



Board of Education Regular Meeting
Monday, November 17, 2025
7:00 PM
Zoom Webinar

- I. CALL TO ORDER, VERIFICATION OF QUORUM
- II. PLEDGE OF ALLEGIANCE
 - A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.
- III. BOARD ELECTIONS: Discuss and possible action
 - A. Nomination and vote on Board Chairperson
 - B. Nomination and vote on Board Vice Chairperson
 - C. Nomination and vote on Board Secretary
- IV. Chairperson Update
- V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS
 - A. Discussion with WHS Student Board of Education Representatives
- VI. APPROVAL OF MINUTES: Possible action
 - October 20, 2025 Board of Education Meeting
 - October 27, 2025 Board of Education Special Meeting
- VII. 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 or email the Board at boardofeducation@westonps.org.

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

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

VIII. OLD BUSINESS

- A. Weston Board of Education Policies, Regulations, and Bylaws (second review):
Discussion and possible action
 - 1. 1255 Civility
 - 2. 4118.22 Code of Ethics

IX. NEW BUSINESS

- A. Enrollment Projections Update (MP Planning Group): Discussion
- B. Statistical Report for Class of 2025: Discussion
- C. Consent Agenda: Possible action
 - 1. Staffing Update
 - 2. Gifts, Grants and Bequests (Recognition, Acceptance or Approval)
 - a. WIS PTO donation: up to \$1,500 for grade-level games/materials for indoor recess
 - b. WIS PTO donation: up to \$2,500 for playground stencil, paint and painting supplies
 - c. WIS PTO donation: up to \$4,000 for purchase of a digital concert piano and trolley
 - d. WIS PTO donation: up to \$6,000 to provide two interactive STEM walls at WIS (sensory panels)
- D. Weston Board of Education Policies, Regulations, and Bylaws (first review):
Discussion and possible action
 - 1. Required Policy Recommended for Adoption:
 - 4113.2 Duty Free Lunch For Teachers
 - 4212.42 Drug and Alcohol Testing For School Bus Drivers (New/Required)
 - 5118.2 Educational Opportunities for Military Children (New/Required)
 - 2. Policy Recommended for Retire:
 - 2000 Concepts and Roles in Administration
 - 2100 Administrative Staff Organization

- 2121 Line of Responsibility
 - 2130 Job Descriptions
 - 2131 Superintendent of Schools
 - 2132 Principals
 - 2220 Representative and Deliberative Groups
 - 2250 Monitoring of Product and Process Goals
3. Policy Recommended for Review/Revision:
- 2210 Administrative Leeway in Absence of Board Education Policy
 - 2231 Policy and Regulation Systems
 - 2260 Holds on the Destruction of Electronic Information and Paper Records
 - 2270 Uniform Treatment of Recruiters
 - 3516.4 Blood Borne Pathogens Exposure Control
- X. DISTRICT UPDATES
- A. Superintendent
 - B. Pupil Personnel Services and Special Education
 - C. Finance and Operations
- XI. COMMITTEE UPDATES
- A. Connecticut Association of Boards of Education (CABE)
 - B. Cooperative Educational Services (CES)
 - C. Curriculum Committee
 - D. Education Optimization Committee (EOC)
 - E. Finance & Operations Committee
 - F. Policy Committee
 - G. Safety & Security Committee
 - H. Weston Education Foundation (WEF)
- XII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION
- A. December 15, 2025, Board of Education Workshop, 4:30 PM, Weston Middle School Library Learning Commons
 - B. December 15, 2025, Board of Education meeting, 7:00 PM, Weston Middle School Library Learning Commons
 - C. Review of Pending Agenda Items for Next Meeting
- XIII. ADJOURNMENT



Board of Education Regular Meeting

Monday, October 20, 2025

7:00 PM

Zoom Webinar

Absent: Sharon Ferraro, **Present:** Steven Ezzes, David Felton, Peter Gordon, Michael Guido, Chad Hoepfner, Lisa Luft. Present: 6, Absent: 1.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

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

The meeting began at 7:02 PM

Move that the Weston Board of Education begin the October 20, 2025 meeting. Unseconded with a motion by Ezzes, Steven.

II. PLEDGE OF ALLEGIANCE

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

III. STUDENT BOARD OF EDUCATION REPRESENTATIVES: Discussion

IV. APPROVAL OF MINUTES: Discussion and possible action

- September 15, 2025

- October 3, 2025

V.

Move that the Weston Board of Education approve minutes from the September 15, 2025 and October 3, 2025 meetings Carried with a motion by Felton, David and a second by Luft, Lisa. Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

VI. PUBLIC COMMENT

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

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

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.

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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.

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<https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003>
No public comment

VII. NEW BUSINESS

A. Weston Board of Education Policies, Regulations, and Bylaws

1. 1255 Civility: Discuss and possible action
No action was taken, the motion to waive a second review was not made. This policy will come back to the board for a second review at the November meeting.
2. 4118.22 Code of Ethics: Discuss and possible action
No action was taken, the motion to waive a second review was not made. This policy will come back to the board for a second review at the November meeting.
3. 5141.25 Student Wellness: Discussion and possible action
Move that the Weston Board of Education, in accordance with Bylaw 9311, waive the requirement for a second review and approve 5141.25 Student Wellness, following its first review as presented Carried with a motion by Gordon, Peter and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

- B. 2026-2027 Weston Public Schools District Calendar:
Discussion and possible action
The Board approved the 2026-2027 district calendar, as presented.
Move that the Weston Board of Education approve the 2026-2027 calendar as presented Carried with a motion by Felton, David and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

- C. North House HVAC Project: Discussion and possible action
After a discussion with Landmark Facilities Group and reviewing options, the board approved the recommendation as presented.
Move that the Weston Board of Education approve the North House HVAC project, as recommended by Landmark Facilities Group (Option 3 and the Gym Split Unit.) Carried with a motion by Felton, David and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

- D. 2025-2026 District Improvement Plan (DIP): Discussion
The 2025-2026 district improvement plan was presented to the Board by central office administrators and principals..

VIII. CONSENT AGENDA: Possible action

The consent agenda was accepted, without objection.
Move that the Weston Board of Education accept the consent agenda items as presented Carried with a motion by Felton, David and a second by Gordon, Peter.
Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

- A. Staffing

IX. DISTRICT UPDATES

- A. Superintendent

Following the presentation of the District Improvement Plan, Superintendent Forti encouraged the Board to take a look at some of the school improvement plans, and look for the very tight alignment and coherence between the two, and how the work trickles all the way down to the school and the classroom level.

- B. Pupil Personnel Services and Special Education

The district-wide SEL working group will meet next week to begin to evaluate our social-emotional learning program district-wide to identify areas of strength, areas of growth, and any potential redundancies that need to be addressed at the building and or district level. Assistant Superintendent Edwards attended the first panel discussion hosted by the Weston PTO Special Education Liaisons at the Weston Library last week. It was very well attended and provided families with an opportunity to hear from other families about their experience with Special Education in the district. The PTO liaisons have been busy working on goals and priorities for the year. There will be a restructuring of the parent meetings this year, dedicating a meeting to each building in the district to make sure that our topics are relevant and more focused on families at a particular age level.

- C. Finance and Operations

1. September 2025 Financial Report: Discussion and possible action
Move that the Weston Board of Education approve the September 2025 financial report, as presented Carried with a motion by Felton, David and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

X. COMMITTEE UPDATES

- A. Connecticut Association of Boards of Education (CABE)
- B. Cooperative Educational Services (CES)
- C. Curriculum Committee
- D. Education Optimization Committee (EOC)
- E. Finance & Operations Committee
- F. Negotiations Committee
- G. Policy Committee
- H. Safety & Security Committee
- I. Weston Education Foundation (WEF)

XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- A. Board of Education Meeting: November 17, 2025; 7:00 pm; Via Zoom Webinar

XII. ADJOURNMENT

- Move that the Weston Board of Education adjourn the October 20, 2025 meeting. Carried with a motion by Ezzes, Steven and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Peter Gordon: Yea,

Michael Guido: Yea, Chad Hoepner: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

DRAFT



Weston Board of Education Special Meeting

Monday, October 27, 2025

6:30 PM

Zoom Webinar

Absent: Steven Ezzes, Michael Guido, Chad Hoepfner, **Present:** David Felton, Sharon Ferraro, Peter Gordon, Lisa Luft. Present: 4, Absent:

3. **Present:** Steven Ezzes. Present: 5, Absent: 2.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

Erica Forti, Superintendent of Schools, Tina Henckel, Assistant Superintendent; Johanna Zelman, Esq, Ford Harrison, LLP

A quorum was met, and the meeting was called to order at 6:35 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. EXECUTIVE SESSION

A. Executive session anticipated pursuant to 1-200(6)(B): Discussion regarding pending litigation, John Dickman v. Weston Board of Education, and related settlement agreement. The board entered Executive Session at 6:37 PM
Move that the Weston Board of Education move into executive session to discuss pending litigation regarding John Dickman v. Weston Board of Education, and related settlement agreement Carried with a motion by Luft, Lisa and a second by Gordon, Peter.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea,

Lisa Luft: Yea
Yea: 4, Nay: 0

IV. SETTLEMENT AGREEMENT: Discussion/Action: Approval of settlement agreement in the matter of John Dickman v. Weston Board of Education

Steven Ezzes joined the public meeting at 7:18 PM. The motion passed without objection.

Move that the Weston Board of Education hereby approves the terms of the settlement agreement negotiated by the Superintendent of Schools related to the settlement of the lawsuit entitled John Dickman v. Weston Board of Education, and hereby authorizes the Superintendent of Schools to sign said settlement agreement on behalf of the Board. Carried with a motion by Luft, Lisa and a second by Gordon, Peter.

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

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

A. Board of Education Meeting: November 17, 2025; 7:00 pm; Via Zoom Webinar

VI. ADJOURNMENT

The meeting adjourned at 7:20 PM

Move that the Weston Board of Education adjourn the October 27, 2025 special meeting Carried with a motion by Ferraro, Sharon and a second by Gordon, Peter.

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

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

School/Community Relations**Civility**

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

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

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

Policy Adopted: April 15, 2002

Policy Revised: February 25, 2019

Policy Revised: [DATE]

WESTON PUBLIC SCHOOLS
Weston, Connecticut

School/Community Relations

Civility

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

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

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

I. CONDUCT

1. Expected Level of Behavior:

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

2. Unacceptable/Disruptive Behavior:

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

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

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

II. RECOURSE

1. Parent/Guardian/Visitor Recourse:

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

2. Employee Recourse:

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

3. Student Recourse:

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

III. AUTHORITY OF DISTRICT EMPLOYEES TO TERMINATE A MEETING:

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

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

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

V. AUTHORITY OF DISTRICT EMPLOYEES TO DECLINE TO RESPOND:

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

Regulation Approved: [DATE]

WESTON PUBLIC SCHOOLS
Weston, Connecticut

School/Community Relations

Civility ~~Policy~~

Preamble

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

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

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

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

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

Policy Adopted: April 15, 2002

Policy Revised: February 25, 2019

Policy Revised: [DATE]

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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

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

~~I. CONDUCT~~

~~1. Expected Level of Behavior:~~

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

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

~~4~~

~~2. Unacceptable/Disruptive Behavior:~~

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

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

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

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

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

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

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

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

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

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

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

~~II. RECOURSE~~

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

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

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

~~2. Employee Recourse:~~

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

~~2~~

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

~~3. Student Recourse:~~

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

~~III. AUTHORITY OF DISTRICT EMPLOYEES:~~

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

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

~~enforcement directly.~~

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

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

~~3~~

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

~~Policy Adopted: April 15, 2002~~

~~Policy Revised: February 25, 2019~~

~~WESTON PUBLIC SCHOOLS~~

~~Weston, Connecticut~~

~~4~~

School/Community Relations

Civility

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

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

I. CONDUCT

1. Expected Level of Behavior:

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

~~a.~~

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

~~b.~~

~~±~~

2. Unacceptable/Disruptive Behavior:

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

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

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

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

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

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

~~ii. constitute a criminal violation;~~

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

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

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

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

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

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

~~vi.~~

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

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

II. RECOURSE

1. Parent/Guardian/Visitor Recourse:

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

2. ~~2.~~ Employee Recourse:

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

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

2

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

3. 3- Student Recourse:

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

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

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

enforcement directly.

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

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

1.

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

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

V.

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

3

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

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

Policy Adopted: April 15, 2002

Policy Revised: February 25, 2019

Regulation Approved: [DATE]

WESTON PUBLIC SCHOOLS

Weston, Connecticut

4

Certified/Non-Certified Staff**Code of Ethics and Professional Responsibility for Personnel**

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

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

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

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

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

In addition:

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

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

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

cf. [1255](#), Civility

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

cf. [4118.5](#), Social Networking - Personnel

Legal References:

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

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

Policy adopted: [DATE]



Enrollment Projections Update

November 17, 2025



Introduction

- Projection Comparison
- Update of Enrollment Drivers
- Update of Enrollment Trends
- Enrollment Projection Update
- Appendix A- Low & High Districtwide Projections



Projections Comparison

| Medium Projected 2025-26 | | | | | | | | | | | | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|------|------|------|-------|-------|-------|------|-------|
| Comparison | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | K-2 | 3-5 | 6-8 | 9-12 | K-12 |
| Actual 2025-26 | 133 | 113 | 154 | 135 | 144 | 159 | 173 | 139 | 147 | 174 | 172 | 166 | 173 | 400 | 438 | 459 | 685 | 1,982 |
| Medium Projected 2025-26 | 135 | 120 | 158 | 137 | 152 | 166 | 171 | 143 | 149 | 176 | 167 | 161 | 172 | 413 | 455 | 463 | 676 | 2,007 |
| Difference | -2 | -7 | -4 | -2 | -8 | -7 | 2 | -4 | -2 | -2 | 5 | 5 | 1 | -13 | -17 | -4 | 9 | -25 |
| % Difference | -1.5% | -5.8% | -2.5% | -1.5% | -5.3% | -4.2% | 1.2% | -2.8% | -1.3% | -1.1% | 3.0% | 3.1% | 0.6% | -3.1% | -3.7% | -0.9% | 1.3% | -1.2% |

Source : WPS 10/1/2025, District Enrollment Report

- Total K-12 enrollment was -1.2% (-25 students) lower than projected; greatest deviation at WIS at -17 students (-4%) followed by Hurlbutt at -13 students (-3%).
- WMS was within 1% with a delta of only -4 students.
- WHS was 9 students (+1.3%) greater than the projection
- Lower housing sales and turnover have impacted in-migration at K-8 grades.



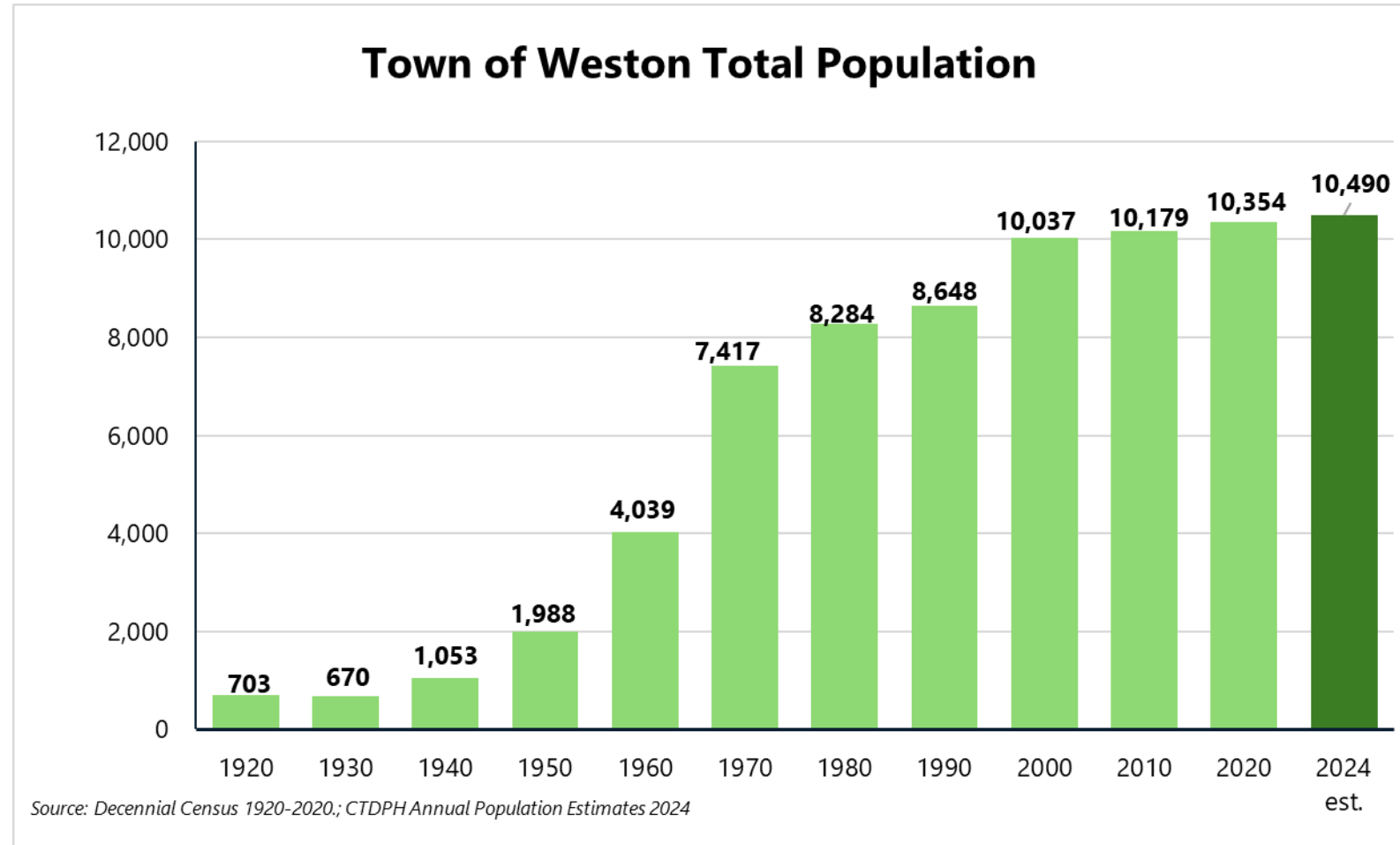
Enrollment Projection Update

Update of Enrollment Drivers



Total Population

- According to the 2020 US Census, Weston's population was 10,354, a growth of 1.7% from 2010.
- CTDPH Population Estimates for 2024 estimate Weston's population at 10,490, roughly 1% growth since 2020.

