

Weston Board of Education Special Meeting

Monday, October 5, 2026 7:00 PM

Zoom Webinar

I. CALL TO ORDER, VERIFICATION OF QUORUM (Possible action)

II. PLEDGE OF ALLEGIANCE

II.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. BOARD OF EDUCATION GOALS (Discussion)

IV. SUPERINTENDENT GOALS (Discussion)

V. POLICIES, REGULATIONS, AND BYLAWS: SECOND READ (Discussion and possible action)

- P 3110 Budget Planning and Priorities
- P 3111 Fiscal Year
- P 3150 Budget Adoption
- P 3160 Transfer of Funds Between Categories; Amendments
- P 3250 Materials, Services Fees, Charges
- R 3250 Materials Fees

VI. NEXT SCHEDULED MEETING(S) OF THE BOARD OF EDUCATION

VI.A. October 19, 2026, Board of Education Executive Session, 6:30 PM, Weston Middle School Library Learning Commons Think Tank

VI.B. October 19, 2026, Board of Education Meeting, 7:00 PM, Weston Middle School Library Learning Commons

VI.C. Pending Agenda Items for Next Meeting

VII. ADJOURNMENT (Possible action)

DRAFT DRAFT DRAFT October 1, 2026

DRAFT Weston Board of Education Goals

The Weston Board of Education is committed to ensuring and building upon Weston's legacy of excellent public schools. The BOE strives to provide effective stewardship and overall guidance for the district. The Board of Education sets the following goals which include general long-term goals and shorter-term targets and priorities for 2026-27.

1. Ensure academic and programmatic excellence
 - A. Review and support the 2026-27 District Improvement Plan
 - a. DIP Priority 2 Advancing Teaching, Learning and Student Success – Goals 2A – Math; 2B – English Language Arts; 2C – Science
 - b. DIP Priority 4 Leveraging Technology for Purposeful Teaching and Learning – Goals and Indicators of Success
 - B. Review and support the 2026-27 Superintendent's goals
 - a. Strategic priority 2 – Advancing Teaching, Learning, and Student Success – goal, key action, and indicators of success
2. Support a safe, nurturing, personalized school environment for all students
 - A. Review and support the 2026-27 District Improvement Plan
 - a. Priority 1 – Building a Culture of Belonging and Connection; Goals and Spring 2027 targets
 - b. Priority 3 – Strengthening Safety and Security – Goal and Indicators of Success
 - B. Review and support the 2026-27 Superintendent's goals
 - a. Strategic Priority 1 – Building a Culture of Belonging and Connection – goal, key action, and indicators of success
3. Advocate for sufficient resources (funding, staffing levels, and time) and help ensure resources are deployed effectively and efficiently
 - A. Review and support Superintendent's Strategic Priority 4 – Fiscal and Operational Stewardship – Goal, Key Action, and evidence of success
 - B. Monitor 2026-27 monthly financial reports and information
 - C. Collaborate with the Superintendent and staff to set budget priorities for 2027-28
 - D. Review, revise if necessary, and advocate with the town for the recommended 2027-28 school operating and capital budgets
 - E. Collaborate with Superintendent and staff to set capital project priorities and timeline for 2027-28 and beyond
 - a. DIP Priority 5 – Sustaining Exceptional Facilities and Operations – Goals and indicators of success

