

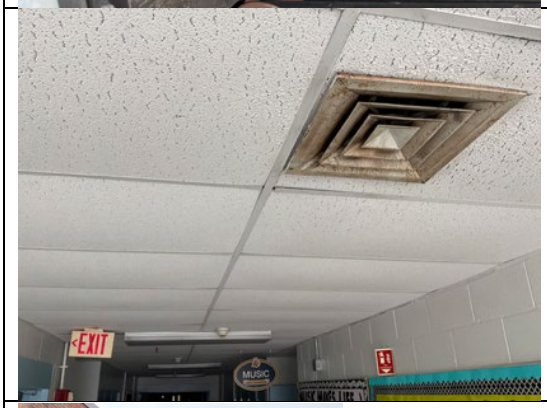
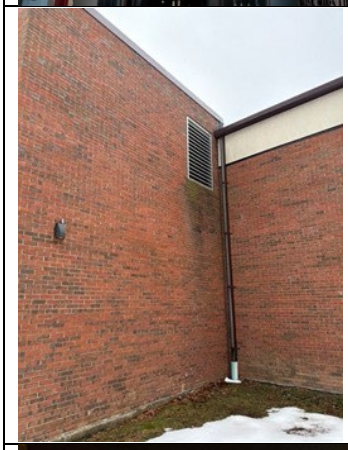
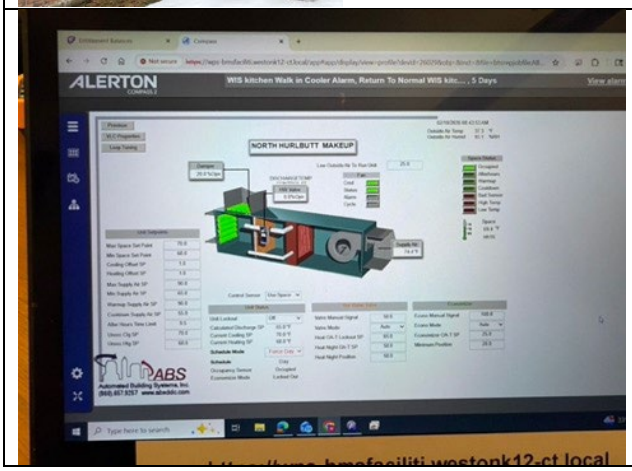
HVAC Review Notes

Priority	Medium / High
Tag	--- GYM AHU
Location	North Fan Room
Service	Gym
Make	---
Outdoor Air	Damper linkages are disconnected Control actuator is disconnected OA is closed RA is open
Filters	Clean (all filter replaced every three months)
	Unit overview
	Outdoor air louver (lower)
	Damper actuator disconnected and set on top of unit

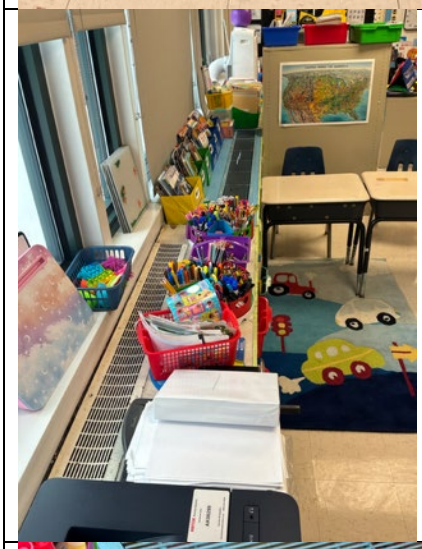
	Outdoor air damper (left) is closed with one blade cracked opn Return damper (bottom) is open
	Filer section with single point mixed air temperature sensor in front of filter