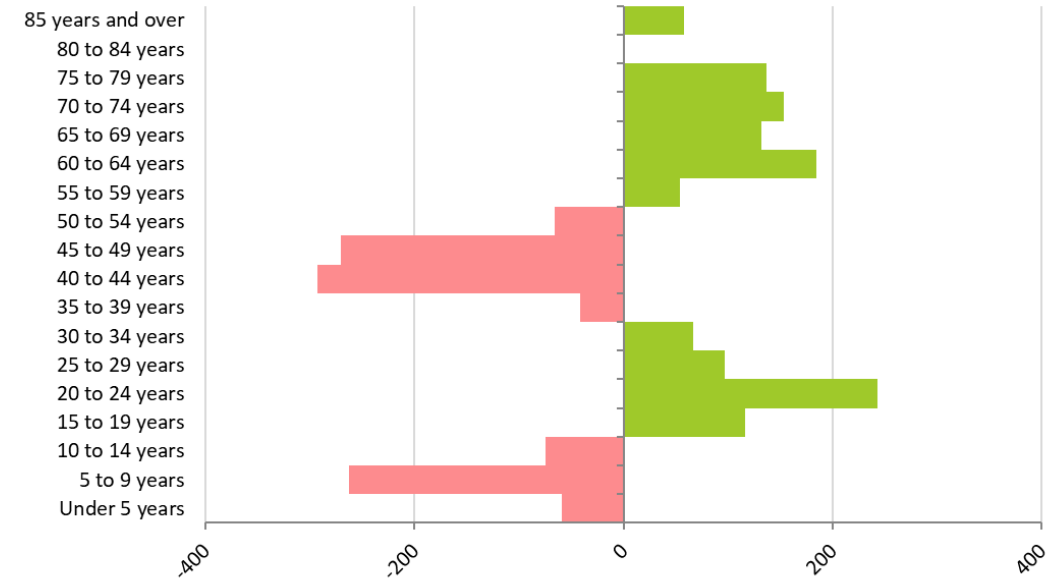




Population Change

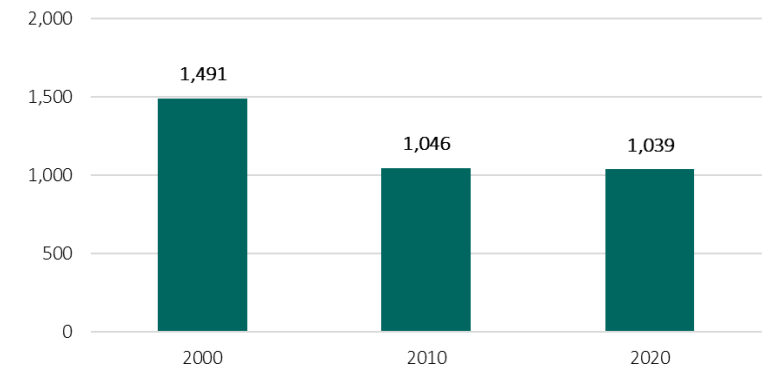
- According to Census, there have been age shifts within the population between 2010 and 2020
- Weston is an aging community. From 2010 to 2020, Median age increased from 42.0 to 47.6
- Notable growth in the young adult (20 to 34) and older adult (55+) age groups, corresponding with the large millennial and baby boomer cohorts.
- Notable decrease in the 40- to 49-year-old age cohort, who are likely to have older school-aged children
- Based on Census data, Females of Child Bearing Age declined by less than 1%, with growth in cohorts less than 34 years old

Weston Population Change, by Age 2010-2020



Source: Census 2010, 2020

Females of Childbearing Age: 2000 to 2020

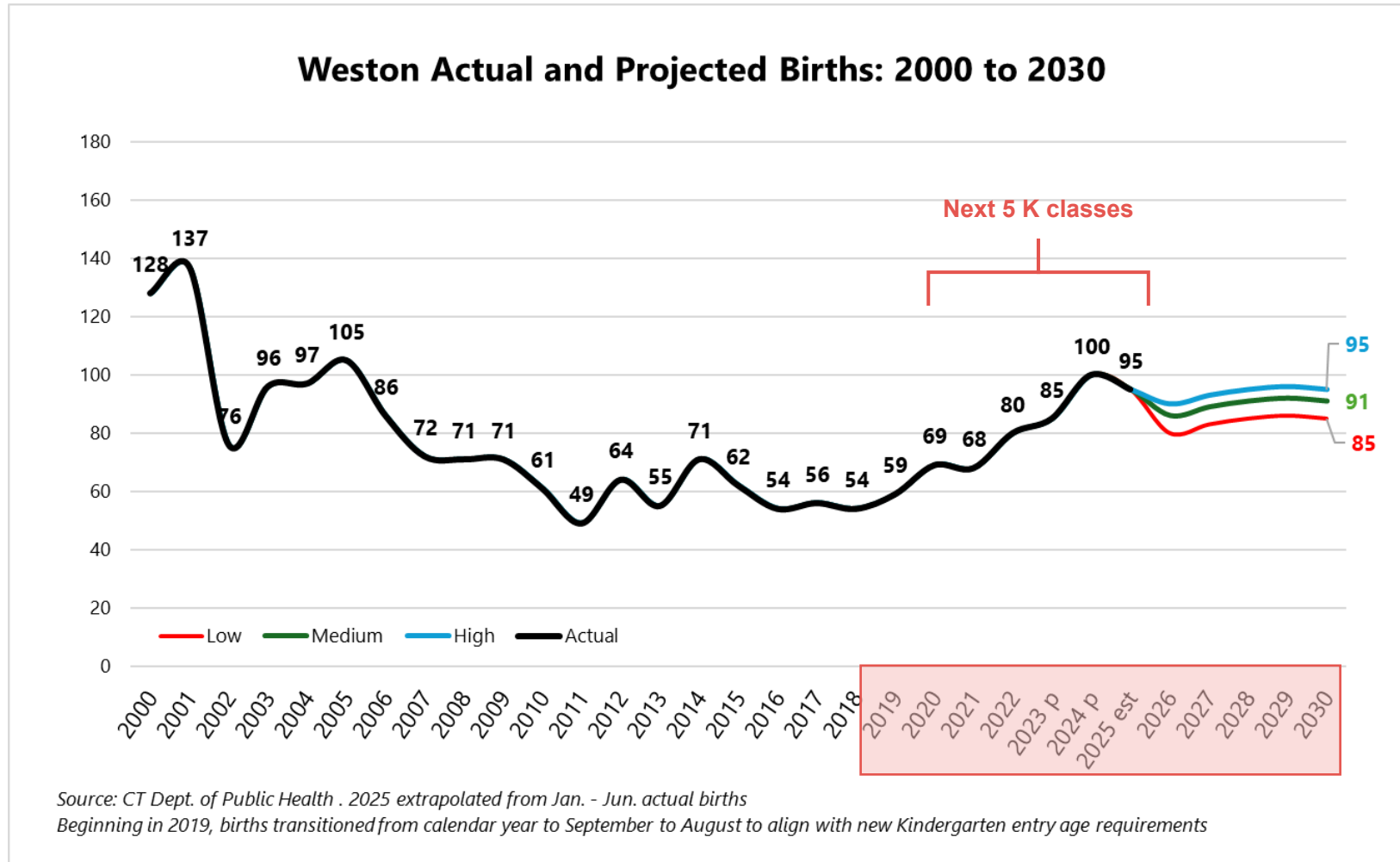


Source US Census Bureau. Females of childbearing age 20-44



Weston Actual & Projected Births

- Note that beginning in 2019, birth tabulations and projections switch from calendar year to September-August to align with new kindergarten entry age requirements last year.
- Births last peaked in 2001 at 137 births and declined over the last two decades
- Since 2018, which saw 54 births, births have increased significantly reaching 100 in 2024, an increase of 85%.
- Over the last 4-years, births averaged 90 annually.
- Birth projections show a trajectory matching the recent trends.
 - Low Model – avg. 81
 - Medium Model – avg. 87
 - High Model – avg. 91



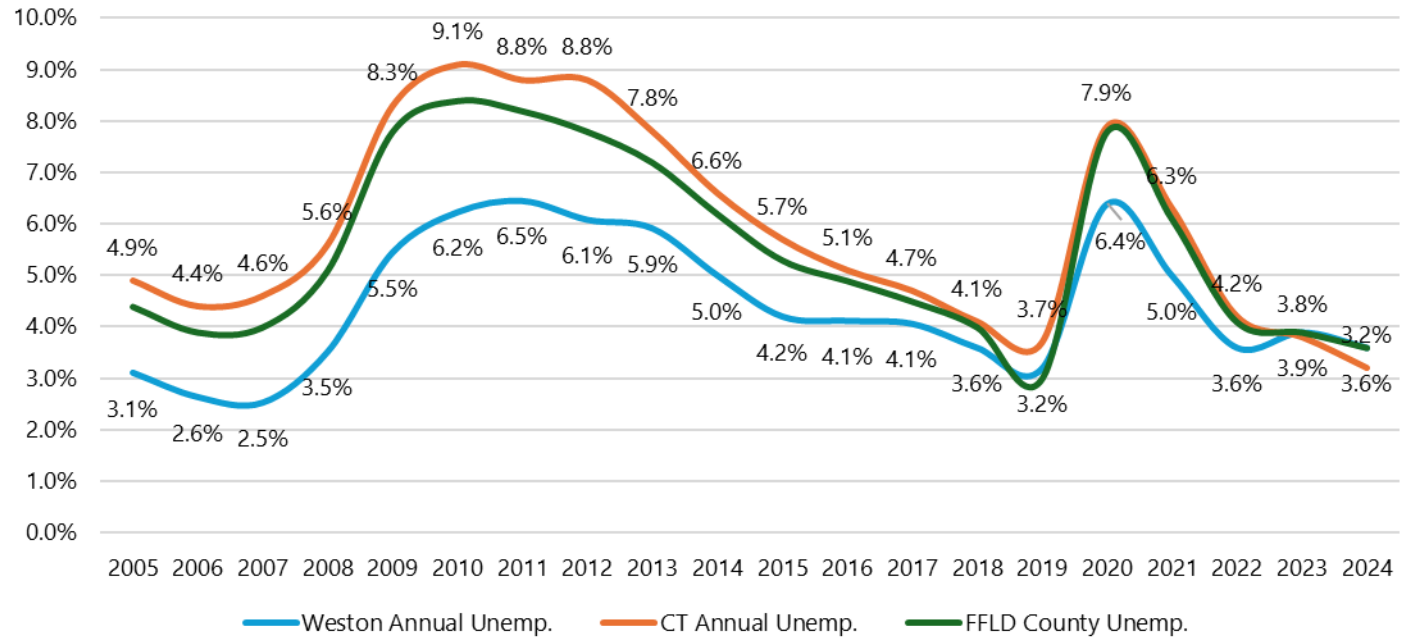
Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements



Unemployment

- The local unemployment rate peaked at 6.4% in 2020, but has since dropped to 3.6% 2025 YTD.
- Historically, Weston's rate typically mirrors that of the Fairfield County, albeit at a lower rate.

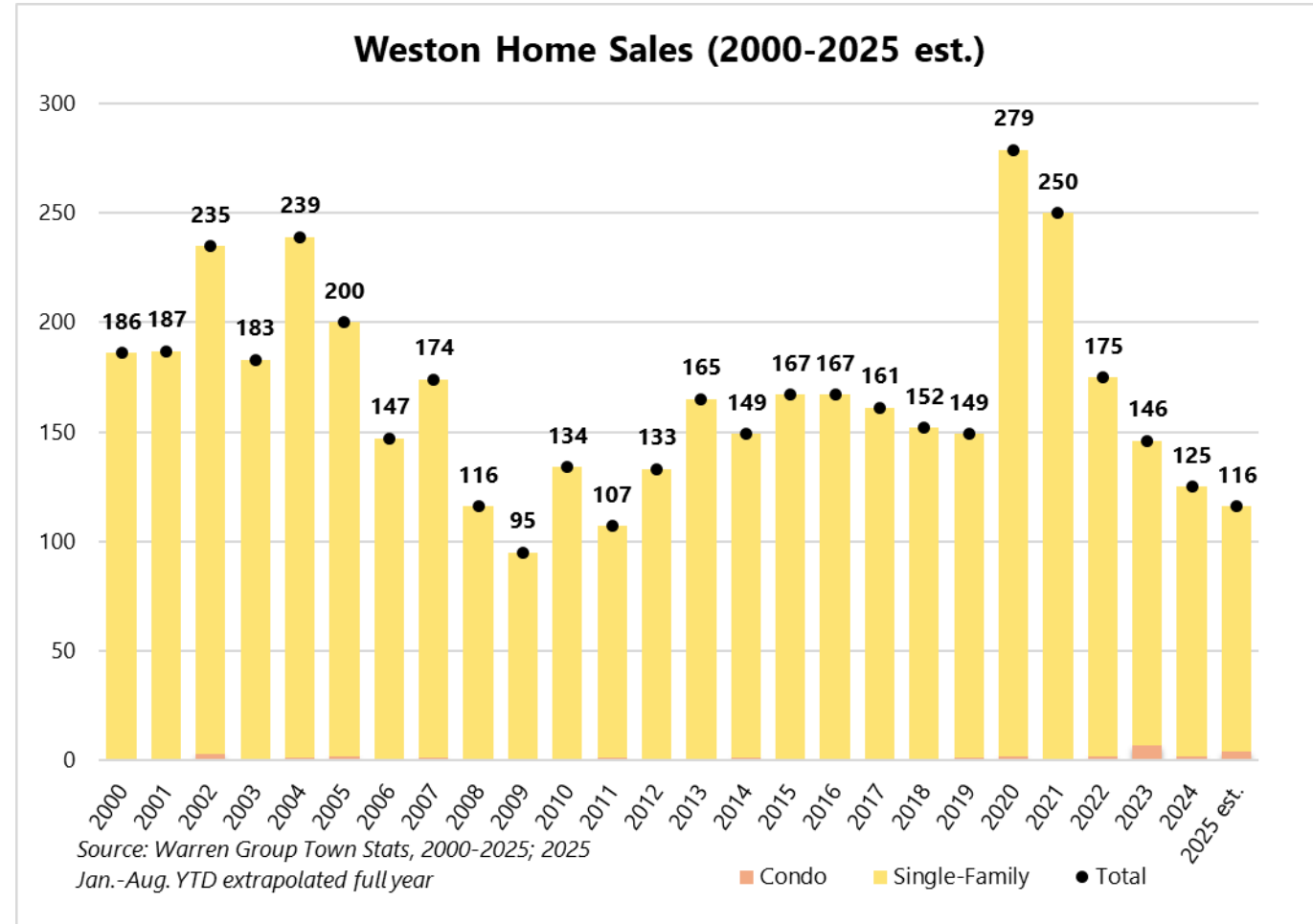
Weston, Fairfield County & State Unemployment Rates, 2005 - 2024





Home Sales

- In the years prior to the pandemic, Weston had stable home sales, averaging about 160 annually between 2013 and 2019.
- Single Family Home Sales peaked in 2020 at nearly 280 sales, followed by 250 sales in 2021.
- Sales have been declining since 2021, with sales in 2024 dropping to 125 ,which is 50% reduction since 2021.
- YTD sales for 2025 are trending below 2024 levels with an estimated 116 sales for the full year.
- Historically, Weston sees few condo sales annually, averaging around 2 per year over the last decade.
- Low inventory, high prices, and limited new construction are all impacting the housing market.

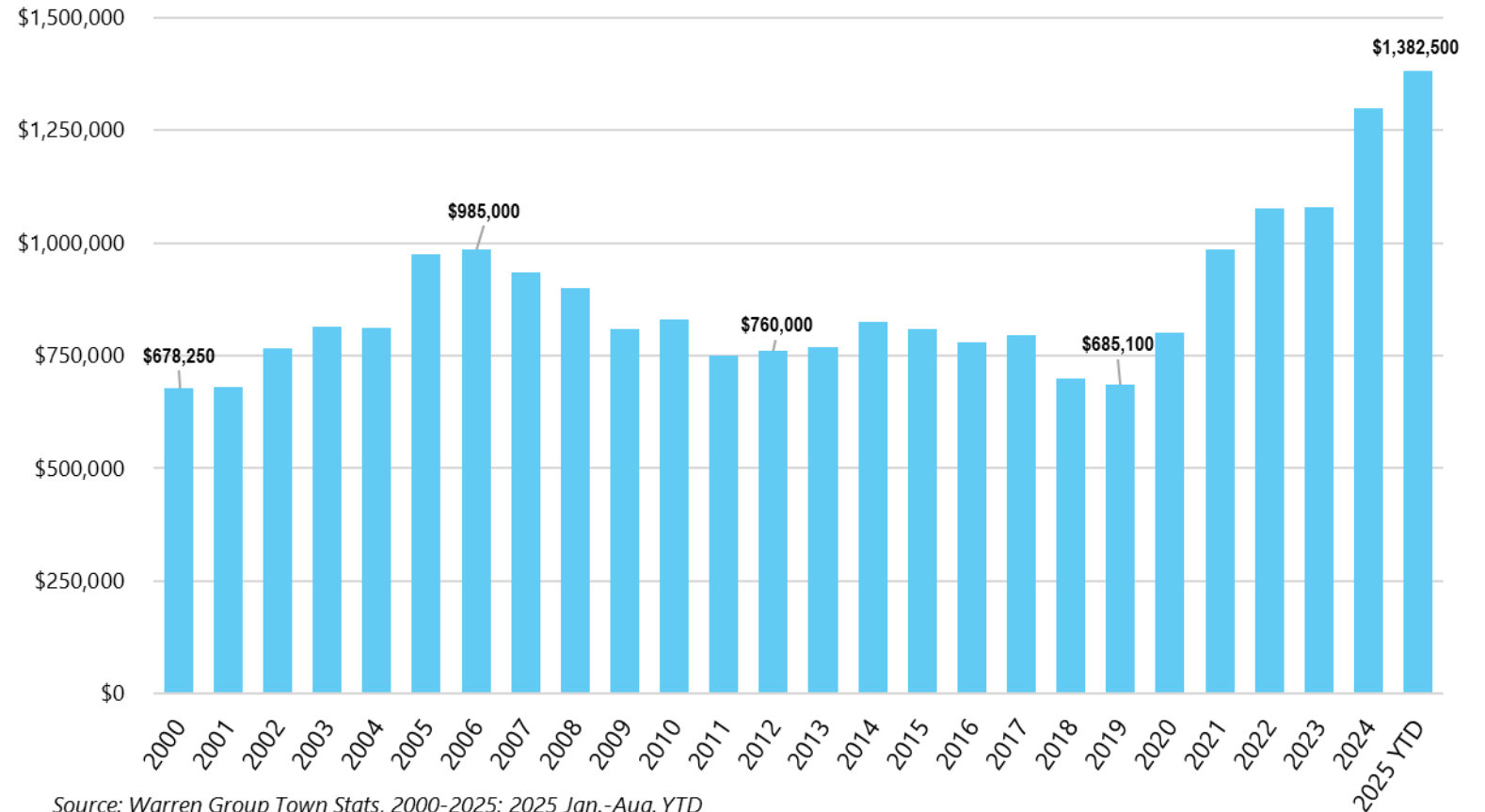




Median Housing Price

- 2025 YTD median single-family sale price has climbed to over \$1.3 million, which is nearly double the median sale price in 2019.
- Limited inventory and high prices are contributing to lower housing turnover and churn.