- F. Advocate for and collaborate with the Town to implement timeline and goals for a new Weston Middle School building
 - a. DIP Priority 5 – Sustaining Exceptional Facilities and Operations – Goals and indicators of success
- G. Review and discuss proposed staffing allocations for 2027-28
- H. Review and approve district calendar and review school schedules when appropriate
- 4. Develop policies that set district expectations, outline processes and procedures, and ensure compliance with local, state, and federal mandates and legal requirements.
 - A. Ensure state and legally required policy updates and additions
 - B. Regularly review and revise policies including focus on Series 3000 during 2026-27
- 5. Communicate effectively with stakeholders.
 - A. Continue to provide calendars, agendas, video access, and minutes for BOE and Committee meetings and comply with all FOIA requirements
 - B. Review and improve BOE information on district website when appropriate
 - C. Continue the BOE Communications Committee work in 2026-27, including focus on facilities but also providing other major updates when appropriate
 - D. Continue to include WHS student updates at BOE meetings and continue to attend PTO meetings when appropriate
 - E. Engage with stakeholders through regularly scheduled opportunities for public comment at meetings, responding to emails in a timely manner, ensuring follow-up to stakeholders on issues when appropriate by the Superintendent and staff, and arranging public formation sessions and discussions around issues and initiatives when appropriate
- 6. Monitor and assess district outcomes with the goal of continuous improvement
 - A. Review and support the Superintendent's Strategic Priority 3 – Developing Leadership Capacity and Talent Development – Goal, Key Action, and evidence of success
 - B. Review and discuss district program updates and reports
 - C. Collaborate with the Superintendent and staff to help set improvement goals and priorities
 - D. Develop and implement a calendar for 2026-27 evaluation of the Superintendent
 - E. Develop and implement a calendar for BOE self-evaluation



INQUIRE * INNOVATE * INSPIRE

2026–2027 SUPERINTENDENT GOALS

1. Building a Culture of Belonging & Connection - *Creating schools where students, staff, and families feel valued, respected and supported.*

Goal: Lead safe, inclusive, and connected school communities using climate and stakeholder feedback to inform leadership practices that strengthen relationships and build positive culture and climate.

Key Action: Engage in Rounding (a 15 minute voluntary one on one meeting with me open to any WPS faculty and staff member) to strengthen relationships, listen and learn from staff, identify emerging needs, and recognize individual and team contributions.

Evidence of Success:

- DIP - Improved school climate survey results with positive trends in student, staff, and family perceptions of belonging, connection, and school culture.
- Evidence of school-based practices, initiatives, and communication that strengthen relationships, belonging, and engagement across the district.
- Consistent implementation of PK–12 SEL and restorative practices that promote positive behavior, personal accountability, and relationship building.

2. Advancing Teaching, Learning & Student Success - *Ensuring every classroom reflects high-quality, engaging instruction that leads to high levels of student achievement and growth for all students.*

Goal: Advance high-quality teaching and learning through effective instructional practices, purposeful technology integration, maximized instructional time, and a balanced system for assessing student learning.

Key Action: Participate in the CSDE SCALE (Student Centered Balanced Assessment) initiative to inform future assessment practices that eliminate redundant testing and maximize instructional growth.

Evidence of Success:

- District document articulating the beliefs about technology and learning. Revised student device expectations. Published approved software for grade-level bands.
- DIP - Attainment of outlined achievement and performance targets
- A balanced district assessment system that informs instruction and supports student learning while reducing unnecessary assessment practices for students and staff.
- School schedules and practices that intentionally maximize instructional time while thoughtfully balancing the academic, social, and enrichment experiences that contribute to a well-rounded education.

3. Developing Leadership Capacity & Talent Development - *A collaborative, high-performing leadership team and culture that supports professional learning and continuous improvement.*

Goal: Strengthen school and district administrators leadership capacity through collaborative professional learning, coaching, shared accountability, and continuous improvement practices that build organizational coherence and leadership effectiveness.

Key Action: Weekly principal and assistant principal coaching and classroom walkthroughs.

Evidence of Success:

- Professional learning, coaching, and feedback practices that strengthen instructional leadership, organizational effectiveness, and shared accountability across the district.
- Development and implementation of aligned district HR systems, processes, and practices that improve organizational efficiency, communication, and consistency across schools.
- DIP - Attainment of DIP performance targets through the analysis of data and reflective practices that inform decision-making and organizational growth.

4. Fiscal and Operational Stewardship - *Ensuring responsible fiscal management, effective operations, and transparent communication that align resources with district priorities and support student success.*

Goal: Lead strategic stewardship of district resources through responsible fiscal management, effective operations, transparent communication, and long-range planning in support of the district's mission and strategic priorities.