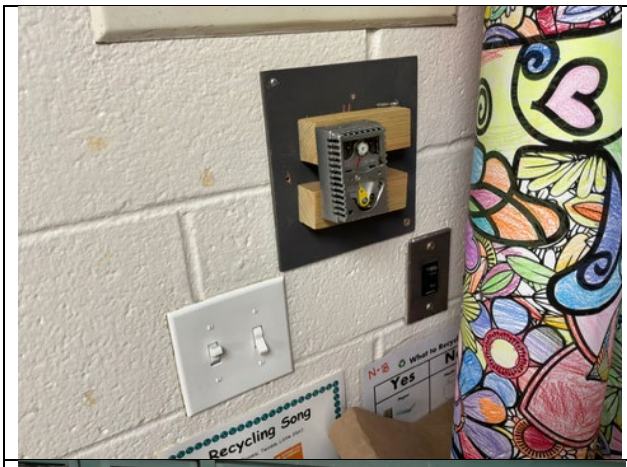
HVAC Review Notes

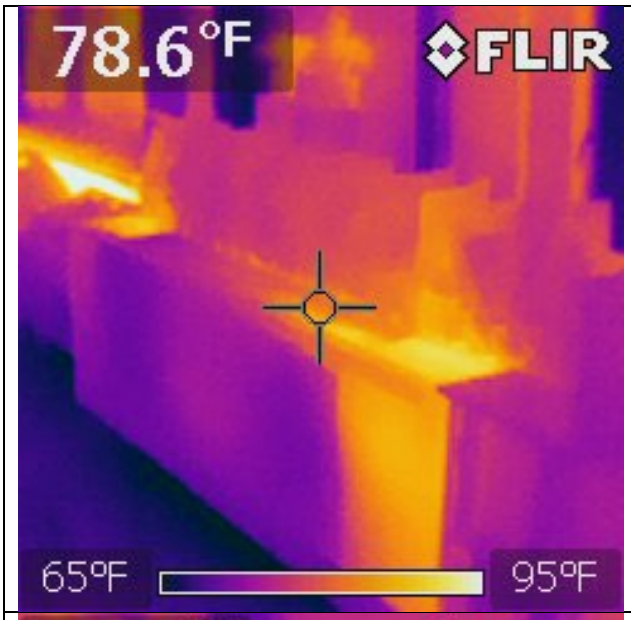
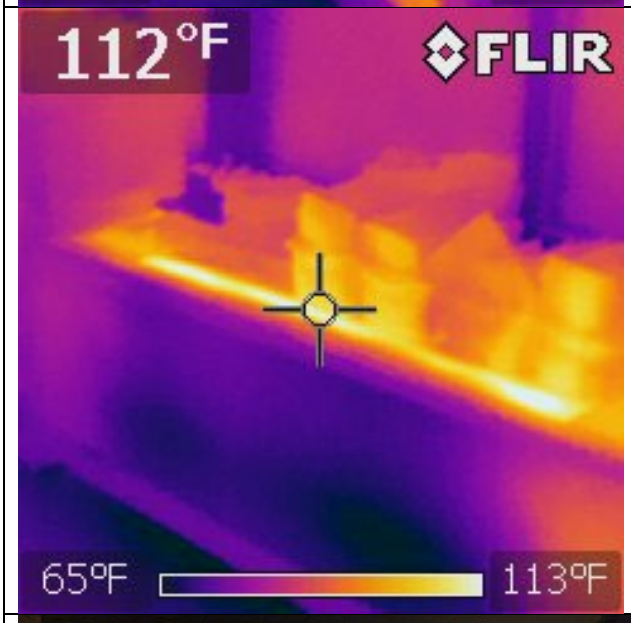
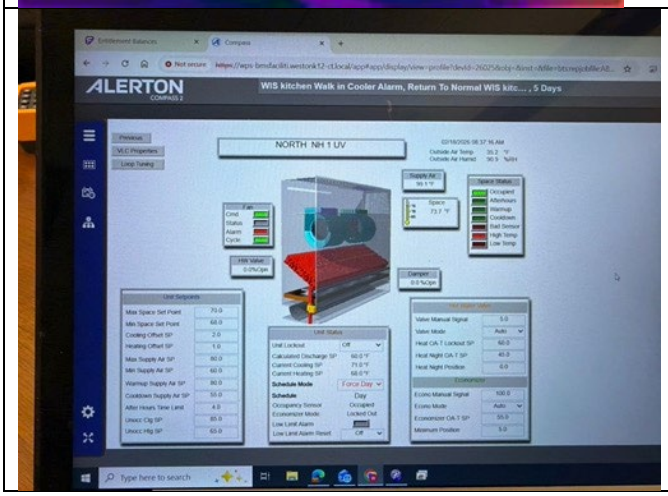
Priority	Low
Tag	--- Make-up Air Unit
Location	North Basement
Service	Corridors and classrooms without UVs
Make	Control Aire
Outdoor Air	100% OA unit Isolation damper at inlet to unit
Filters	Clean (all filter replaced every three months)
	5,700 cfm 0F inlet / 65F outlet air temperatures
	Unit overview Pneumatic damper actuator
	Example filter MERV-8 rating

	Downstream of heating coil. Clam shell damper blocks view of coil.
	Example supply register in corridor
	Presumed outdoor air intake louver No system drawings available
	BAS graphics screen No return damper found

HVAC Review Notes

Priority	Medium / High
Tag	--- Unit Ventilator
Location	Classroom
Service	Classroom
Make	Nesbitt (oldest units)
Outdoor Air	Outdoor louver beneath window
Filters	At bottom inlet
	
	Unit heater (blue background) Baseboard heat (foreground)
	Example filter at inlet at base of unit

	Pneumatic control of heating valve in unit
 	Outdoor air inlet

	Room N17 End of unit with heat control valve stays hot
	Room N16 Heat distribution across unit with fan operating
	BAS graphics screen (newer units circa 1996)

ATTACHMENT 4
SUPPLEMENTAL ACTION PRIORITY INFORMATION

HVAC LIFE CYCLE SUMMARY
2026

HVAC LIFE CYCLE SUMMARY
Weston Public School District
Weston, CT

Pennoni is pleased to submit this report for the HVAC life cycle summary performed as part of the February 2026 uniform HVAC inspection and evaluation. Included were Weston High School, Weston Intermediate School and Hurlbutt Elementary School.

The following sections of this report provide an overview of the status of the HVAC systems to help prioritize replacement planning. They also include a summary of each school's HVAC systems, their current condition, and any identified issues.