Weston Median Sale Price Single Family Homes (2000-2025 YTD)

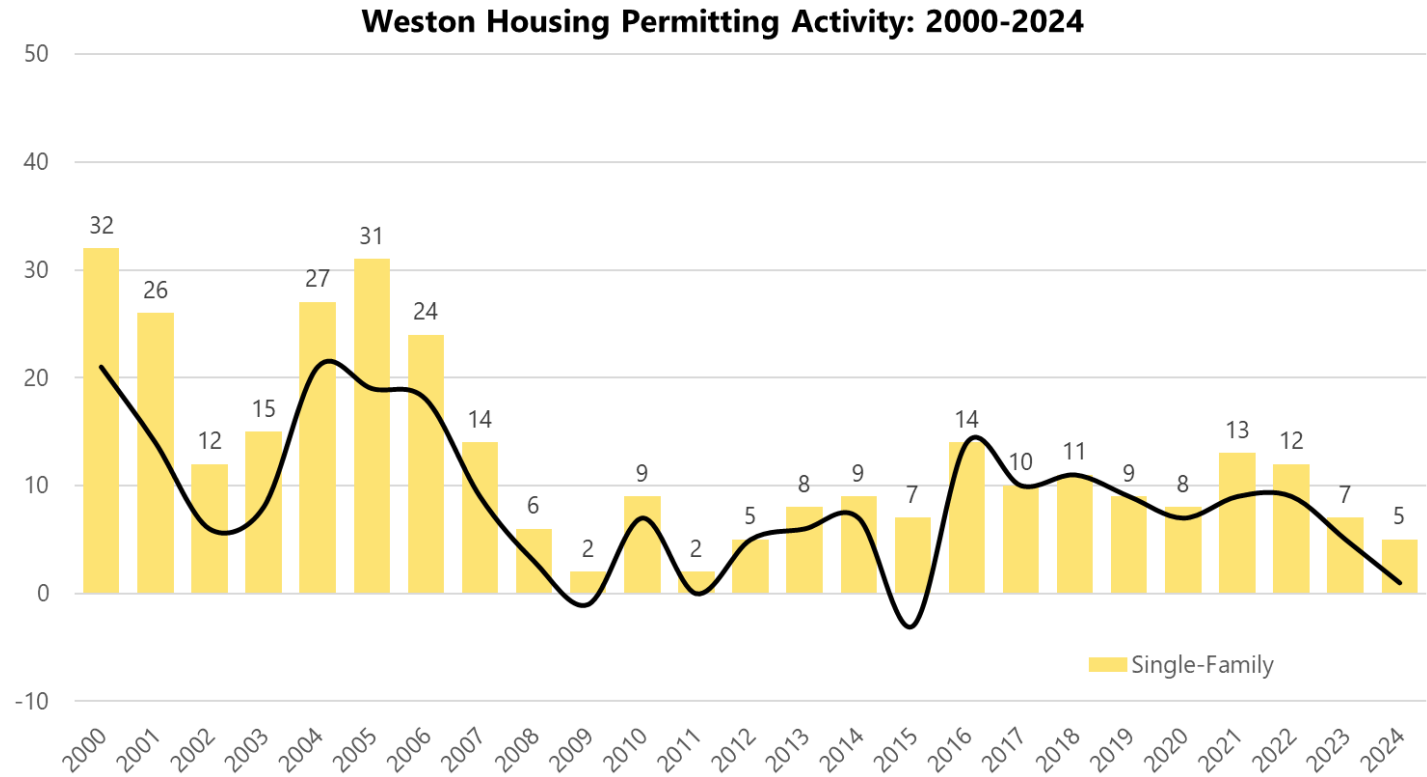


Source: Warren Group Town Stats, 2000-2025; 2025 Jan.-Aug. YTD



Housing Starts & Land Use

- Permits for new housing construction average 10 units annually over the last 10-years. When factoring demolitions, net gains averaged 7 units per year.
- Permits and construction activity is largely infill development on existing lots.
- New subdivision activity is constrained by limited availability of land.
- Village District Regulations are in effect as of October 2021; in 2025 regulations underwent amendments to better align with development interests.
- A review of PZC meeting minutes indicate no developments of scale have been approved over the last 12 months.



Source: CT DECD Building Permits 2000-2024.



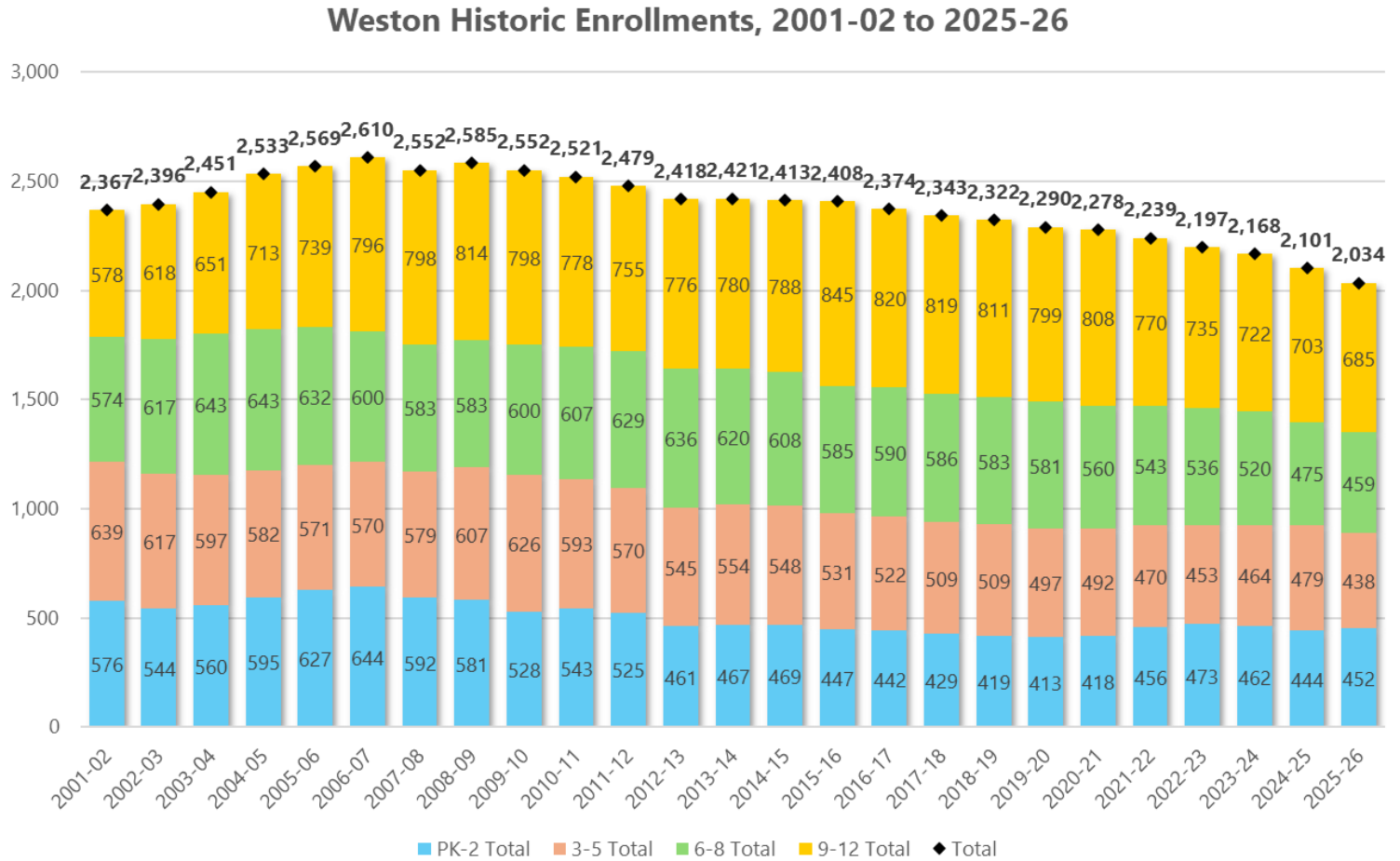
Enrollment Projection Update

Update of Enrollment Trends



Historic Enrollment

- Over the past year, PK-12 enrollment declined by 67 students (-3%)
- Total PK-12 enrollment declined by -11% or 244 students since 2020-21.
- Over the last 5-years:
 - Hurlbutt increased by 34 students (+8%)
 - WIS declined by 54 students (-11%)
 - WMS declined by 101 students (-18%)
 - WHS declined by 123 students (-15%)





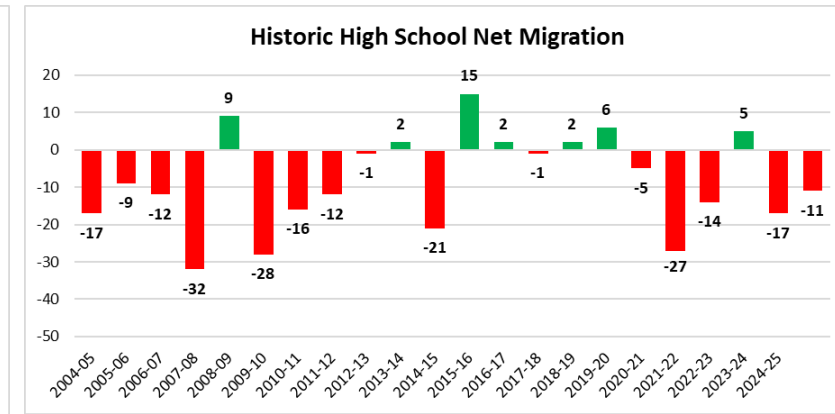
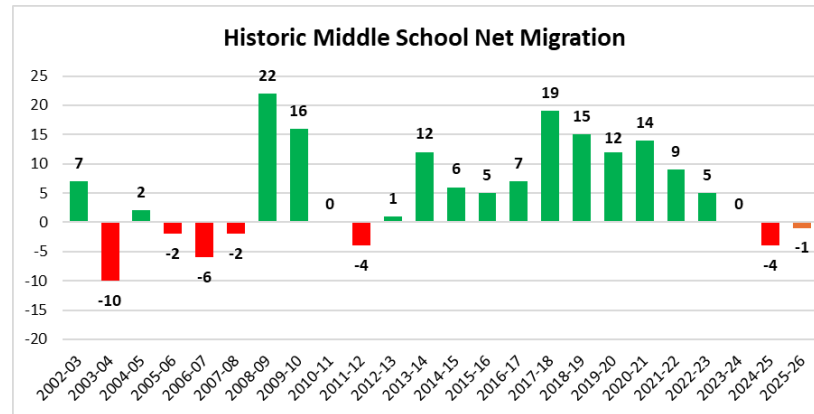
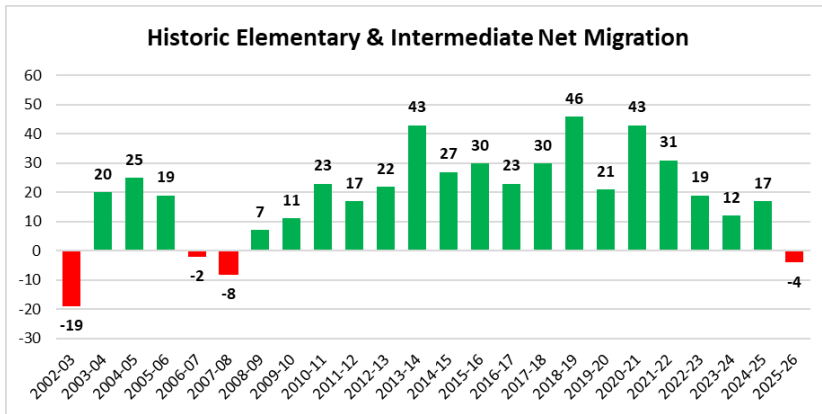
Historic Enrollment

| Weston Public School Enrollment History Kindergarten through 12th Grade | | | | | | | | | | | | | | | | |
|--|------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| School Year | Birth Year | Births | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | PK |
| 2001-02 | 1996 | 114 | 158 | 210 | 193 | 201 | 226 | 212 | 217 | 181 | 176 | 176 | 135 | 129 | 138 | 15 |
| 2002-03 | 1997 | 114 | 159 | 170 | 194 | 193 | 201 | 223 | 221 | 209 | 187 | 173 | 175 | 137 | 133 | 21 |
| 2003-04 | 1998 | 146 | 187 | 163 | 181 | 194 | 195 | 208 | 218 | 215 | 210 | 180 | 167 | 173 | 131 | 29 |
| 2004-05 | 1999 | 129 | 184 | 204 | 176 | 184 | 201 | 197 | 211 | 226 | 206 | 206 | 169 | 167 | 171 | 31 |
| 2005-06 | 2000 | 128 | 182 | 194 | 213 | 174 | 191 | 206 | 199 | 201 | 232 | 212 | 201 | 163 | 163 | 38 |
| 2006-07 | 2001 | 137 | 210 | 194 | 200 | 210 | 174 | 186 | 208 | 191 | 201 | 225 | 207 | 197 | 167 | 40 |
| 2007-08 | 2002 | 76 | 146 | 220 | 191 | 196 | 213 | 170 | 188 | 203 | 192 | 197 | 219 | 197 | 185 | 35 |
| 2008-09 | 2003 | 96 | 166 | 159 | 220 | 202 | 194 | 211 | 183 | 190 | 210 | 196 | 206 | 214 | 198 | 36 |
| 2009-10 | 2004 | 97 | 158 | 171 | 160 | 214 | 203 | 209 | 217 | 181 | 202 | 208 | 191 | 193 | 206 | 39 |
| 2010-11 | 2005 | 105 | 159 | 166 | 178 | 170 | 216 | 207 | 211 | 215 | 181 | 195 | 205 | 186 | 192 | 40 |
| 2011-12 | 2006 | 86 | 162 | 156 | 177 | 180 | 173 | 217 | 211 | 207 | 211 | 170 | 193 | 203 | 189 | 30 |
| 2012-13 | 2007 | 72 | 115 | 157 | 163 | 180 | 186 | 179 | 221 | 208 | 207 | 210 | 173 | 188 | 205 | 26 |
| 2013-14 | 2008 | 71 | 136 | 135 | 175 | 174 | 183 | 197 | 190 | 215 | 215 | 214 | 209 | 171 | 186 | 21 |
| 2014-15 | 2009 | 71 | 140 | 150 | 146 | 185 | 177 | 186 | 206 | 188 | 214 | 202 | 208 | 206 | 172 | 33 |
| 2015-16 | 2010 | 61 | 124 | 141 | 157 | 161 | 186 | 184 | 190 | 209 | 186 | 218 | 208 | 206 | 213 | 25 |
| 2016-17 | 2011 | 49 | 128 | 143 | 146 | 164 | 173 | 185 | 188 | 194 | 208 | 189 | 216 | 207 | 208 | 25 |
| 2017-18 | 2012 | 64 | 113 | 142 | 147 | 154 | 175 | 180 | 196 | 192 | 198 | 212 | 185 | 214 | 208 | 27 |
| 2018-19 | 2013 | 55 | 109 | 128 | 155 | 163 | 165 | 181 | 187 | 201 | 195 | 203 | 209 | 186 | 213 | 27 |
| 2019-20 | 2014 | 71 | 129 | 117 | 135 | 160 | 168 | 169 | 191 | 186 | 204 | 195 | 207 | 207 | 190 | 32 |
| 2020-21 | 2015 | 62 | 122 | 141 | 131 | 145 | 176 | 171 | 173 | 190 | 197 | 200 | 192 | 208 | 208 | 24 |
| 2021-22 | 2016 | 54 | 126 | 146 | 154 | 140 | 151 | 179 | 178 | 174 | 191 | 185 | 189 | 184 | 212 | 30 |
| 2022-23 | 2017 | 56 | 128 | 137 | 157 | 158 | 142 | 153 | 183 | 184 | 169 | 181 | 185 | 182 | 187 | 51 |
| 2023-24 | 2018 | 54 | 147 | 128 | 142 | 160 | 163 | 141 | 152 | 186 | 182 | 171 | 183 | 184 | 184 | 45 |
| 2024-25 | 2019 | 59 | 113 | 154 | 131 | 146 | 165 | 168 | 142 | 150 | 183 | 171 | 168 | 174 | 190 | 46 |
| 2025-26 | 2020 | 69 | 133 | 113 | 154 | 135 | 144 | 159 | 173 | 139 | 147 | 174 | 172 | 166 | 173 | 52 |

EdSight 2001-2024; WPS October 2025-26 including outplaced students



Net Migration

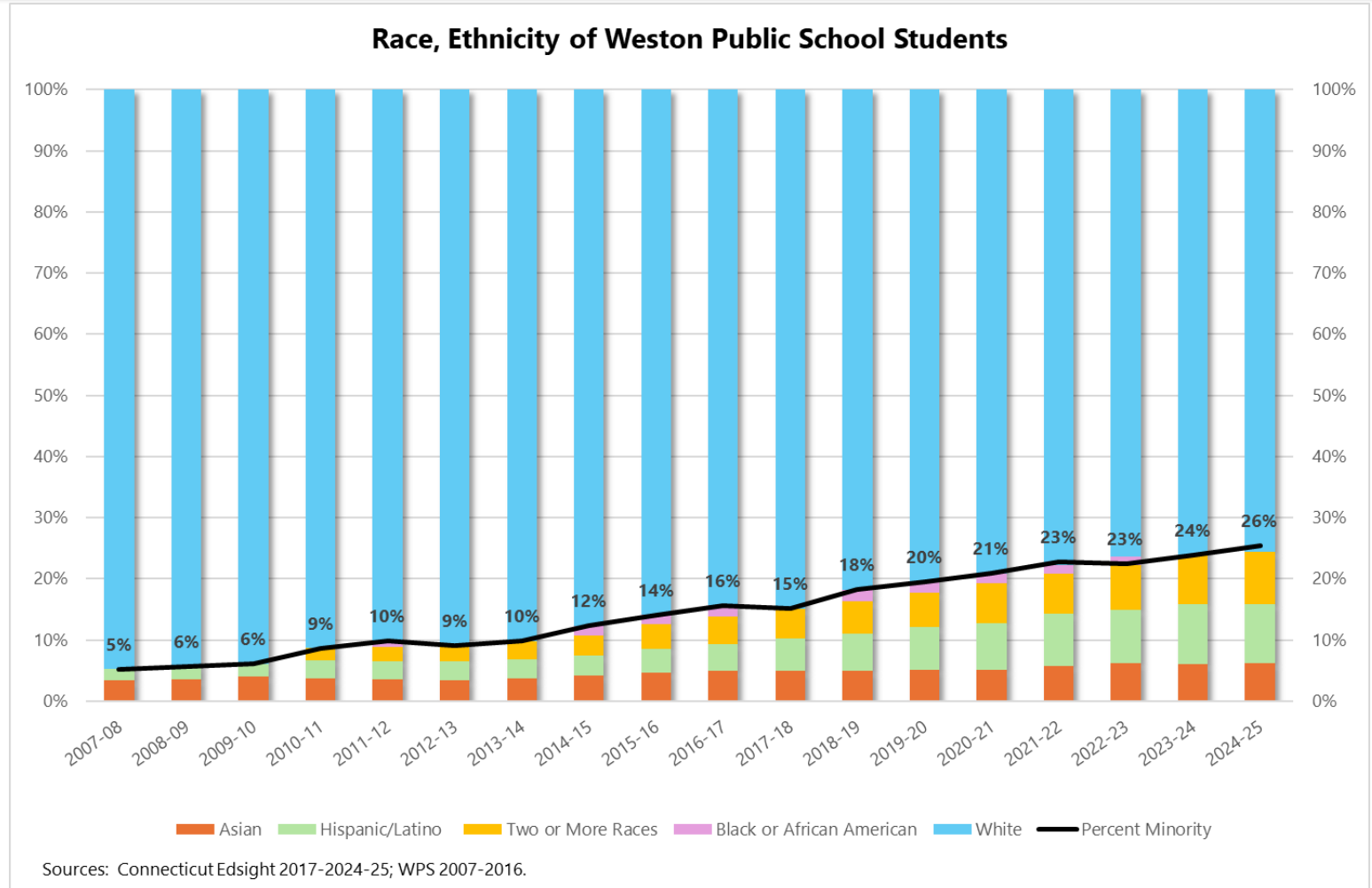


- Elementary & intermediate schools averaged a net migration of +24 students annually over the last decade with recent peaks of +46 and +43 students in 2018-19 and 2020-21, respectively. However, over the last 5-years net in-migration has slowed considerably, averaging +15. This year saw a net out-migration for the first time since the Great Recession.
- Middle school net migration has trended down since hitting a recent peak of +19 in 2017-18. The past 2-years saw net out-migration. Over the last decade net migration has averaged +8 students annually.
- High school has experienced an average annual net out-migration of -6 students over the last decade, with four out of the last five years seeing net out-migration. Over the last 2-years, average net out-migration of -14 students.