Key Action: Full engagement in WMS building project process and execution of grant application.

Evidence of Success:

- Proactive, transparent, and timely communication that strengthens stakeholder understanding, trust, and confidence in district leadership and decision-making.
- Responsible fiscal management demonstrated through effective budget development grant implementation, sound financial oversight, and a successful annual audit.
- Implementation, review, and continuous revision of Board of Education policies that strengthen governance, organizational effectiveness, and compliance.
- DIP - Achievement of key capital and building improvement milestones, through collaborative planning, effective project management, partnerships with external consultants, and meaningful community engagement.

2026–2027 Superintendent Leadership Priorities

The Superintendent Leadership Priorities are interconnected and designed to guide leadership decisions, focus organizational efforts, and establish the framework for the Superintendent's annual goals. Progress in each area reinforces the others, creating a sustainable cycle of continuous improvement that advances the excellence of Weston Public Schools.

Strategic Priority	Desired Impact	Mission Connection
1. Building a Culture of Belonging & Connection	Creating schools where students, staff, and families feel valued, respected and supported.	Creates the conditions where every learner and educator feels safe to inquire, connected to their community, and inspired to contribute.
2. Advancing Teaching, Learning, & Student Success	Ensuring every classroom reflects high-quality, engaging instruction resulting in high levels of student achievement for all students.	Ensures every student experiences engaging learning that fosters inquiry, encourages innovation, and inspires achievement.
3. Developing Leadership Capacity & Talent Development	Developing a collaborative, high-performing professional culture that builds leadership capacity, supports continuous learning, and drives excellence.	Develops the leadership capacity and talent that fosters innovation, collaboration, and inspires excellence across the district.
4. Fiscal & Operational Stewardship	Leading with transparency, fiscal responsibility, and meaningful community engagement.	Strengthens partnerships and responsible stewardship that inspire confidence, foster collaboration, and advance the district's mission.

The priorities are interconnected and mutually reinforcing. Together, they create the conditions for continuous improvement and long-term district success.



Mission

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

Vision

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

THEORIES of ACTION

- **Culture & Climate**

- **IF** we create safe and secure schools and build positive supportive relationships in response to climate and stakeholder feedback, **THEN** students, staff, and families will feel valued, respected, supported, and engaged, creating the conditions for every student to thrive academically, socially, emotionally, and behaviorally.

- **Academics**

- **IF** we implement high-quality instructional practices, use technology intentionally and purposefully in conjunction with a balanced system of assessment to inform teaching and learning, **THEN** students will demonstrate high levels of academic achievement and growth at all levels while developing the critical thinking, creativity, collaboration, and problem-solving skills necessary for success in college, career, and life.

- **Finance & Operations**

- **IF** we lead the district with strong organizational, operational, and fiscal practices grounded in transparency, efficiency, and long-term sustainability, **THEN** we can strategically align resources to support innovative learning opportunities and ensure that every student has access to an exceptional educational experience.

- **Talent & Leadership Development**

- **IF** we recruit, develop, and retain exceptional educators and leaders and responsively build their capacity through meaningful professional learning, coaching, collaboration, and shared accountability, **THEN** we will cultivate a high-performing professional culture of continuous improvement that strengthens instructional practice, organizational effectiveness, and student success.

- **Communication & Community Engagement**

- **IF** we establish clear, transparent, and consistent communication practices while actively engaging the Board of Education, staff, students, families, and the broader community, **THEN** we will strengthen trust, build meaningful partnerships, foster shared understanding, and inspire collective commitment to the mission and vision of Weston Public Schools.



2026–2027 Strategic Priorities & Superintendent Goals

Inquire, Innovate, Inspire: A Blueprint for District Excellence



From mission to measure: one throughline



DIP

Where a goal's evidence of success says DIP, the performance target in that DIP priority is the measure we will use to evaluate whether the goal was attained.

1. Building a Culture of Belonging & Connection



Creating schools where students, staff, and families feel valued, respected and supported.