HVAC Life Cycle Summary
Weston School District

The HVAC ventilation systems were inspected 2/17 to 2/20 to review ventilation. Equipment deficiencies related to the ventilation system were noted in the school review reports. This summary organizes action items by suggested priority levels.

Observations on general equipment conditions are discussed below. The tables prioritize equipment replacement by age and condition into three action timing categories: High (2-5 years), Medium (5-10 years), Low (10+ years). A brief operational issues list is also provided with the assumption that these items should be addressed on a high priority. Details are discussed in the individual school reports.

Most life expectancy guidelines note for a 15-to-20-year life with a wide range of variability. Life expectancy is usually defined as the age at which half of the equipment would be replaced. Factors from indoor or outdoor installation, original setup, and attention to maintenance, operating hours of use, etc., have large influences on equipment life. Bearings on fans and motors are impacted by lubrication and hours of use. Flexible seals of the fan outlets to plenum walls become brittle and crack with age. Coils are impacted by air-side cleanliness (filters, etc.) and water-side water treatment chemistry and cleanliness. Dampers and actuators are impacted by cleanliness and hours of use. Most of the major equipment was installed in a 2003 renovation project so they have operated through their life expectancy.

Equipment Summaries and Replacement Priorities

						Action Priority		
High School			Location	Vintage	Note	High	Medium	Low
	Unit Ventilators							
		13 UVs	C Wing Classrooms	pre 2003	BAS control		X	
		10 UVs	D Wing Classrooms	pre 2003	pneumatic control	X		
	VRF /DOAS system							
		DOAS unit	E Wing Roof	post 2003	Filters missing in DOAS unit			X
		VRF compressor units	E Wing Roof		Not reviewed			
	Multi-Zone RTUs (1,2,4,5,7)							
		RTUs	Roof	2003			X	
		VAV terminals	Rooms	2003	RTU-5 VAV summary is incomplete			X
	Single Zone RTUs (3,6,8,9, HV-1,2, Aud)							
		RTUs	Roof	2003			X	
	Controls							
		Allerton DDC						
	Operational Issues					X		
		Address UV control to operate fan continuously during occupied period to provide outdoor air						
		Install missing filers in dedicated outdoor air unit						
		Address erratic supply duct pressure sensor impactign fna speed control in RTU-1						
		Address VAV air terminal airflows that report above set poitn when damper is closed (RTU-1,2,5,7)						
		Address low outdoor air flow (RTU-4,7)						
		Review coordiantion of RTU-5 outdoor air flow with exhaust fan and hood operation for potential energy savings						
		Address outdoor air damper actuation (RTU-6, 9, HV-2)						

						Action Priority		
Hurlbutt Elementary			Location	Vintage	Note	High	Medium	Low
	Air Handling							
		Central 5 AHUs	Indoor - Mezzanine	1997	OA damper issues		X	
		Central zone coils	Indoor - Mezzanine	1997	Not reviewed			X
		North House RTU	Outdoor - Roof	unknown	Not reviewed. No OA to room N9 when unit is off. (only used for cooling)			
		North House Gym AHU Cooling	Indoor - Mech room	unknown	Not functiopnal		X	
		North House Gym AHU Heating	Indoor - Mech room	unknown	OA damper non-functional. Exposed motor and fan belt - no safety covering	X		
		North House Outdoor Air unit	Indoor - Mech room	unknown	Supplies OA to 8 classrooms and corridors Pneumatic face/bypass and isolaiton damper conteols			X
		North House Dehumidification Unit	Indoor - Mech room		Not reviewed			
	Unit Ventilators							
		11 UVs	Indoor - Classrooms	before 1997	Pneumatic control - manual on/off - 11 units	X		
		4 UVs	Indoor - Classrooms	1997	BAS Control		X	
	South and East House							
					No Mechanical ventilation	X		
	Controls							
		Allerton DDC						
	Operational Issues					X		
		Address lack of outdoor air control on Central Mezz AHUs						
		Address filter bypass causing dirty coil						
		Address lack of outdoor air to Room N9 when RTU is not operating						
		Address lack of outdoor air to nroth Gym (cooling unit inoperable, heatign unit inoperable OA damper)						
		Address safety of exposed fan belt outside unit						
		Operate Uvs continously durign occupied hors to provide outdoor air						
		Address South and East Hous lack of mechamnical ventilation						

						Action Priority		
Intermediate School			Location	Vintage	Note	High	Medium	Low
	Multi Zone Rooftop units							
		RTUs (1,2,4,5)	Oudoors - Roof	2003	Air flows below design. Fixed min OA damper can result in less than reqiured OA at low system flows. Filter bypass casuing dirty coil.	X		
		VAV terminals	Rooms	2003	Create VAV summary tables			X
	Single Zone Rooftop Units							
		RTUs (3,6,7)	Oudoors - Roof	2003	Damper issues Filter byass causing dirty coil		X	
	Controls							
		Allerton DDC						
	Operational Issues					X		
		Address limited system air flow in Multi-zone units						
		Address filter bypass causing dirty coil (RTU-1,7)						
		Address relief damper actuatation possibly impacting outdoor air (RTU-3,7)						