Historic Enrollment Composition

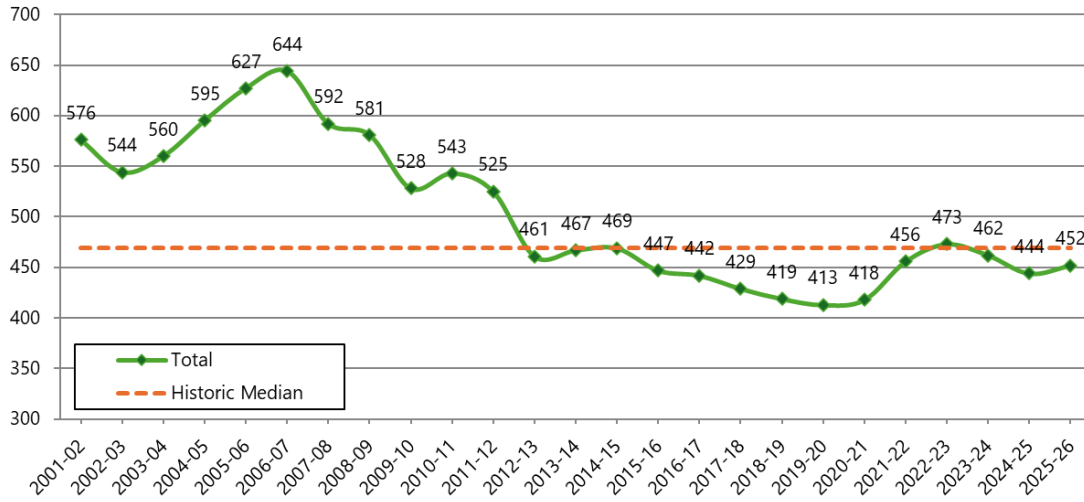
- Weston's student body has become more diverse over the last decade.
- Based on 2024-25 data, WPS is at 26% students of color, compared to just 14% in 2015-16.
- Over the last decade, the largest growth in Hispanic/Latino (~120%) & two or more races (~79%), & to a lesser extent Asian students (15%)
- Official 2025-26 racial balance data from the State Department of Education is not yet available





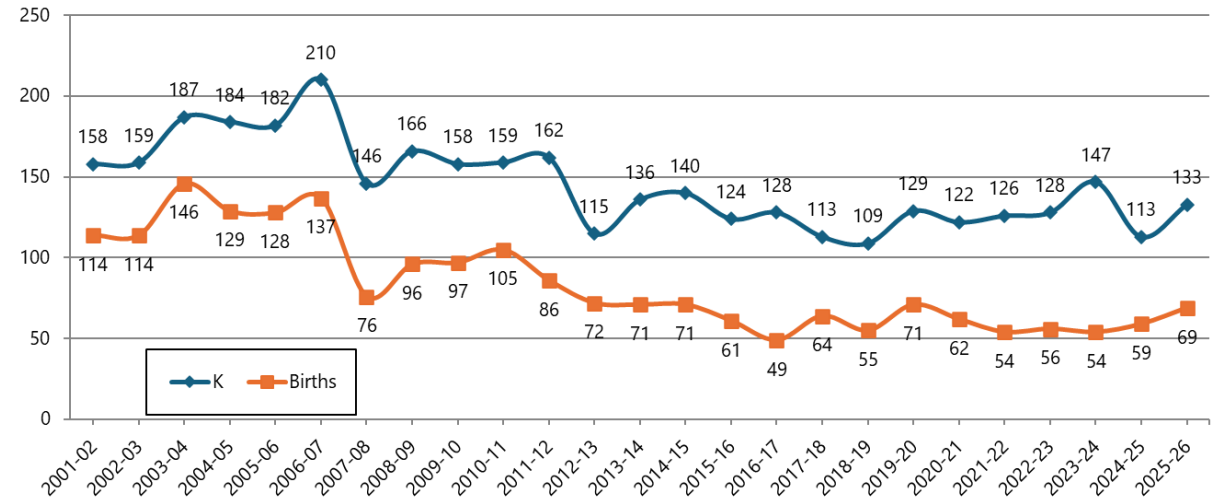
Historic Enrollment

Elementary (PK-2nd) Enrollments Weston Public Schools



Sources: CT Dept. of Education CeDar, and Weston Public Schools

Kindergarten and Birth Cohort Sizes Weston Public Schools



Sources: CT Dept. of Education CeDar, and Weston Public Schools

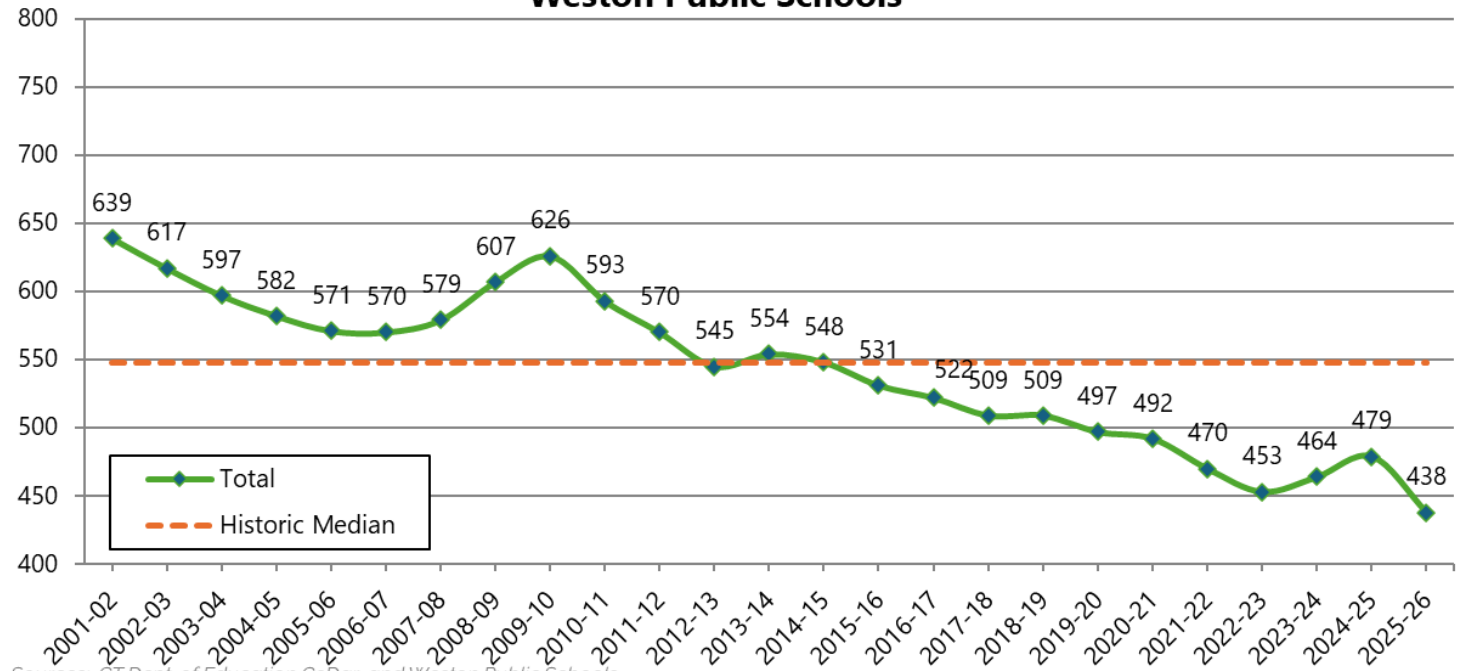
- For 2025-26, PK-2nd reported enrollment at Hurlbutt is 452 students, including 52 PK students
- After an historically small K cohort in 2024-25, this year's K cohort (133) was 2nd largest in last decade. Over the last 10-yrs, K has averaged 125 students while births averaged 59 annually.
- Over the last 5-years, enrollment at Hurlbutt averaged 457 students.



Historic Enrollment

- For 2025-26, 3rd-5th enrollment at Weston Intermediate School (WIS) is 438 students, which is a decrease of 41 students from last year.
- WIS enrollment began falling in 2010-11 and continued this downward trend through 2022-23.
- After a recent uptick in 2023-24 and 2024-25, 2025-26 saw enrollment dip to 2025-26.

**Intermediate (3rd - 5th) Enrollments
Weston Public Schools**



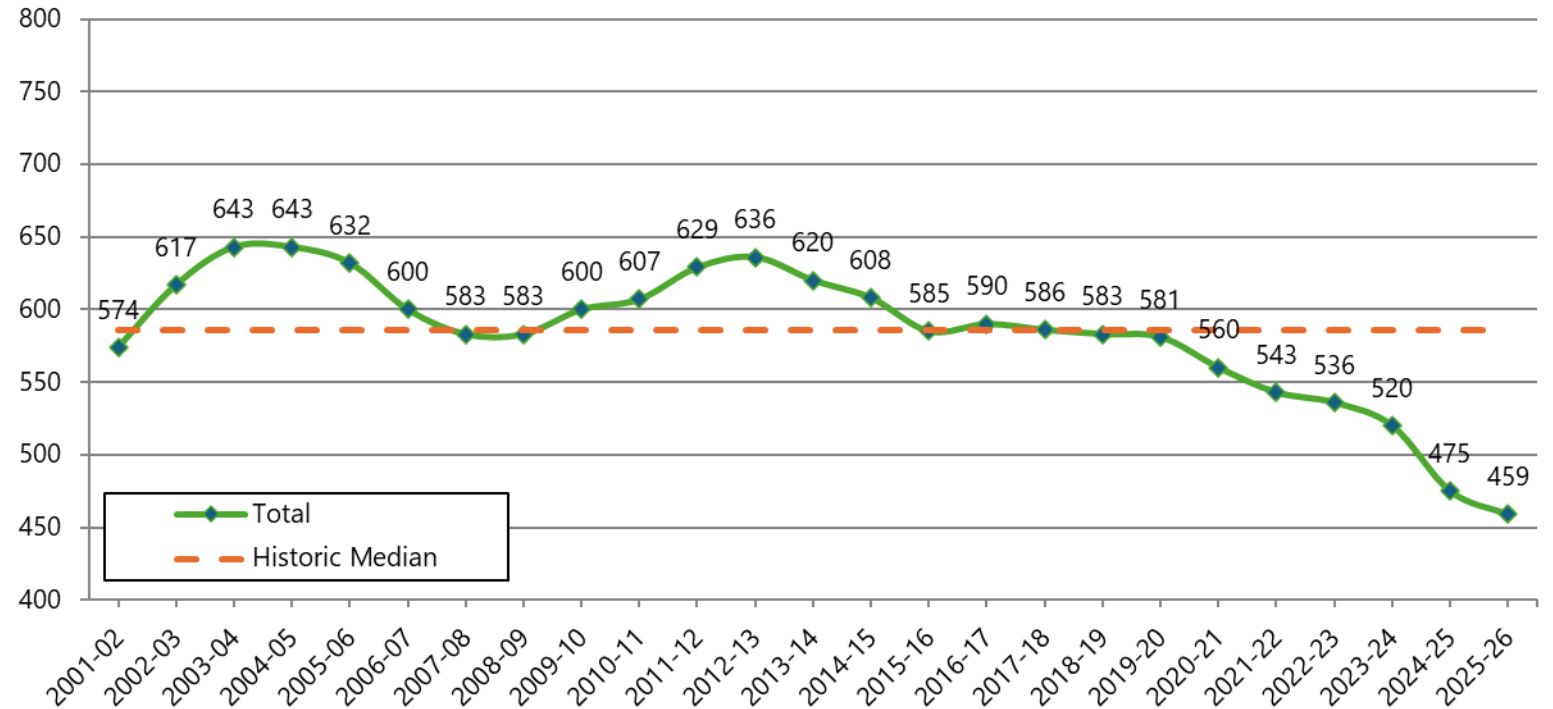
Sources: CT Dept. of Education CeDar, and Weston Public Schools



Historic Enrollment

- For 2025-26, 6th-8th enrollment at Weston Middle School (WMS) is 459 students, a decrease of 16 students from last year.
- Over the last 5-years enrollment declined by 18% and attributed to the successive smaller 6th grade cohorts entering WMS.
- For 2025-26, the average cohort size is 153 students compared to 194 students in 2019-20.

**Middle (6th-8th) Enrollments
Weston Public Schools**

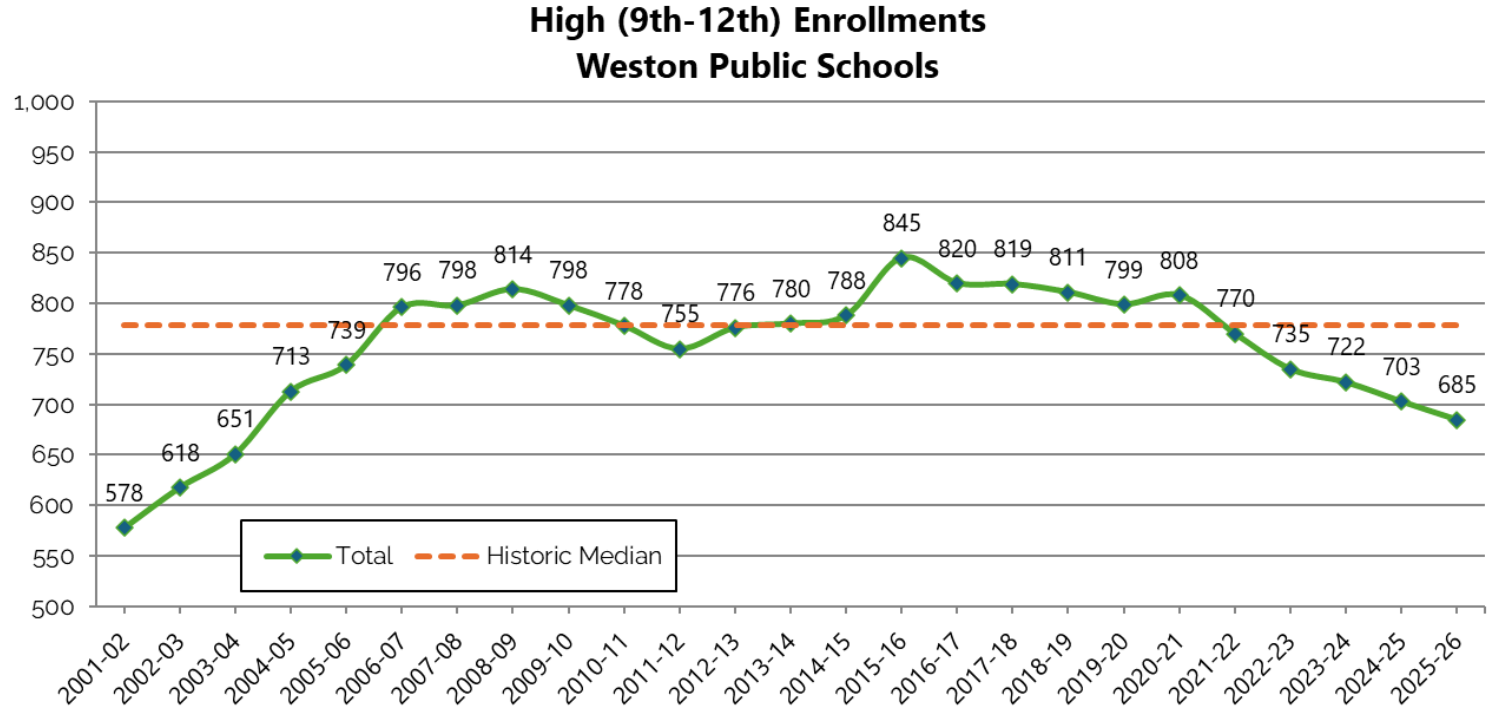


Sources: CT Dept. of Education CeDar, and Weston Public Schools



Historic Enrollment

- High school enrollment for 2025-26 is 685 students, which is down from 703 students in 2024-25.
- High school enrollment recently peaked in 2015-16 at 845 students.
- Enrollment declined slowly since peak, as smaller incoming 9th grade classes replace larger graduating classes.
- For 2025- 26, the average cohort size is 171 students, compared to 200 students in 2019-20.



Sources: CT Dept. of Education CeDar, and Weston Public Schools

Note: State reported enrollment from CTSDE includes outplaced students



Enrollment Projection Update

Enrollment Projection Update



Projections Primer

- Based on Cohort Survival Methodology – Standard method accepted by OGA (formerly OSCG&R) for school construction projects
- The cohort survival methodology relies on observed data from the recent past in order to project the near future
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Where external factors drive enrollment in a fashion without linear relationships to existing births and/or enrollments, adjustments to the cohort-survival methodology improve projections
- Changes in the kindergarten entry age add uncertainty to the kindergarten projections until trends are established.



Persistency & Net Migration

- Drop in Birth-K ratio for 2024-25 associated with change in entry age and much lower in-migration.
- For 2025-25, Birth-K was below the 10-year historic average of 2.1
- Low 8th – 9th persistency ratio indicates greater out-migration and less in-migration.
- Estimate of migration tracks average migration among the most stable grades (2-8). After averaging 3.7% between 2017-18 and 2021-22, migration has slowed over the last four years, averaging just 0.6%, with decreasing housing turnover contributing to this trend.