GOAL

Lead safe, inclusive, and connected school communities, using climate and stakeholder feedback to inform leadership practices that strengthen relationships and build a positive culture and climate.

KEY ACTION

Rounding: voluntary 15-minute one-on-one meetings with me, open to any WPS faculty or staff member.

EVIDENCE OF SUCCESS

DIP

Improved school climate survey results, with positive trends in student, staff, and family perceptions of belonging, connection, and culture



School-based practices, initiatives, and communication that strengthen relationships, belonging, and engagement across the district



Consistent PK–12 implementation of SEL and restorative practices that promote positive behavior, accountability, and relationship building

2. Advancing Teaching, Learning & Student Success



Ensuring every classroom reflects high-quality, engaging instruction that leads to high levels of achievement and growth for all students.

GOAL

Advance high-quality teaching and learning through effective instruction, purposeful technology integration, maximized instructional time, and a balanced system for assessing student learning.

KEY ACTION

Participate in the CSDE SCALE (Student Centered Balanced Assessment) initiative to eliminate redundant testing and maximize instructional growth.

EVIDENCE OF SUCCESS



A district document on beliefs about technology and learning, revised student device expectations, and published approved software by grade band

DIP

Attainment of the outlined achievement and performance targets



A balanced assessment system that informs instruction while reducing unnecessary testing for students and staff



Schedules and practices that maximize instructional time while balancing academic, social, and enrichment experiences

3. Leadership Capacity & Talent Development



A collaborative, high-performing leadership team and culture that supports professional learning and continuous improvement.

GOAL

Strengthen school and district administrators' leadership capacity through collaborative professional learning, coaching, shared accountability, and continuous improvement practices that build coherence.

KEY ACTION

Weekly coaching for principals and assistant principals, paired with classroom walkthroughs.

EVIDENCE OF SUCCESS



Professional learning, coaching, and feedback that strengthen instructional leadership, organizational effectiveness, and shared accountability



Aligned district HR systems, processes, and practices that improve efficiency, communication, and consistency across schools

DIP

Attainment of DIP performance targets through data analysis and reflective practice that inform decisions and organizational growth

4. Fiscal & Operational Stewardship



Responsible fiscal management, effective operations, and transparent communication that align resources with district priorities.

GOAL

Lead strategic stewardship of district resources through responsible fiscal management, effective operations, transparent communication, and long-range planning in support of our mission.

KEY ACTION

Full engagement in the WMS building project process, and execution of the grant application.

EVIDENCE OF SUCCESS



Proactive, transparent, and timely communication that builds stakeholder understanding, trust, and confidence in district leadership



Responsible fiscal management: effective budget development, grant implementation, sound oversight, and a successful annual audit



Implementation, review, and continuous revision of Board of Education policies that strengthen governance and compliance

DIP

Key capital and building improvement milestones achieved through collaborative planning, project management, and community engagement

How we will know: DIP targets as the yardstick

Each goal is evaluated against the performance targets in its DIP priority.



Goal 1

Belonging & Connection

DIP

Climate survey results trending positively for students, staff, and families



Goal 2

Teaching, Learning & Student Success

DIP

Attainment of the DIP achievement and performance targets



Goal 3

Leadership Capacity & Talent

DIP

Attainment of DIP performance targets through data analysis and reflective practice