| Kindergarten through 12th Grade Persistency Ratios by School Year 2003-04 to 2025-26 | | | | | | | | | | | | | | |
|---|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|
| Year | Birth-K | K-1 | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | Est. of Migration |
| 2003-04 | 1.2808 | 1.0252 | 1.0647 | 1.0000 | 1.0104 | 1.0348 | 0.9776 | 0.9729 | 1.0048 | 0.9626 | 0.9653 | 0.9886 | 0.9562 | -0.08% |
| 2004-05 | 1.4264 | 1.0909 | 1.0798 | 1.0166 | 1.0361 | 1.0103 | 1.0144 | 1.0367 | 0.9581 | 0.9810 | 0.9389 | 1.0000 | 0.9884 | 1.16% |
| 2005-06 | 1.4219 | 1.0543 | 1.0441 | 0.9886 | 1.0380 | 1.0249 | 1.0102 | 0.9526 | 1.0265 | 1.0291 | 0.9757 | 0.9645 | 0.9760 | 0.67% |
| 2006-07 | 1.5328 | 1.0659 | 1.0309 | 0.9859 | 1.0000 | 0.9738 | 1.0097 | 0.9598 | 1.0000 | 0.9698 | 0.9764 | 0.9801 | 1.0245 | -1.18% |
| 2007-08 | 1.9211 | 1.0476 | 0.9845 | 0.9800 | 1.0143 | 0.9770 | 1.0108 | 0.9760 | 1.0052 | 0.9801 | 0.9733 | 0.9517 | 0.9391 | -0.60% |
| 2008-09 | 1.7292 | 1.0890 | 1.0000 | 1.0576 | 0.9898 | 0.9906 | 1.0765 | 1.0106 | 1.0345 | 1.0208 | 1.0457 | 0.9772 | 1.0051 | 2.50% |
| 2009-10 | 1.6289 | 1.0301 | 1.0063 | 0.9727 | 1.0050 | 1.0773 | 1.0284 | 0.9891 | 1.0632 | 0.9905 | 0.9745 | 0.9369 | 0.9626 | 2.17% |
| 2010-11 | 1.5143 | 1.0506 | 1.0409 | 1.0625 | 1.0093 | 1.0197 | 1.0096 | 0.9908 | 1.0000 | 0.9653 | 0.9856 | 0.9738 | 0.9948 | 1.35% |
| 2011-12 | 1.8837 | 0.9811 | 1.0663 | 1.0112 | 1.0176 | 1.0046 | 1.0193 | 0.9810 | 0.9814 | 0.9392 | 0.9897 | 0.9902 | 1.0161 | 0.17% |
| 2012-13 | 1.5972 | 0.9691 | 1.0449 | 1.0169 | 1.0333 | 1.0347 | 1.0184 | 0.9858 | 1.0000 | 0.9953 | 1.0176 | 0.9741 | 1.0099 | 1.37% |
| 2013-14 | 1.9155 | 1.1739 | 1.1146 | 1.0675 | 1.0167 | 1.0591 | 1.0615 | 0.9729 | 1.0337 | 1.0338 | 0.9952 | 0.9884 | 0.9894 | 3.25% |
| 2014-15 | 1.9718 | 1.1029 | 1.0815 | 1.0571 | 1.0172 | 1.0164 | 1.0457 | 0.9895 | 0.9953 | 0.9395 | 0.9720 | 0.9856 | 1.0058 | 1.94% |
| 2015-16 | 2.0328 | 1.0071 | 1.0467 | 1.1027 | 1.0054 | 1.0395 | 1.0215 | 1.0146 | 0.9894 | 1.0187 | 1.0297 | 0.9904 | 1.0340 | 2.57% |
| 2016-17 | 2.6122 | 1.1532 | 1.0355 | 1.0446 | 1.0745 | 0.9946 | 1.0217 | 1.0211 | 0.9952 | 1.0161 | 0.9908 | 0.9952 | 1.0097 | 2.30% |
| 2017-18 | 1.7656 | 1.1094 | 1.0280 | 1.0548 | 1.0671 | 1.0405 | 1.0595 | 1.0213 | 1.0206 | 1.0192 | 0.9788 | 0.9907 | 1.0048 | 4.29% |
| 2018-19 | 1.9818 | 1.1327 | 1.0915 | 1.1088 | 1.0714 | 1.0343 | 1.0389 | 1.0255 | 1.0156 | 1.0253 | 0.9858 | 1.0054 | 0.9953 | 4.60% |
| 2019-20 | 1.8169 | 1.0734 | 1.0547 | 1.0323 | 1.0307 | 1.0242 | 1.0552 | 0.9947 | 1.0149 | 1.0000 | 1.0197 | 0.9904 | 1.0215 | 2.47% |
| 2020-21 | 1.9677 | 1.0930 | 1.1197 | 1.0741 | 1.1000 | 1.0179 | 1.0237 | 0.9948 | 1.0591 | 0.9804 | 0.9846 | 1.0048 | 1.0048 | 4.26% |
| 2021-22 | 2.3333 | 1.1967 | 1.0922 | 1.0687 | 1.0414 | 1.0170 | 1.0409 | 1.0058 | 1.0053 | 0.9391 | 0.9450 | 0.9583 | 1.0192 | 2.74% |
| 2022-23 | 2.2857 | 1.0873 | 1.0753 | 1.0260 | 1.0143 | 1.0132 | 1.0223 | 1.0337 | 0.9713 | 0.9476 | 1.0000 | 0.9630 | 1.0163 | 1.33% |
| 2023-24 | 2.7222 | 1.0000 | 1.0365 | 1.0191 | 1.0316 | 0.9930 | 0.9935 | 1.0164 | 0.9891 | 1.0118 | 1.0110 | 0.9946 | 1.0110 | 0.72% |
| 2024-25 | 1.9153 | 1.0476 | 1.0234 | 1.0282 | 1.0313 | 1.0307 | 1.0071 | 0.9868 | 0.9839 | 0.9396 | 0.9825 | 0.9508 | 1.0326 | 1.06% |
| 2025-26 | 1.9275 | 1.0000 | 1.0000 | 1.0305 | 0.9863 | 0.9636 | 1.0298 | 0.9789 | 0.9800 | 0.9508 | 1.0058 | 0.9881 | 0.9943 | -0.55% |



Projections Assumptions

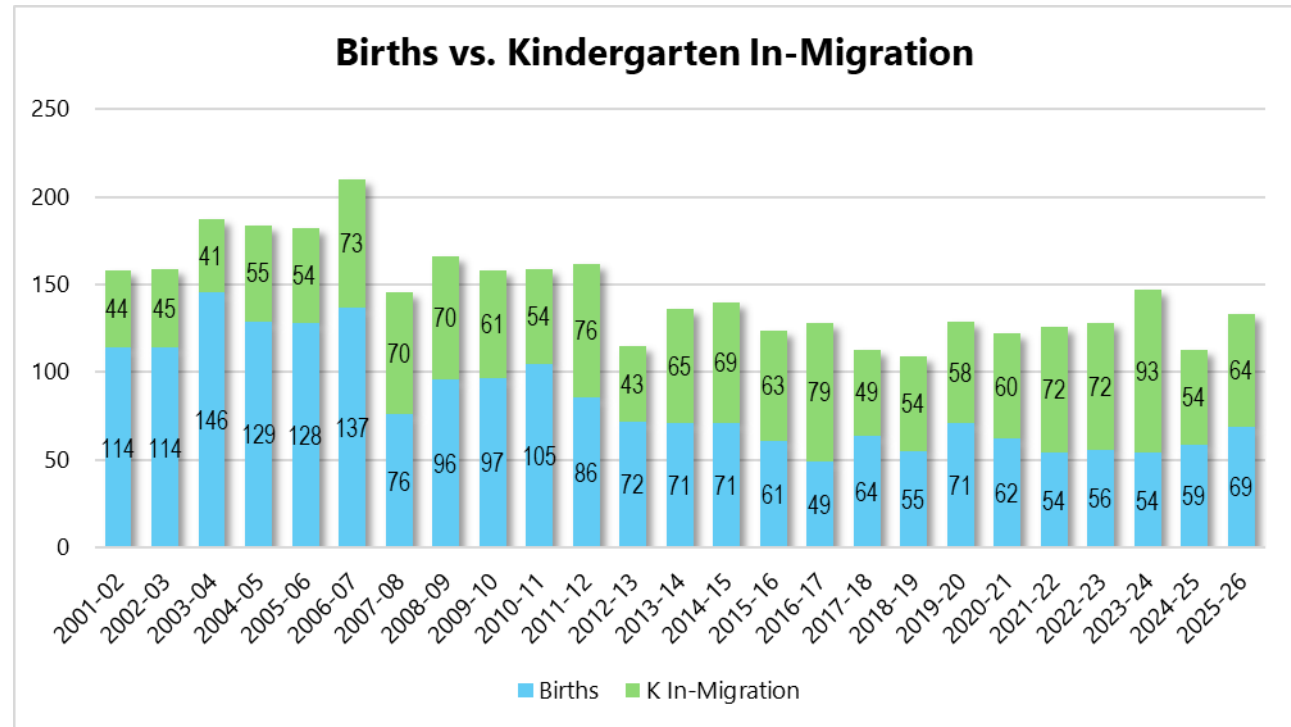
These projections are predicated on the following assumptions:

- Pre-K enrollment will be 52 students over the next decade a continuation of the 2025-26 October enrollment levels.
- Housing market conditions and future birth assumptions at the districtwide level will prove accurate.
- Despite continued elevated births, overall projections have been revised downwards, with in-migration de-escalated for the next three-years across all models based on housing market conditions
- **High projections:** Assume high birth projections (average 91 annually) and student in-migration averages approx. 1.6% for the next 10-years; below the 10-year historic average of 2.3%
- **Medium projections:** Assume medium birth projections (average 87 annually) and student in-migration averages approx. 1.2 % over next 10-years; below historic average.
- **Low projections:** Assume low birth projections (average 81 annually) and student in-migration averages approx. 0.6% over next 10-years; well below historic average



Birth-K Analysis

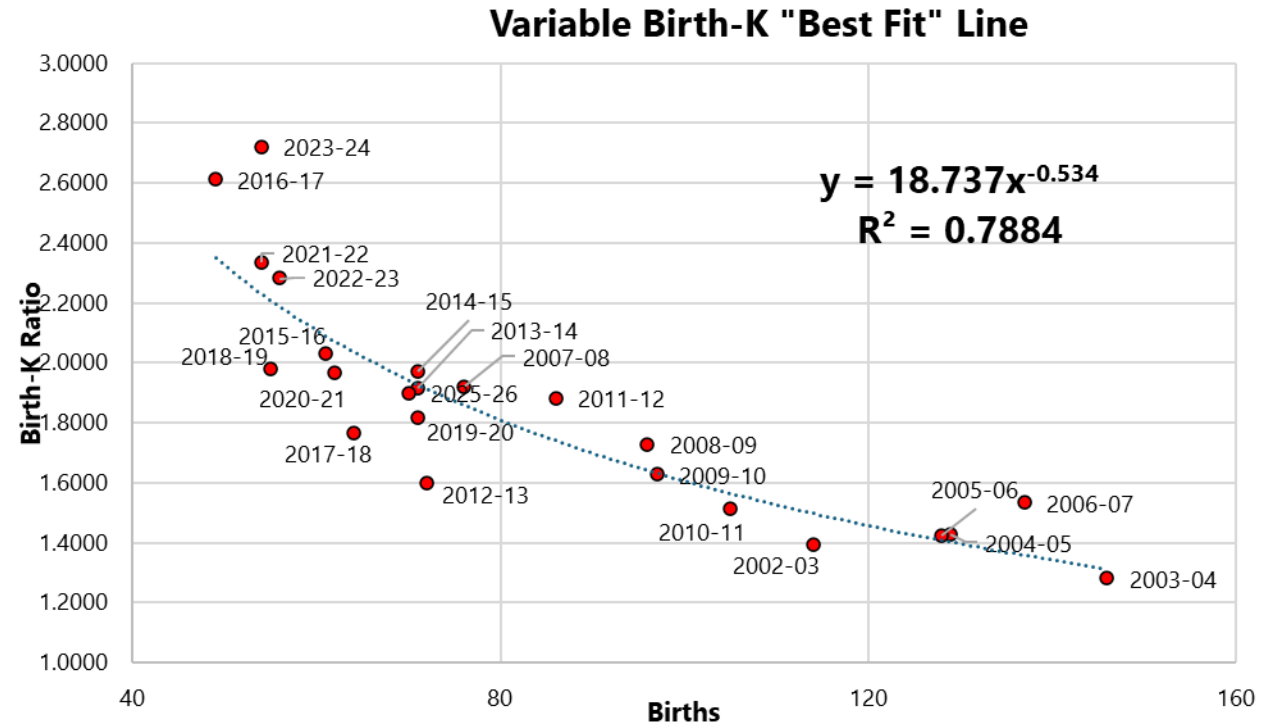
- For 2025-26, it is estimated that ~48% of the Kindergarteners were born outside of Weston, compared to the 10-yr average of 52%. This reduction was largely due to reduced in-migration.
- Predicting future kindergarten cohorts has been historically challenging in Weston due to low local birthrates and high levels of in-migration of families with children age 0 to 5
- This challenge has been magnified in recent years with the Birth-K ratio ranging from a low of 1.77 to a high of 2.72 over the last decade.





Kindergarten Projections

- Historically, kindergarten projections relied on a blend of a Variable Birth-K (VBK) model and a regression-based model based on births and home sales.
 - However, recent rapid changes in the home sale market (both total sales and prices) have led to poor performance of the regression-based model.
- Starting with last years update, the kindergarten projections were developed using only the Variable Birth-K model.
 - This method yielded a K projection within 2 students of the actual (133 K)
 - Birth-K ratio is adjusted based on the size of the Kindergarten cohort, based on a historic "best fit" line (R2 value of 0.79).
 - 2024-25 data was not included in the best fit line due to the one-time change in entry age.

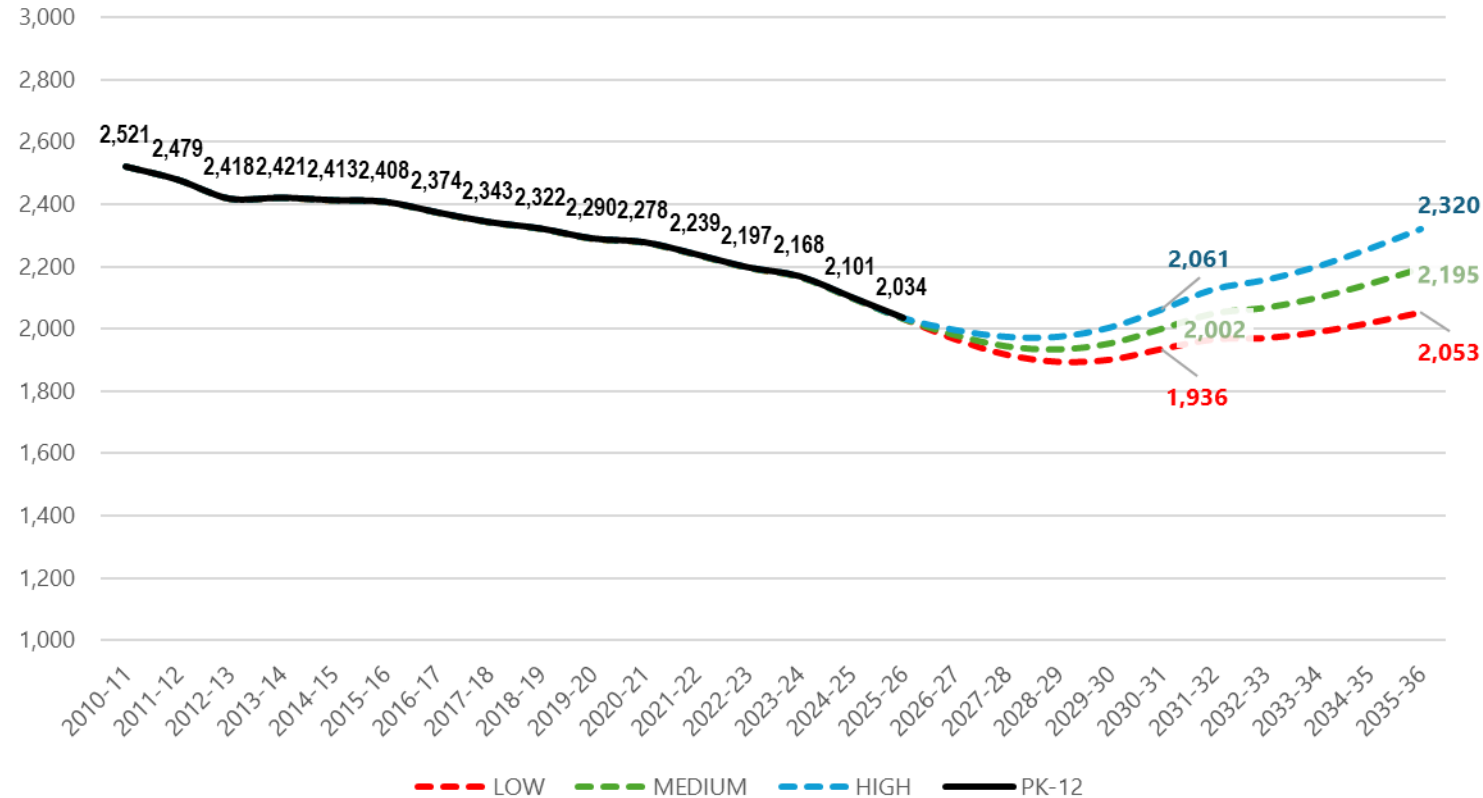




Districtwide Projections

- All three models are yielding a narrow band for the first 5 years, 125 students spread (1,936 – 2,061).
- Medium and High models are in general agreement over the 10-year projection horizon ranging from 2,053 – 2,320 students by 2035-36.
- All models are in agreement showing a modest uptick after a near term enrollment dip. The extent of the long-term uptick is dependent on which projection assumptions prove most accurate between the low, medium and high models.
- **Based on our analysis, the Medium Projection Model reflects the most likely trajectory for future enrollment.**

Projection Model Comparison (PK-12)
Weston Public Schools 2026-27 to 2035-36

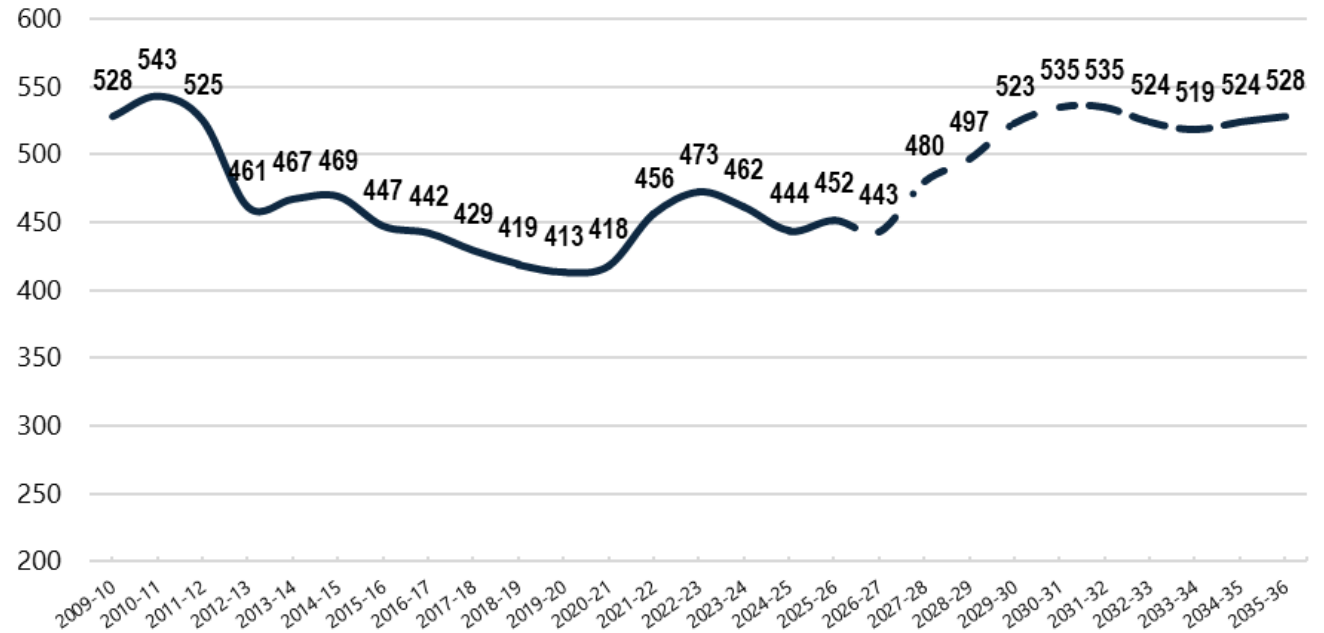




Individual School Projections

- Driven by large birth cohorts entering kindergarten, Hurlbutt is projected to increase over the next 5-years averaging 496 students with a peak in 2030-31 at 535 students.
- Over the next decade, Hurlbutt is projected to average 511 students

**PK-2 Historic & Projected Enrollment (Medium)
Weston Public Schools**

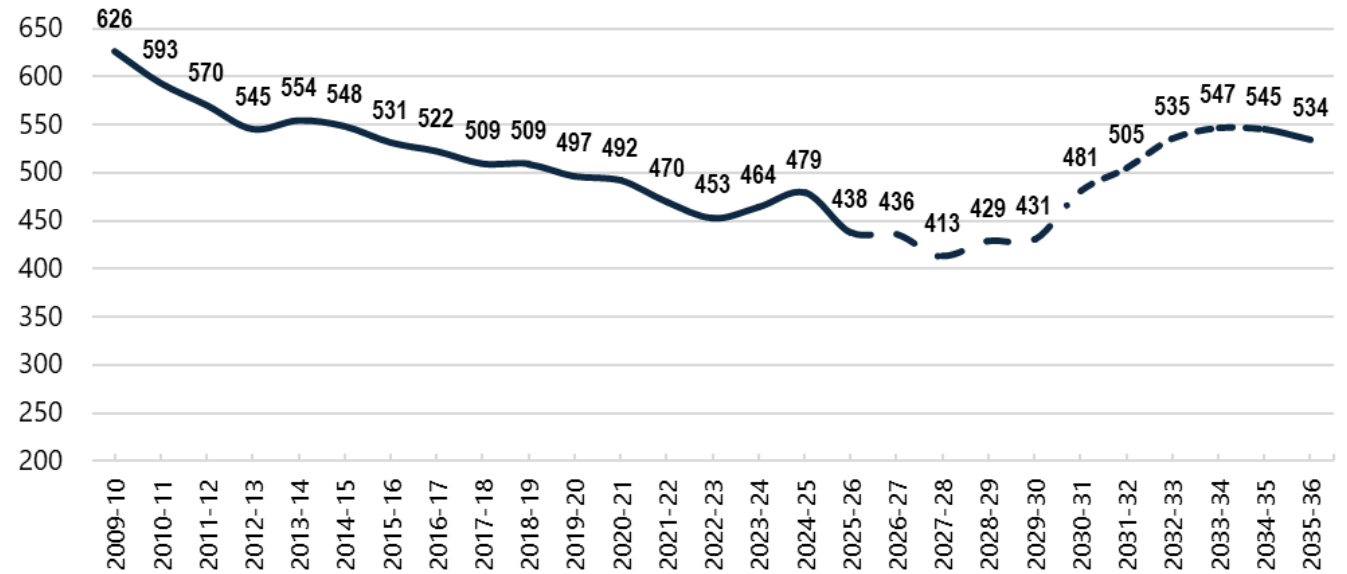




Individual School Projections

- WIS is projected to decrease slightly and stay very stable over the next 4-years, averaging 427 students.
- As larger cohorts matriculate from Hurlbutt into WIS, enrollment increases moderately, and averages 533 students over the last 5-years.