Goal 4

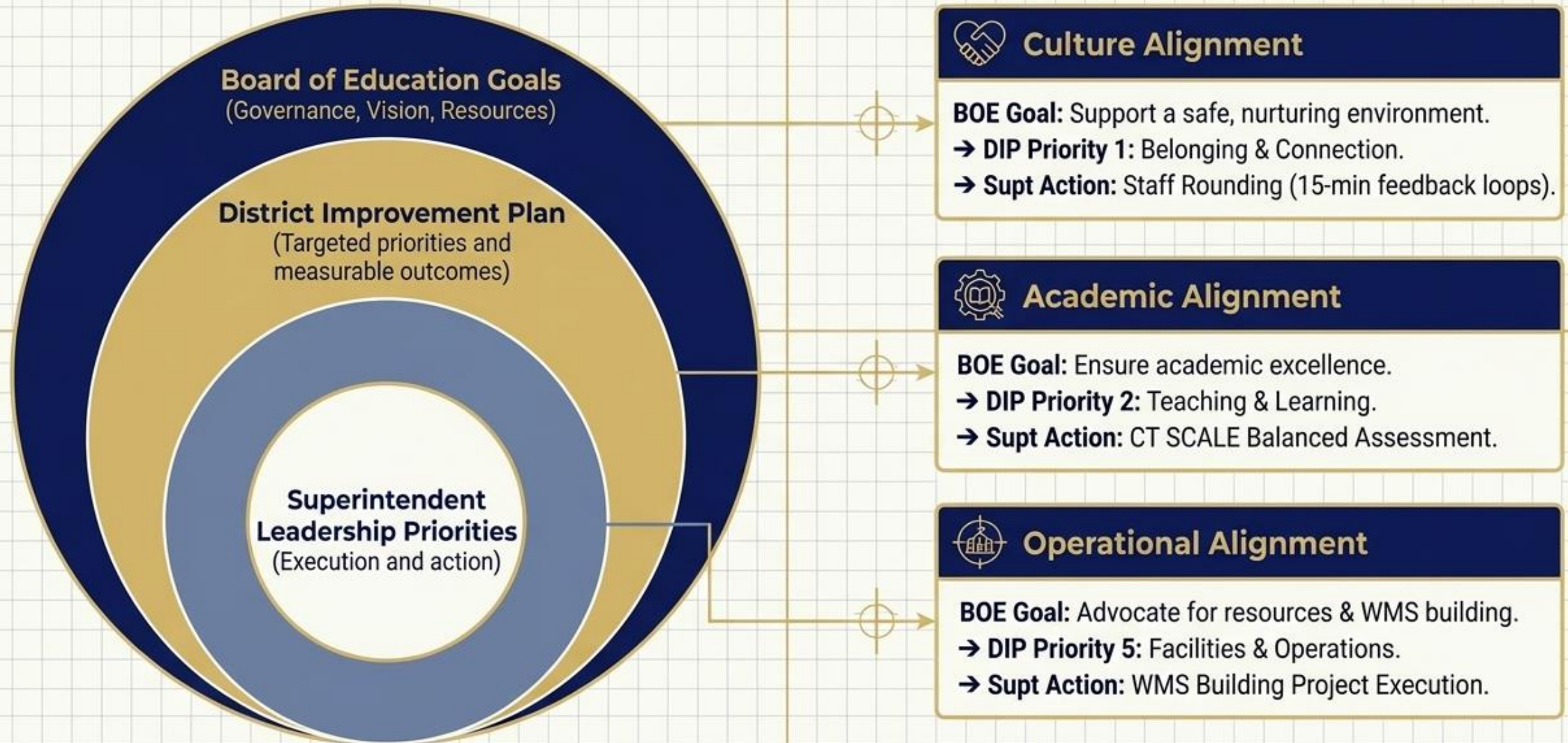
Fiscal & Operational Stewardship

DIP

Key capital and building improvement milestones achieved

Beyond the DIP targets, we will also look for: SEL and restorative practice implementation, technology guidance and balanced assessment, aligned HR systems, a successful annual audit, and Board policy review.

The Strategic Blueprint: Coherence Engine





Progress in each area
reinforces the others, creating
a sustainable cycle of
continuous improvement.

P 3110

Budget Planning and Priorities

General

The Board of Education shall prepare an annual operating budget for the school district, consistent with provisions of state statutes and Town's requirements, governing preparation, timelines, and available appeal procedures of reductions to the educational budget.

Establishing Budget Priorities

Before developing and adopting a proposed budget, the Board of Education shall study school programs in relation to present and future students and community needs and establish budget priorities for the fiscal year.

Supplemental Appropriations

State Law and Town Charter provides procedures through which, subsequent to approval of the annual budget, additional appropriations may, if required, be requested by the Board of Education from the Board of Finance. Prior to requesting supplemental funds, the Board shall make every reasonable effort to live within the original appropriation and maintain essential educational programs.

Legal Reference: Connecticut General Statutes

10-51 Fiscal year. Budget. Payments by member towns. (regional districts)

10-222 Appropriations and budget. Financial information system.

Policy adopted: February 5, 1990

Policy revised:

Weston Public Schools Weston, Connecticut

~~As a preliminary part of the development of the budget, the Board of Education shall study the school program in relation to the present and future needs of the students and the community. In an effort to make the budget a comprehensive reflection of the financial needs of the school system, steps shall be taken to involve representatives of the community, students, certified and non-certified staff, and the administrative staff in the budget process. The procedure for the involvement of these representatives shall be developed by the Superintendent of Schools and implemented by the Superintendent's office upon the formal approval of the Board of Education.~~

~~Legal Reference:~~

~~Connecticut General Statutes~~

~~[10-51](#) Fiscal Year. Budget. Payments by member towns (regional school districts)~~

~~[10-222](#) Appropriations and budget~~

P 3111
Fiscal Year

The fiscal year shall commence July 1 and end June 30.

Legal Reference: Connecticut General Statutes

10-51 Fiscal year. Budget. payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve fund.

10-222 Appropriations and budget. Financial information system.

10-259 Fiscal and school year defined.

Policy adopted: February 5, 1990

Policy revised:

Weston Public Schools Weston, Connecticut

SEEKING TO CHANGE TITLE, REVISE AND ADD BACK POLICY 3160 - Transfer of Funds Between Categories; Amendments

P 3150

Budget Adoption

~~Board Budget Procedures and Line Item Transfers~~

The Board of Education will present an itemized estimate of the cost for the operation of the public schools to the fiscal authority in accordance with Town Charter timelines preceding the annual meeting at which appropriations are to be made. The estimated cost of operating the public schools for the ensuing year shall be the final budget for the schools, modified, if necessary, by any difference in the amount requested by the Board of Education and the amount appropriated by the legislative authority for the operation of the schools.

If reductions are made in the budget by the Board of Finance or at the town or district budget meeting or referendum, the Superintendent of Schools shall prepare a final budget recommendation for Board of Education review, modification if needed, and approval; such budget shall reflect changes made from the originally approved education budget to remain within the reduced figure ultimately approved by the legislative authority.

Legal Reference: Connecticut General Statutes

10-51 Fiscal year. Budget. Payments by member towns. (regional districts)

10-222 Appropriations and budget. Financial information system.

Policy Adopted (3150 and former 3160): February 5, 1990

Policy Revised: March 17, 2014

Note: This Policy replaces former Policy 3160

Policy Revised:

Weston Public Schools Weston, Connecticut

~~In accordance with [Conn. Gen. Stat. § 10-222](#), the Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance for review and appropriation. For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories are divided into one or more line items/cost centers:~~

~~Salaries~~

~~Employee Benefits~~

~~Purchased Services~~

~~Tuition~~

~~Supplies~~

~~Books~~

~~Property Equipment~~

~~Utilities~~

Other

The Board of Education shall review the recommendations and suggestions made by the Board of Finance as to how it may consolidate noneducational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations it shall provide the Board of Finance a written explanation of the reason for the rejection.

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. At a minimum, a quarterly budget report shall be prepared in the same format as the annual budget showing for each line item the appropriated budget amount, paid expenses, encumbered expenses, projected expenditures, difference between the total projected expenditures and the appropriation, and general comments indicating the reasons for the difference.

Such quarterly budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, in accordance with the following schedule:

Period Covered	Submitted
July, August, September	October
October, November, December	January
January, February, March	April
April, May, June	September

Based on expenditures and budget projections, with such budget reports, the Superintendent shall recommend to the Board of Education transfers from one line item (as set forth above) to another as needed.