**3-5 Historic & Projected Enrollment (Medium)
Weston Public Schools**

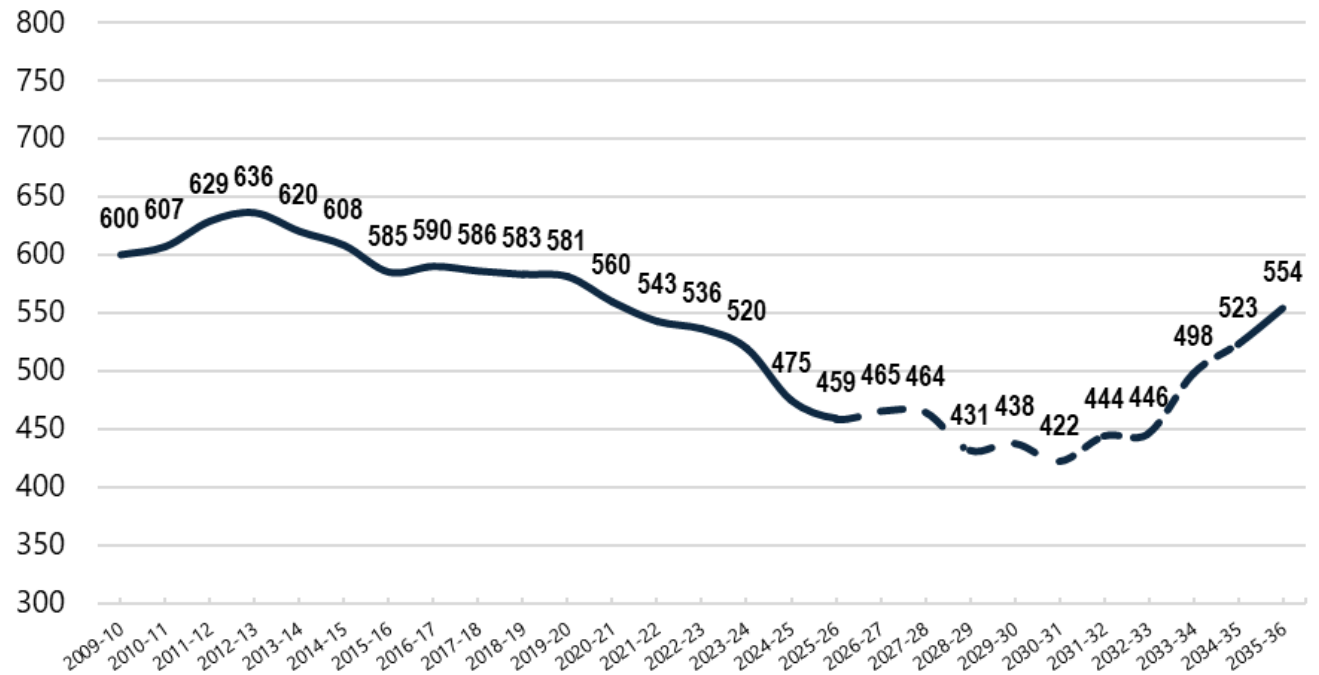




Individual School Projections

- WMS projected to see enrollment decrease by 8% in the first 5-years averaging 444 students.
- A moderate increase is projected in latter half of the projections as larger cohorts matriculate from WIS.

**6-8 Historic & Projected Enrollment (Medium)
Weston Public Schools**

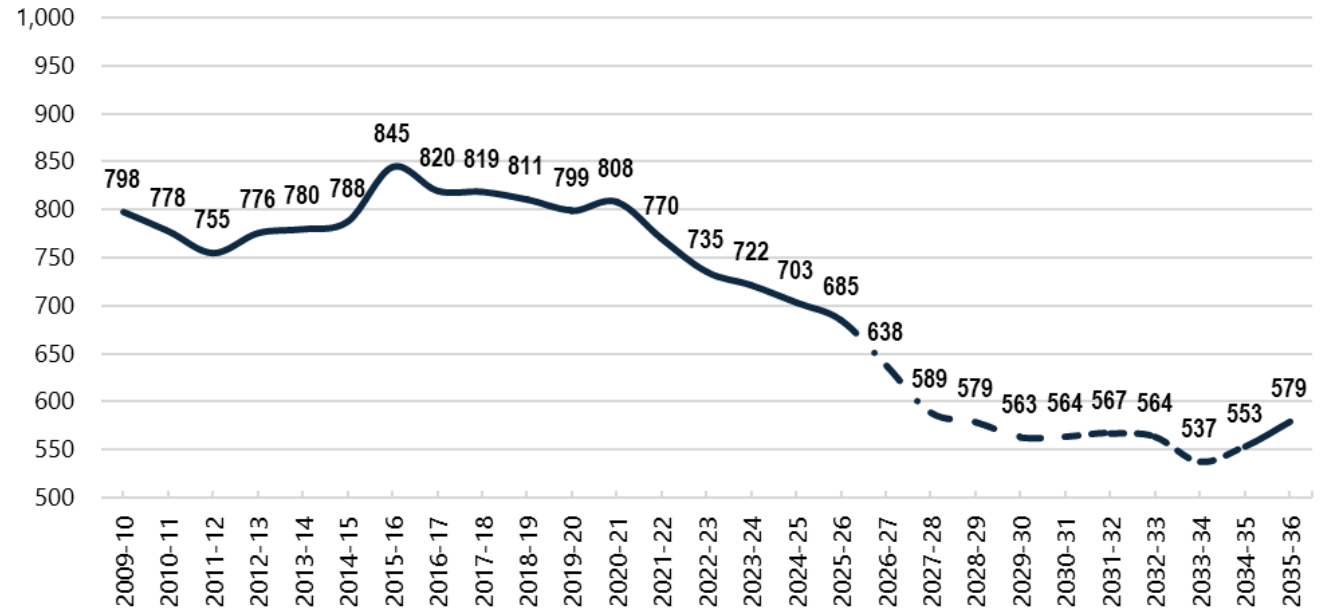




Individual School Projections

- WHS is projected to have declining enrollment (-16%) over the next decade, averaging 573 students as smaller cohorts continue to matriculate from WMS.

**9-12 Historic & Projected Enrollment (Medium)
Weston Public Schools**





10-Yr Projections (Medium)

| School Year | Birth Year | Births | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | PK | PK-12 Total | K-12 Total | PK-2 Total | 3-5 Total | 6-8 Total | 9-12 Total |
|-------------|------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------------|------------|------------|-----------|-----------|------------|
| 2025-26 | 2020 | 69 | 133 | 113 | 154 | 135 | 144 | 159 | 173 | 139 | 147 | 174 | 172 | 166 | 173 | 52 | 2,034 | 1,982 | 452 | 438 | 459 | 685 |
| 2026-27 | 2021 | 68 | 134 | 140 | 117 | 157 | 137 | 142 | 159 | 170 | 136 | 139 | 170 | 164 | 165 | 52 | 1,982 | 1,930 | 443 | 436 | 465 | 638 |
| 2027-28 | 2022 | 80 | 142 | 141 | 145 | 119 | 159 | 135 | 142 | 156 | 166 | 128 | 136 | 162 | 163 | 52 | 1,946 | 1,894 | 480 | 413 | 464 | 589 |
| 2028-29 | 2023 | 85 | 146 | 151 | 148 | 149 | 122 | 158 | 136 | 141 | 154 | 158 | 127 | 131 | 163 | 52 | 1,936 | 1,884 | 497 | 429 | 431 | 579 |
| 2029-30 | 2024 | 100 | 155 | 156 | 160 | 154 | 154 | 123 | 161 | 136 | 141 | 148 | 158 | 124 | 133 | 52 | 1,955 | 1,903 | 523 | 431 | 438 | 563 |
| 2030-31 | 2025 | 95 | 152 | 166 | 165 | 167 | 159 | 155 | 125 | 161 | 136 | 136 | 148 | 154 | 126 | 52 | 2,002 | 1,950 | 535 | 481 | 422 | 564 |
| 2031-32 | 2026 | 83 | 144 | 163 | 176 | 172 | 173 | 160 | 158 | 125 | 161 | 131 | 136 | 144 | 156 | 52 | 2,051 | 1,999 | 535 | 505 | 444 | 567 |
| 2032-33 | 2027 | 85 | 146 | 154 | 172 | 183 | 178 | 174 | 163 | 158 | 125 | 155 | 131 | 132 | 146 | 52 | 2,069 | 2,017 | 524 | 535 | 446 | 564 |
| 2033-34 | 2028 | 88 | 148 | 156 | 163 | 179 | 189 | 179 | 177 | 163 | 158 | 120 | 155 | 128 | 134 | 52 | 2,101 | 2,049 | 519 | 547 | 498 | 537 |
| 2034-35 | 2029 | 89 | 149 | 158 | 165 | 170 | 185 | 190 | 183 | 177 | 163 | 152 | 120 | 151 | 130 | 52 | 2,145 | 2,093 | 524 | 545 | 523 | 553 |
| 2035-36 | 2030 | 90 | 149 | 160 | 167 | 172 | 176 | 186 | 194 | 183 | 177 | 157 | 152 | 117 | 153 | 52 | 2,195 | 2,143 | 528 | 534 | 554 | 579 |

| School Year | PK-12 | K-12 | PK-2 | 3-5 | 6-8 | 9-12 |
|-------------|-------|-------|------|-----|-----|------|
| 2025-26 | 2,034 | 1,982 | 452 | 438 | 459 | 685 |
| 2026-27 | 1,982 | 1,930 | 443 | 436 | 465 | 638 |
| 2027-28 | 1,946 | 1,894 | 480 | 413 | 464 | 589 |
| 2028-29 | 1,936 | 1,884 | 497 | 429 | 431 | 579 |
| 2029-30 | 1,955 | 1,903 | 523 | 431 | 438 | 563 |
| 2030-31 | 2,002 | 1,950 | 535 | 481 | 422 | 564 |
| 2031-32 | 2,051 | 1,999 | 535 | 505 | 444 | 567 |
| 2032-33 | 2,069 | 2,017 | 524 | 535 | 446 | 564 |
| 2033-34 | 2,101 | 2,049 | 519 | 547 | 498 | 537 |
| 2034-35 | 2,145 | 2,093 | 524 | 545 | 523 | 553 |
| 2035-36 | 2,195 | 2,143 | 528 | 534 | 554 | 579 |

| | | | | | | |
|-----------------------|-------|-------|-------|-------|-------|--------|
| 5-Year Change | -1.6% | -1.6% | 18.4% | 9.8% | -8.1% | -17.7% |
| 10-Year Change | 7.9% | 8.1% | 16.8% | 21.9% | 20.7% | -15.5% |

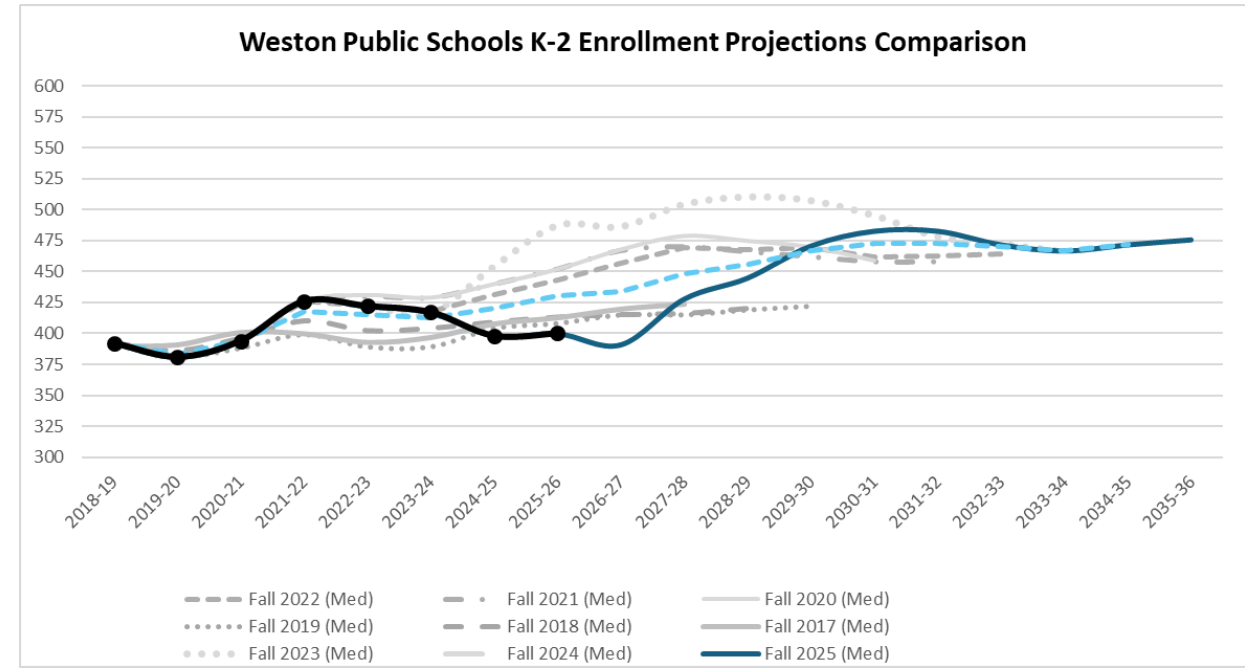
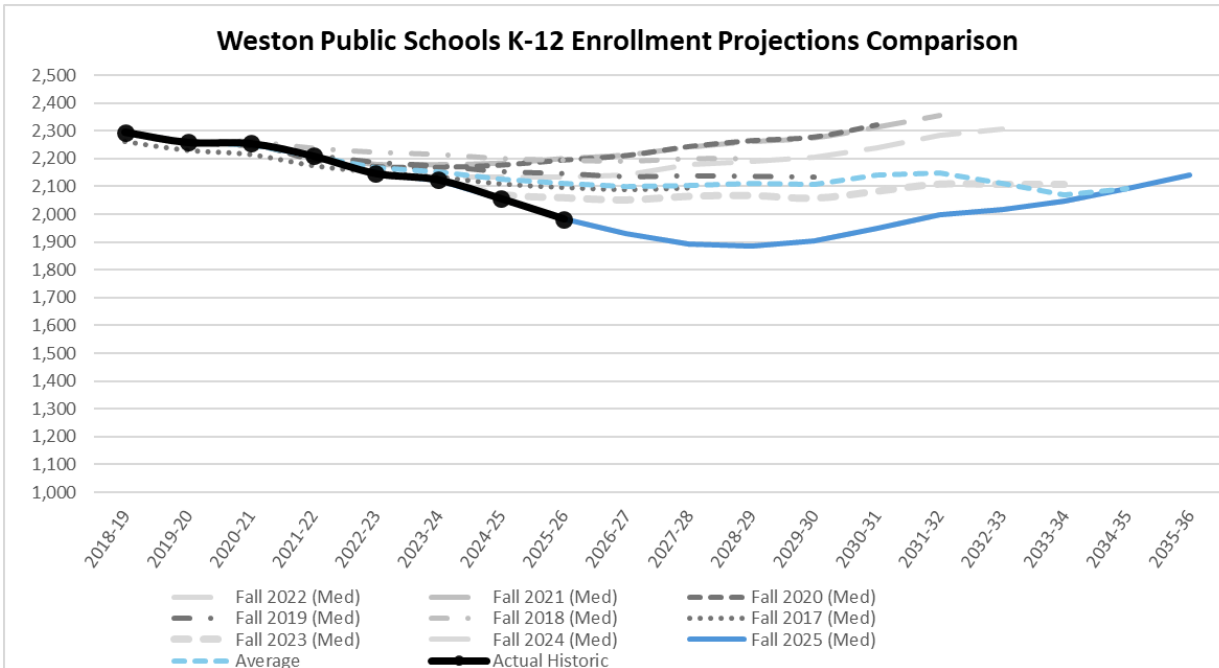


Takeaways

- The Medium Projection Model still reflects the most likely trajectory for future enrollment. However, with reduced housing activity in last 3-years, in-migration has dropped off. Student in-migration in all three models has been adjusted downward for the next 3-years.
- Birth increases and elevated Birth-K will continue to yield larger K cohorts in the coming years and offset stagnant in-migration at the elementary schools.
- Reduced in-migration will continue to impact the middle and high school.
- For the Medium Projection Model:
 - Overall PK-12 enrollments are projected to decline slightly (-2%) over the next 5-years averaging 1,964 students. Modest rebound is projected in the last 5-years averaging 2,112.
 - Hurlbutt enrollments are projected to continue to increase (+18%) over the first five years as larger birth cohorts enter kindergarten, then stabilize and average 526 students over the last five projected years.
 - WIS enrollments are projected to decrease in the near term before a rebound driven by larger matriculating cohorts, averaging 438 students over the first 5-years, and 533 students over the last 5-years.
 - WMS is projected to decline by 8% over the next 5-years, averaging 444 students, enrollment rebounds in the last 5-years, averaging 493 students.
 - WHS is projected to decline by 18% over the next 5-years, with an average enrollment of 573 students over the decade.



Historic Projection Comparison



- Enrollment projections overall have been performing well.
- Stagnant housing market resulting in reduced turnover over the last 3-years has resulted in reduced in-migration and a lower K-12 trajectory.
- Reduced in-migration at K-2 is offset by substantial uptick in reported births.