The Superintendent is authorized to make such transfers as necessary if the urgent need for the transfer prevents the Board of Education from meeting in a timely fashion to consider the transfer, provided that such transfers by the Superintendent shall not exceed five percent (5%), on a cumulative basis, of the then current annual budget. Transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board of Education and a written explanation of such transfer shall be provided to the Board of Finance and Board of Selectmen and transfers subsequently ratified by the Board at any such meeting shall not be counted in the limitation on the authority of the Superintendent to make transfers.

The Board of Education may transfer any unexpended or unencumbered portion of any appropriation for school purposes to any other item within that appropriation. The Board of Education shall not expend more than the amount of the appropriation and the amount of

~~money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board shall notify the Board of Finance and the Board of Selectmen and submit a request for such necessary additional funds. No additional funds shall be expended unless such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.~~

~~Legal Reference:~~

~~[Connecticut General Statutes § 10-222](#), Appropriations and Budget~~

~~[Public Act 13-60](#), An Act Concerning Consolidation of Noneducational Services~~

~~Town of Weston Charter~~

NEW POLICY (this was previously included in policy 3150)

P 3160

Transfer of Funds Between Categories; Amendments

The Board of Education may transfer any unexpected or uncontracted portion of any appropriation for school purposes to any other item of such itemized estimate. Expenditures in each fiscal year shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes.

The Superintendent of Schools will furnish to the Board of Education monthly expenditure statements and budget projections.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by P.A. 13-60, An Act Concerning The Consolidation of Non-educational Services)

Policy adopted:

P 3250

Materials/Services Fees, Charges

In line with the responsibility of the state to provide a free public school education, the Board of Education will provide all instructional equipment, books and materials needed to maintain the desired instructional program free of charge, subject to reasonable rules concerning their care and use.

Students will be charged for damaged or lost textbooks, library materials and other educational materials. The Principal is authorized to withhold grades, transcripts, diplomas or report cards until payment is received or material is returned.

(Language from Regulation 3250 to include in policy so regulation can be eradicated) : Each principal is responsible, in cooperation with teachers, coaches and other instructional personnel, for planning and requesting budgetary provision for all materials and activities recognized as part of the total school program.

Copies of Records

Any person who applies in writing will receive a plain or certified copy of any public record. A fee not to exceed fifty cents per page will be established, as provided by law.

Legal Reference: Connecticut General Statutes

1 15 Application for copies of public records.

10 221 Boards of education to prescribe rules.

10 228 Free textbooks, supplies, material and equipment.

10 228a Free textbooks, supplies, material and equipment.

10 229 Change of textbooks.

Policy adopted: February 5, 1990

Policy amended: June 14, 2001

Policy revised:

Weston Public Schools Weston, Connecticut

~~In accord with Board of Education policy, no fees, deposits or other charges not specifically authorized by the Board of Education shall be charged students for books, supplementary materials, supplies or use of school equipment as the Board of Education deems necessary to meet the needs of instruction in its schools. However, students will be charged for damaged or lost textbooks, library materials and other educational materials.~~

Each principal is responsible, in cooperation with teachers, coaches and other instructional personnel, for planning and requesting budgetary provision for all materials and activities recognized as part of the total school program.

Copies of Records

Any person who applies in writing will receive a plain or certified copy of any public record. (cf. 9330 Board/School District Records) A fee not to exceed \$.50 per page, effective July 1, 2001, will be established to be consistent with fees charged by the Town of Weston. As necessary, this policy will be amended to remain consistent with the Town.

Legal Reference

[1-15](#) Application for copies of public records

[10-221](#) Boards of Education to prescribe rules

[10-228](#) Free textbooks, supplies, material and equipment

[10-228a](#) Free textbook loans to pupils attending nonpublic schools

[10-229](#) Change of textbooks

(Language from Regulation 3250 to include in policy so regulation can be eradicated)

R-3250 Materials Fees

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~~[10-229](#) Change of textbooks~~

~~Regulation approved: February 5, 1990~~

~~**Weston Public Schools Weston, Connecticut**~~

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