Appendix A

Low & High Districtwide Projections



Enrollment Projections (Low) Model

| School Year | Birth Year | Births | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | PK | PK-12 Total | K-12 Total | PK-2 Total | 3-5 Total | 6-8 Total | 9-12 Total |
|-------------|------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------------|------------|------------|-----------|-----------|------------|
| 2025-26 | 2020 | 69 | 133 | 113 | 154 | 135 | 144 | 159 | 173 | 139 | 147 | 174 | 172 | 166 | 173 | 52 | 2,034 | 1,982 | 452 | 438 | 459 | 685 |
| 2026-27 | 2021 | 68 | 130 | 139 | 117 | 156 | 136 | 141 | 158 | 169 | 135 | 138 | 170 | 163 | 164 | 52 | 1,968 | 1,916 | 438 | 433 | 462 | 635 |
| 2027-28 | 2022 | 80 | 137 | 136 | 143 | 119 | 157 | 133 | 140 | 154 | 164 | 127 | 134 | 161 | 161 | 52 | 1,918 | 1,866 | 468 | 409 | 458 | 583 |
| 2028-29 | 2023 | 85 | 141 | 144 | 142 | 147 | 121 | 155 | 134 | 138 | 151 | 155 | 125 | 129 | 161 | 52 | 1,895 | 1,843 | 479 | 423 | 423 | 570 |
| 2029-30 | 2024 | 100 | 151 | 150 | 152 | 147 | 151 | 121 | 157 | 134 | 137 | 145 | 154 | 121 | 130 | 52 | 1,902 | 1,850 | 505 | 419 | 428 | 550 |
| 2030-31 | 2025 | 95 | 147 | 161 | 158 | 157 | 151 | 151 | 123 | 157 | 133 | 131 | 144 | 149 | 122 | 52 | 1,936 | 1,884 | 518 | 459 | 413 | 546 |
| 2031-32 | 2026 | 77 | 135 | 157 | 169 | 164 | 161 | 151 | 153 | 123 | 156 | 127 | 130 | 139 | 150 | 52 | 1,967 | 1,915 | 513 | 476 | 432 | 546 |
| 2032-33 | 2027 | 79 | 136 | 144 | 165 | 175 | 169 | 161 | 153 | 153 | 122 | 149 | 126 | 126 | 140 | 52 | 1,971 | 1,919 | 497 | 505 | 428 | 541 |
| 2033-34 | 2028 | 82 | 139 | 145 | 152 | 171 | 180 | 169 | 163 | 153 | 152 | 117 | 148 | 122 | 127 | 52 | 1,990 | 1,938 | 488 | 520 | 468 | 514 |
| 2034-35 | 2029 | 83 | 140 | 148 | 153 | 157 | 176 | 180 | 171 | 163 | 152 | 145 | 116 | 143 | 123 | 52 | 2,019 | 1,967 | 493 | 513 | 486 | 527 |
| 2035-36 | 2030 | 84 | 140 | 149 | 156 | 158 | 161 | 176 | 183 | 171 | 162 | 145 | 144 | 112 | 144 | 52 | 2,053 | 2,001 | 497 | 495 | 516 | 545 |



Enrollment Projections (High) Model

| School Year | Birth Year | Births | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | PK | PK-12 Total | K-12 Total | PK-2 Total | 3-5 Total | 6-8 Total | 9-12 Total |
|-------------|------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------------|------------|------------|-----------|-----------|------------|
| 2025-26 | 2020 | 69 | 133 | 113 | 154 | 135 | 144 | 159 | 173 | 139 | 147 | 174 | 172 | 166 | 173 | 52 | 2,034 | 1,982 | 452 | 438 | 459 | 685 |
| 2026-27 | 2021 | 68 | 138 | 140 | 118 | 158 | 137 | 143 | 160 | 171 | 137 | 139 | 171 | 165 | 166 | 52 | 1,995 | 1,943 | 448 | 438 | 468 | 641 |
| 2027-28 | 2022 | 80 | 146 | 145 | 146 | 121 | 161 | 136 | 144 | 158 | 168 | 130 | 137 | 164 | 165 | 52 | 1,973 | 1,921 | 489 | 418 | 470 | 596 |
| 2028-29 | 2023 | 85 | 150 | 155 | 153 | 151 | 124 | 161 | 138 | 144 | 157 | 161 | 129 | 133 | 165 | 52 | 1,973 | 1,921 | 510 | 436 | 439 | 588 |
| 2029-30 | 2024 | 100 | 160 | 161 | 165 | 160 | 157 | 125 | 165 | 139 | 144 | 152 | 162 | 126 | 135 | 52 | 2,003 | 1,951 | 538 | 442 | 448 | 575 |
| 2030-31 | 2025 | 95 | 156 | 172 | 171 | 173 | 166 | 159 | 128 | 166 | 139 | 139 | 153 | 159 | 128 | 52 | 2,061 | 2,009 | 551 | 498 | 433 | 579 |
| 2031-32 | 2026 | 87 | 152 | 168 | 183 | 179 | 180 | 168 | 163 | 129 | 166 | 134 | 140 | 150 | 162 | 52 | 2,126 | 2,074 | 555 | 527 | 458 | 586 |
| 2032-33 | 2027 | 89 | 153 | 163 | 179 | 191 | 186 | 182 | 172 | 164 | 129 | 160 | 135 | 137 | 153 | 52 | 2,156 | 2,104 | 547 | 559 | 465 | 585 |
| 2033-34 | 2028 | 92 | 156 | 165 | 173 | 187 | 198 | 188 | 186 | 173 | 164 | 125 | 161 | 132 | 139 | 52 | 2,199 | 2,147 | 546 | 573 | 523 | 557 |
| 2034-35 | 2029 | 93 | 156 | 168 | 175 | 181 | 194 | 200 | 193 | 187 | 173 | 159 | 126 | 158 | 134 | 52 | 2,256 | 2,204 | 551 | 575 | 553 | 577 |
| 2035-36 | 2030 | 94 | 157 | 168 | 179 | 183 | 188 | 196 | 205 | 194 | 187 | 167 | 160 | 123 | 161 | 52 | 2,320 | 2,268 | 556 | 567 | 586 | 611 |

Weston High School Class of 2025



A Statistical Presentation based on the Statistical Report of Standardized Testing & Student Outcomes

Presented by:

Meghan Conetta - Principal of Weston High School

Meredith Jackson - Director of School Counseling at Weston High School

Randi Green - College and Career Counselor

November 17, 2025

Class of 2025: Demographic Information



Class of 2025 Demographics (184 Students)

| Category | # of Students | Percentage |
|------------------|---------------|------------|
| Male | 95 | 52% |
| Female | 89 | 48% |
| Asian | 15 | 8% |
| African American | 4 | 2% |
| White | 134 | 73% |
| Hispanic/Latino | 15 | 8% |
| Multi-Racial | 16 | 9% |

SchoolLinks

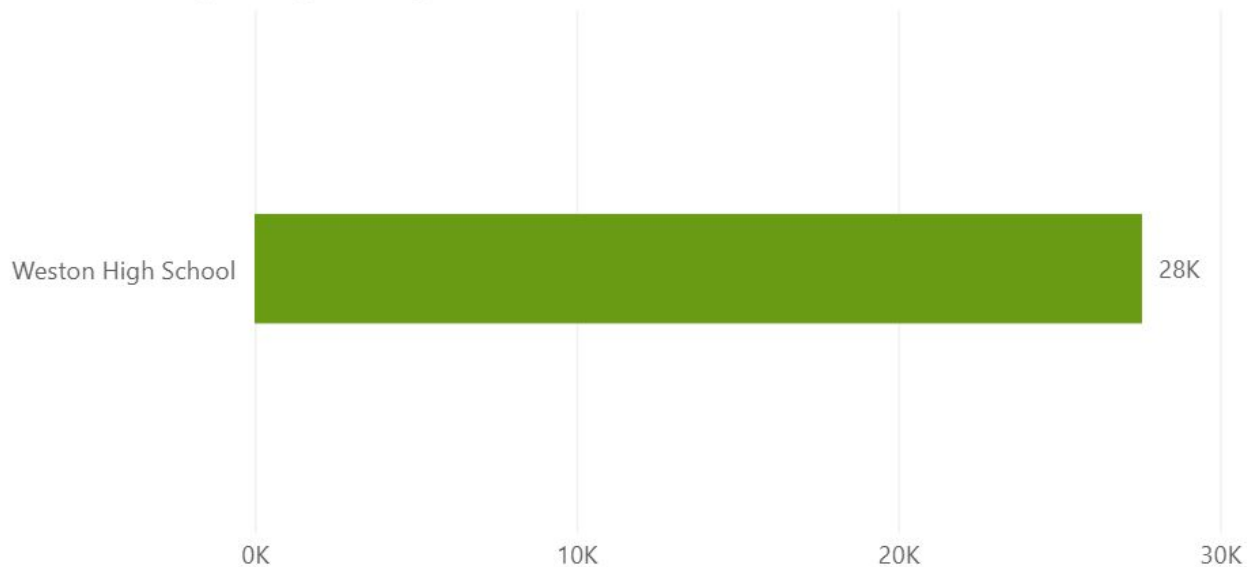
Total Student Logins

27.58K

Unique Student Logins

1065

Student Logins by Campus



Student Logins Over Time



















Search for an application by name

Comments ⁰

+ Enrollment decision

+ Add appl

| School | Student Checklist | Teacher Recs | Counselor Docs | Due Date | Status | |
|--|-------------------|--------------|----------------|----------|-----------------------|--|
|  Tulane University Target | ✓ | ✓ ✓ | ✓ ✓ | 11/10/25 | ? Completed & pending |  |
|  Indiana University- Bloomington Likely | ✓ | ✓ | ✓ ✓ | 11/01/25 | ? Completed & pending |  |
|  Babson College Target | ✓ | ✓ | 🕒 ✓ ✓ | 11/01/25 | ? Completed & pending |  |
|  University of Maryland- College Park Target | ✓ ✓ | ✓ ✓ | ✓ ✓ | 11/01/25 | ? Completed & pending |  |
|  University of Michigan- Ann Arbor Reach | ✓ | ✓ ✓ | ✓ ✓ ✓ | 11/01/25 | ? Completed & pending |  |
|  University of Richmond Reach | ✓ ✓ | ✓ ✓ | 🕒 ✓ ✓ | 11/01/25 | ? Completed & pending |  |
|  Fordham University Likely | ✓ | ✓ ✓ | 🕒 ✓ ✓ | 11/08/25 | ? Completed & pending | 69  |
|  Northeastern University Reach | ✓ | ✓ ✓ | 🕒 ✓ ✓ | 11/01/25 | ? Completed & pending |  |



Here's what's happening

To Do List

Events **10**

Reminders **2**

My Team

Survey/Forms

Shared Notes

10 Unregistered events

October, 2024

Mon Oct 28, 8:15 am-8:45 am EDT

Partner visit Post University

Post University

New Event

Mon Oct 28, 1:30 pm-2:00 pm EDT

Partner visit Merrimack College

Merrimack College

New Event

Wed Oct 30, 8:40 am-9:10 am EDT

Partner visit Bryant University

Bryant University

New Event

Thu Oct 31, 9:45 am-10:15 am EDT

Partner visit University of Rochester

University of Rochester

New Event

70

Check out this Opportunity!

Human Resources Internship
Columbus, OH



Phia Concept Salons

Check out this Scholarship!

Cap Kehs, Robert McKosky and Ted McKosky, Sr. Memorial Scholarship in Cinematic Arts
Deadline: October 25, 2024



Radford University

Check out this Opportunity!

Journalism Intern
Greenwich, CT



Greenwich Sentinel

Senior Exit Survey May 2025

Were you admitted to one of your top-choice colleges

Were you admitted to one of your top-choice colleges?

179 Responded • 0 Conditionally skipped • 1 Didn't answer



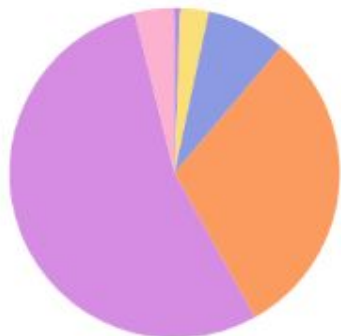
- Yes (151)
- No (20)
- N/A - I did not apply to college (8)

Yes- 88.3% of those who indicated they applied to college

Level of enthusiasm for the college you will be attending

Please rate on a scale of 1 to 5 (with 5 being the most excited) your level of enthusiasm for the college you will be attending

179 Responded • 0 Conditionally skipped • 1 Didn't answer



- 1 - Not excited at all (1)
- 2 (5)
- 3 (14)
- 4 (55)
- 5 - Thrilled! It was a top choice school (97)
- N/A - I'm not going to college (7)

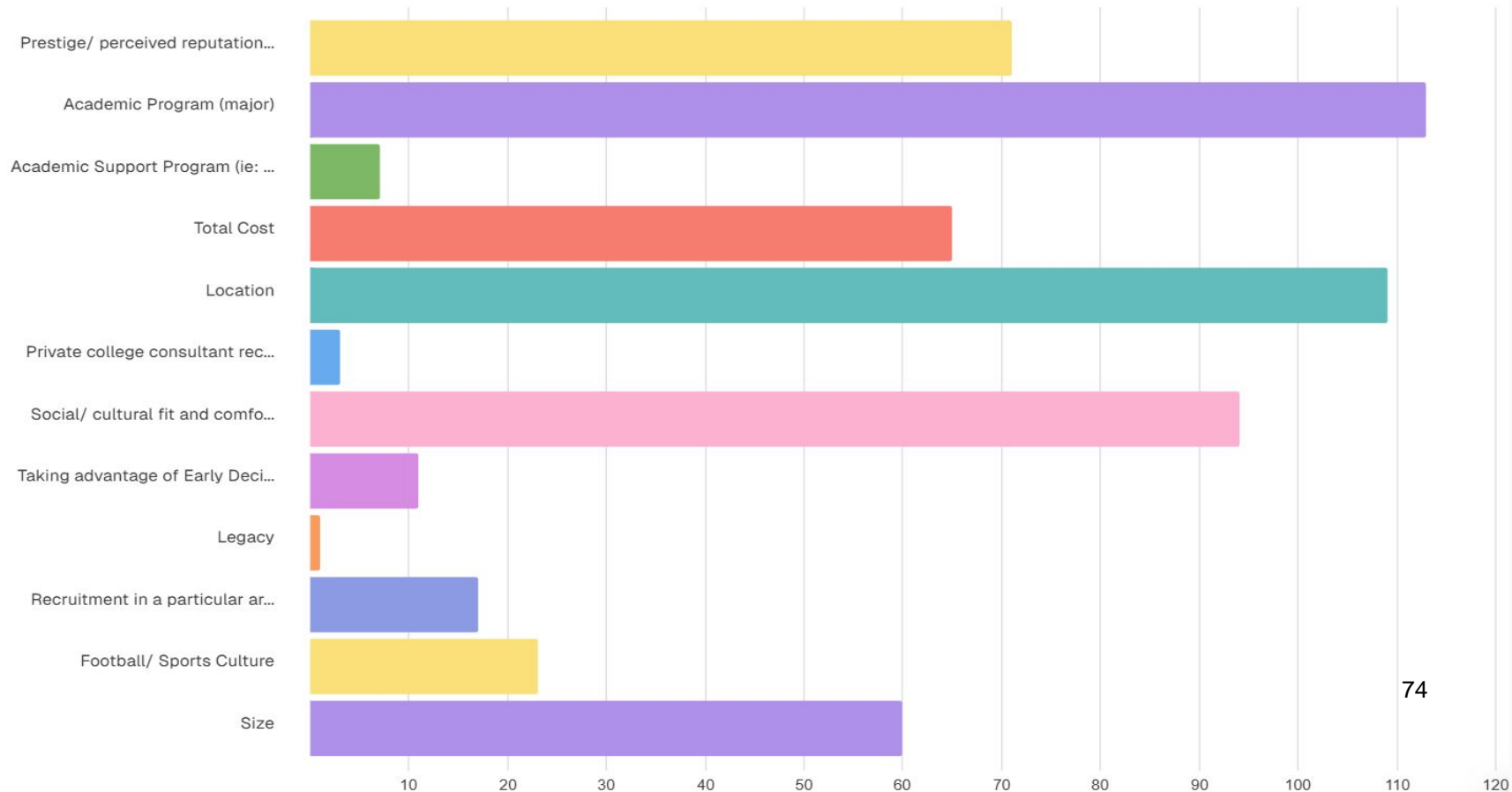
5- Most excited- 57%

4- Very excited- 32%

Of those who indicated they will be attending college, **89% rated most or very excited about their destination**

What were your priorities in selecting schools (Please pick the top 3 that apply)?

179 Responded • 0 Conditionally skipped • 1 Didn't answer • 574 Answers



On a scale of 1-5, how manageable did you find the college application process (with 5 being the most manageable)?

179 Responded • 0 Conditionally skipped • 1 Didn't answer



- 1 - Not manageable at all (3)
- 2 (18)
- 3 (80)
- 4 (48)
- 5 - Very manageable (30)

5- Very manageable- 18%

4- Mostly manageable- 28%

3- Manageable- 47%

How the Counseling Department Helps our Students Manage the College Process:

Camp College
Individual Post-Secondary Meetings
Junior and Senior PACT Lessons
Website
Soph, Junior & Senior Parent Coffees
Financial Aid Night
Junior College Kickoff
Sophomore Mock Admissions Event
Digital Guidebook
Application Drop-in Support During Flex Time

Standardized Testing Data



2025 SAT School Day Summary

SAT School Day Snapshot

SAT School Day Summary (3-year trend)

| Class of | Test Year | # of Students | EBRW | Math | Total |
|----------|-----------|---------------|------|------|-------|
| *2025 | 2024 | 179 | 608 | 579 | 1188 |
| 2024 | 2023 | 163 | 603 | 585 | 1188 |
| 2023 | 2022 | 181 | 607 | 587 | 1194 |

*For the Class of 2025, this data was pulled from the March 2024 administration.

2025 SAT Cohort Data



SAT Cohort Summary (3-year trend) *College Board Mean (reflects most recent score)*

| Class of | # of Students | EBRW | Math | Total |
|-----------------|----------------------|-------------|-------------|--------------|
| 2025 | 185 | 611 | 581 | 1191 |
| 2024 | 167 | 605 | 587 | 1192 |
| 2023 | 179 | 616 | 594 | 1210 |

This data is pulled from the annual Cohort Report sent to schools and reflects SAT test activity for students who graduated in 2025. If a student took the SAT more than once, the most recent score is summarized.



Class of 2025 ACT Data

Average ACT Scores (3-year trend)

| Class of | # of Students | English | Math | Reading | Science | Composite |
|----------|---------------|---------|------|---------|---------|-----------|
| 2025 | 62 | 27.5 | 25.9 | 30 | 27.5 | 28 |
| 2024 | 55 | 28.9 | 25.9 | 29.3 | 27.3 | 27.9 |
| 2023 | 56 | 30.5 | 28.2 | 30.9 | 28.9 | 29.5 |

This data is pulled from an online reporting portal, which provides an average score for each student in the Class of 2025.

AP Exams May 2025

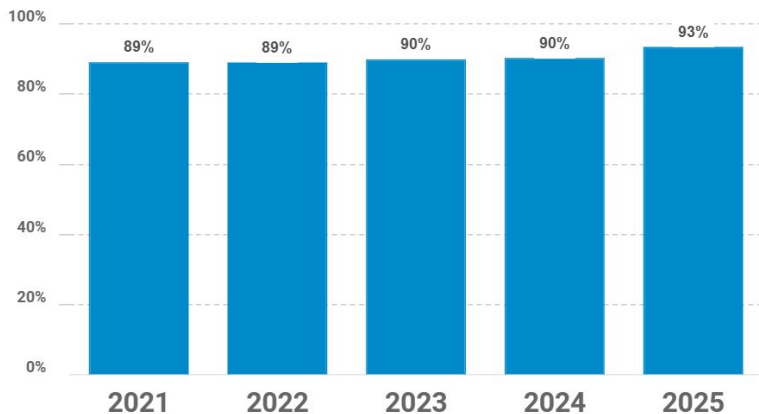


Advanced Placement Scores by Course Classes of 2025 and 2026 May Administration

| Subject | Average | # of Exams at Each Score Level | | | | | Total |
|----------------------------------|---------|--------------------------------|---|----|----|----|-------|
| | Score | 1 | 2 | 3 | 4 | 5 | Exams |
| 2-D Art and Design | 3.75 | | | 3 | 4 | 1 | 8 |
| Biology | 3.52 | 2 | 6 | 15 | 9 | 12 | 44 |
| Calculus AB | 4.15 | | 3 | 11 | 15 | 25 | 54 |
| Calculus BC | 4.60 | | | 1 | 6 | 13 | 20 |
| Chemistry | 4.20 | | | | 8 | 2 | 10 |
| Computer Science A | 4.35 | | | 3 | 5 | 9 | 17 |
| English Language and Composition | 4.05 | | 1 | 17 | 43 | 23 | 84 |
| English Literature & Composition | 4.11 | | 3 | 5 | 23 | 16 | 47 |



% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---------------------------------------|-------|-------|-------|-------|-------|
| Total AP Students | 276 | 283 | 287 | 289 | 290 |
| Number of Exams | 671 | 808 | 767 | 794 | 863 |
| AP Students with Scores 3+ | 246 | 252 | 258 | 261 | 271 |
| % of Total AP Students with Scores 3+ | 89.13 | 89.05 | 89.90 | 90.31 | 93.45 |

Scholar Summary (Total Students: 180; Average Score: 4.06)

| | AP Scholar | AP Scholar with Honor | AP Scholar with Distinction | AP International Diploma |
|--------------------|------------|-----------------------|-----------------------------|--------------------------|
| Number of Scholars | 67 | 41 | 72 | 1 |
| Average Score | 3.45 | 3.90 | 4.39 | 82 4.75 |

2025 College Outcomes



Class of 2025

| | # of Applications | % of all Applications |
|--|-------------------|-----------------------|
| Total Number of Acceptances | 993 | 52% |
| Total Number of Denials | 512 | 27% |
| Total Number of Waitlist/Deferrals | 232 | 12% |
| Total Number of Withdrawn | 180 | 9% |
| Total Number of Unknown | 5 | .2% |
| Average Number of Applications per Student | 11.6 | N/A |
| Total Number of Different Schools Applied | 309 | N/A |
| Total Number of Students Submitting Applications | 172 | 94% |
| Total Number of Applications Processed | 1922 | N/A |

Interesting Trends



- 38.5% of the class of 2025 applied ED I and/or ED II
- Of the 71 students who applied Early Decision, 53.5% were admitted through Early Decision 1 or II. Up from 31% in 2024
- 12 students took gap years
- 9 students enrolled in institutions outside of the US.
- Colleges with 4+ students enrolling: UConn, U of Vermont, U of Colorado, VATEch, Michigan, Syracuse, and McGill

Unique Pursuits



Students from the class of 2025 honed in on their unique passions by pursuing opportunities that align with their specific goals

Examples include:

- Berklee College of Music
- Johns Hopkins Peabody Institute
- Lincoln Tech
- New York University Film School
- New York University Shanghai
- Columbia University and Trinity College Dublin Dual Degree Program
- United State Navy and Marine Corps
- Professional Soccer Gap Year

Class of 2025 Matriculation



WESTON HIGH SCHOOL
CLASS OF 2025

STATISTICAL REPORT
ANALYSIS OF COLLEGE APPLICATIONS

Principal – Meghan Conetta
Director of School Counseling – Meredith Jackson
College and Career Counselor - Randi Green

November 17, 2025

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| Class of 2025 College Matriculation List..... | 7 |

INTRODUCTION

The purpose of this annual report to the Weston Board of Education is to:

1. Provide statistics on the standardized testing trends for the Class of 2025.
2. Provide an analysis of the college admission process and acceptances.

This report is a compilation of data monitored through the SchoolLinks program, which tracks college applications for each student in the class starting their senior year. The program enables a comparison of students' academic credentials against those of former students in examining notification patterns (e.g., admit, deny) specific to each college.

Summaries of previous Weston High School graduating classes reveal trends in our graduates' post-secondary plans, SAT performance, Advanced Placement exam results, and processing and notification statistics.

Class of 2025 Demographics (184 Students)

| Category | # of Students | Percentage |
|------------------|----------------------|-------------------|
| Male | 95 | 52% |
| Female | 89 | 48% |
| Asian | 15 | 8% |
| African American | 4 | 2% |
| White | 134 | 73% |
| Hispanic/Latino | 15 | 8% |
| Multi-Racial | 16 | 9% |

**Weston High School
School Counseling Department**

Meredith Jackson, Director of School Counseling

Eric Horton, Counselor

Arielle Luksberg, Counselor

Michael Parlanti, Counselor

Meg Sullivan, Counselor

Randi Green, College and Career Counselor

STANDARDIZED TESTING STATISTICS

Definitions:

- SAT:** A standardized examination of a student's academic skills used for admission to US colleges, and the Connecticut State Assessment for all 11th-grade students.
- ACT:** "American College Testing" – College readiness assessment.
- AP:** Advanced Placement Exam – Administered at the end of a college-level course (May).

Cohort Statistics (Class of 2025)

SAT School Day Snapshot

SAT School Day Summary (3-year trend)

| Class of | Test Year | # of Students | EBRW | Math | Total |
|----------|-----------|---------------|------|------|-------|
| *2025 | 2024 | 179 | 608 | 579 | 1188 |
| 2024 | 2023 | 163 | 603 | 585 | 1188 |
| 2023 | 2022 | 181 | 607 | 587 | 1194 |

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SAT Cohort Summary (3-year trend) *College Board Mean (reflects most recent score)*

| Class of | # of Students | EBRW | Math | Total |
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| 2025 | 185 | 611 | 581 | 1191 |
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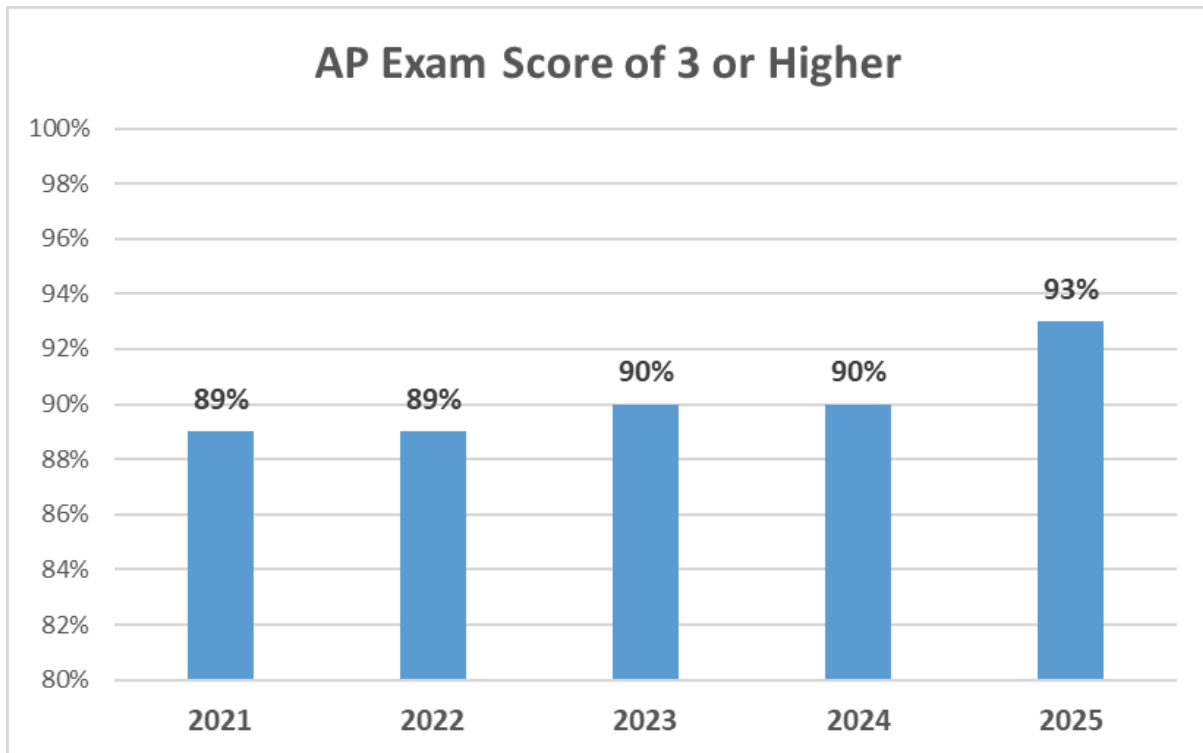
Average ACT Scores (3-year trend)

| Class of | # of Students | English | Math | Reading | Science | Composite |
|----------|---------------|---------|------|---------|---------|-----------|
| 2025 | 62 | 27.5 | 25.9 | 30 | 27.5 | 28 |
| 2024 | 55 | 28.9 | 25.9 | 29.3 | 27.3 | 27.9 |
| 2023 | 56 | 30.5 | 28.2 | 30.9 | 28.9 | 29.5 |

This data is pulled from an online reporting portal, which provides an average score for each student in the Class of 2025.

Advanced Placement Classes of 2024 and 2025

The **percentage** of students scoring a 3 or higher on AP exams over the past five years is as follows:



AP Scholar Awards

- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more APs.
 - WHS had **67 AP Scholars** in the 24-25 school year
- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all APs and scores of 3 or higher on four or more of these exams.
 - WHS had **41 AP Scholars with Honors** in the 24-25 school year
- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all APs and scores of 3 or higher on five or more of these exams.
 - WHS had **72 AP Scholars with Distinction** in the 24-25 school year
- **AP International Diploma:** Students must score a 3 or higher on 5 or more AP Exams.
 - WHS had **1 AP International Diploma** student in the 24-25 school year

**Advanced Placement Scores by Course
Classes of 2025 and 2026
May Administration**

| Subject | Average | # of Exams at Each Score Level | | | | | Total |
|-------------------------------------|---------|--------------------------------|----|----|----|----|-------|
| | Score | 1 | 2 | 3 | 4 | 5 | Exams |
| 2-D Art and Design | 3.75 | | | 3 | 4 | 1 | 8 |
| Biology | 3.52 | 2 | 6 | 15 | 9 | 12 | 44 |
| Calculus AB | 4.15 | | 3 | 11 | 15 | 25 | 54 |
| Calculus BC | 4.60 | | | 1 | 6 | 13 | 20 |
| Chemistry | 4.20 | | | | 8 | 2 | 10 |
| Computer Science A | 4.35 | | | 3 | 5 | 9 | 17 |
| English Language and Composition | 4.05 | | 1 | 17 | 43 | 23 | 84 |
| English Literature & Composition | 4.11 | | 3 | 5 | 23 | 16 | 47 |
| Environmental Science | 3.45 | 1 | 7 | 17 | 23 | 5 | 53 |
| French Language and Culture | 3.70 | | 2 | 1 | 5 | 2 | 10 |
| *German Language and Culture | 5.00 | | | | | 1 | 1 |
| Human Geography | 4.20 | | 2 | 7 | 12 | 19 | 40 |
| Latin | 2.00 | 1 | 3 | 1 | | | 5 |
| Macroeconomics | 2.98 | 6 | 14 | 26 | 11 | 7 | 46 |
| Microeconomics | 3.16 | 4 | 15 | 27 | 10 | 12 | 68 |
| Physics 1 | 4.22 | | 2 | 9 | 27 | 27 | 65 |
| Physics 2 | 3.29 | 3 | 4 | 2 | 8 | 4 | 21 |
| *Physics C: E & M | 5.00 | | | | | 1 | 1 |
| *Precalculus | 4.50 | | | | 1 | 1 | 2 |
| Psychology | 3.63 | 2 | 7 | 12 | 29 | 10 | 60 |
| Spanish Language and Culture | 4.14 | | 1 | 1 | 7 | 5 | 14 |
| Statistics | 3.47 | 3 | 2 | 15 | 10 | 8 | 38 |
| United States Government & Politics | 4.51 | | 1 | 6 | 20 | 44 | 71 |
| United States History | 4.22 | | 1 | 7 | 25 | 21 | 54 |

** These students were not enrolled in a class at WHS*

Total WPS AP Students: 290

| Totals for this View | Counts at Each Score Level | | | | | Total |
|---------------------------|----------------------------|----|-----|-----|-----|-------|
| | 1 | 2 | 3 | 4 | 5 | Exams |
| Number of Exams | 24 | 78 | 189 | 303 | 269 | 863 |
| Percentage of Total Exams | 3% | 9% | 22% | 35% | 31% | 100% |
| Number of AP Students | 21 | 66 | 128 | 189 | 121 | 290 |

Application Statistics

Class of 2025

| | # of Applications | % of all Applications |
|--|-------------------|-----------------------|
| Total Number of Acceptances | 993 | 52% |
| Total Number of Denials | 512 | 27% |
| Total Number of Waitlist/Deferrals | 232 | 12% |
| Total Number of Withdrawn | 180 | 9% |
| Total Number of Unknown | 5 | .2% |
| Average Number of Applications per Student | 11.6 | N/A |
| Total Number of Different Schools Applied | 309 | N/A |
| Total Number of Students Submitting Applications | 172 | 94% |
| Total Number of Applications Processed | 1922 | N/A |

Class of 2024

| | # of Applications | % of all Applications |
|--|-------------------|-----------------------|
| Total Number of Acceptances | 1019 | 64% |
| Total Number of Denials | 423 | 26% |
| Total Number of Waitlist/Deferrals | 145 | 9% |
| Total Number of Withdrawn | 224 | 12% |
| Total Number of Unknown | 20 | 1% |
| Average Number of Applications per Student | 9 | N/A |
| Total Number of Different Schools Applied | 347 | N/A |
| Total Number of Students Submitting Applications | 170 | 96% |
| Total Number of Applications Processed | 1831 | N/A |

Class of 2023

| | # of Applications | % of all Applications |
|--|-------------------|-----------------------|
| Total Number of Acceptances | 825 | 55% |
| Total Number of Denials | 521 | 34% |
| Total Number of Waitlist/Deferrals | 272 | 18% |
| Total Number of Withdrawn | 309 | 17% |
| Total Number of Unknown | 34 | 2.5% |
| Average Number of Applications per Student | 7.3 | NA |
| Total Number of Different Schools Applied | 348 | NA |
| Total Number of Students Submitting Applications | 194 | 97% |
| Total Number of Applications Processed | 1813 | NA |

Class of 2025

College Matriculation

| | |
|---|---------------------------------------|
| Arizona State University * | Johns Hopkins Peabody Institute |
| Bard College | Keene State College |
| Berklee College of Music | Lafayette College |
| Bishop's University | Lehigh University * |
| Boston College * | Lincoln Technical Institute |
| Boston University * | Loyola University Chicago |
| Brandeis University | Loyola University Maryland |
| Bucknell University | Marist University |
| California Polytechnic State University-San Luis Obispo | McGill University * |
| Champlain College | Miami University-Oxford |
| Chapman University | Michigan State University * |
| Clark University | Montana State University |
| Clemson University | New York University |
| Colby College | New York University- Shanghai |
| Colby-Sawyer College | Newcastle University |
| Colgate University | North Carolina A & T State University |
| College of Charleston * | Northeastern University * |
| College of the Holy Cross * | Northwestern University * |
| Colorado State University | Pace University * |
| Columbia University/Trinity College Dublin | Pennsylvania State University * |
| Connecticut College | Pratt Institute * |
| Connecticut State Community College * | Providence College |
| Cornell University | Purdue University * |
| DePaul University | Quinnipiac University * |
| Eastern University | Rensselaer Polytechnic Institute |
| Elon University | Rochester Institute of Technology |
| Emory University | Sacred Heart University |
| Florida International University | San Diego State University * |
| Florida State University | Savannah College of Art and Design * |
| Fordham University | Southern Connecticut State University |
| Franklin and Marshall College | St. John's University (NY) |
| Gettysburg College | Stevens Institute of Technology |
| Hobart and William Smith Colleges | Suffolk University |
| Howard Community College | Syracuse University * |
| Indiana University* | Temple University |
| Ithaca College | Texas Christian University |
| | The New School |

The Ohio State University
The University of Texas at Austin *
Tufts University
Tulane University *
Union College (NY)
University at Buffalo
University of California-Berkeley
University of California-Los Angeles
University of Colorado Boulder *
University of Connecticut *
University of Delaware *
University of Denver *
University of Maryland *
University of Massachusetts-Amherst *
University of Miami *
University of Michigan *
University of New Hampshire
University of Notre Dame

University of Oregon
University of Pittsburgh *
University of Rhode Island
University of Richmond *
University of South Florida
University of Southern Maine
University of St Andrews
University of Vermont *
University of Virginia
University of Wisconsin *
Vanderbilt University
Virginia Commonwealth University
Virginia Tech *
Washington University in St Louis *
Wellesley College
Williams College

*Indicates multiple student enrollment



INTEROFFICE MEMORANDUM

To: Erica Forti

From: Juliane Givoni - Director of Human Resources

Subject: Staffing Update – November 2025

Date: November 12, 2025

NEW HIRES:

- Caila DeGrandi (1.0 FTE) WIS Building Substitute - Effective November 5, 2025
- Courtney Lospalluto (1.0 FTE) WIS School Nurse – Effective November 10, 2025
- Caitlin McLarnon (0.6 FTE) WMS Substitute School Psychologist - Effective October 31, 2025
- Brittany Robertson (1.0 FTE) WHS Athletics Administrative Assistant - Effective November 24, 2025

RESIGNATIONS:

- Linlan Xie (1.0 FTE) WIS Building Substitute – Effective November 3, 2025



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): \$ 1,500

Description:

Grade-level carts containing dedicated games and materials for use during indoor recess, up to the value of \$500 per grade (up to \$1,500 in total)

X *[Signature]*
Principal Signature

X _____
Superintendent Signature

Date: 11/10/25

Date:

Board of Education Approval

- Not required
- Yes (If yes, date of Board of Education Approval:
- No



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School/Building: HES WIS WMS WHS CO

Name of Donor: WIS PTO

Value of gift(s) being donated): \$ 2,500

Description:

Six reusable playground stencils, together with paint and painting supplies, for application on the blacktop at WIS to create a sensory pathway which will enhance the recess experience for all WIS students.

X

Principal Signature

Jennifer A. Dixon

X

Superintendent Signature

Date:

11/10/25

Date:

Board of Education Approval

Not required

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

No

Quote #D2652
 Nov 6, 2025
 Quote is valid for 60 days



SHIPPING ADDRESS

Nicole Burns
 West Public Schools
 95 School Road
 Weston CT 06883
 United States

CUSTOMER

Nicole Burns
 United States

PAYMENT

SHIPPING METHOD

Flat rate

| ITEMS | PRICE | QTY | ITEM TOTAL |
|---|----------|-----|-------------------------|
|  Leap Frog Reusable Stencil SKU: ST 5098 | \$73.00 | 1 | \$73.00 |
|  Tessellation Maze Reusable Playground Stencil SKU: ST 5044 | \$515.00 | 1 | \$515.00 |
|  Jumping Jacks Reusable Stencils SKU: ST 5071 | \$91.00 | 1 | \$91.00 |
|  Side Jump Reusable Playground Stencil SKU: ST 5076 | \$170.00 | 1 | \$170.00 |
|  Inspirational Words Reusable Stencil SKU: ST 5053 | \$363.00 | 1 | \$363.00 |
|  Trigon Skip Count Geometry Hopscotch SKU: ST 5142 | \$350.00 | 1 | \$350.00 ₁₀₀ |



Pay online

| | |
|--------------------|-------------------|
| Subtotal | \$1,562.00 |
| Shipping | \$125.00 |
| TOTAL (USD) | \$1,687.00 |

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Our products are custom-made to order, so **all sales are final**. If stencils are purchased, they include a limited multi-site license (limited to a maximum of 10 sites).

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220 Overocker Road, Bldg 2, Poughkeepsie, NY, 12603, United States
info@fitandfunllc.com
www.fitandfunplayscapes.com



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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): \$ up to 4,000

Description:

Purchase of a digital concert piano and trolley for use by the WIS music department.

X

Principal Signature

X

Superintendent Signature

Date:

11/30/25

Date:

Board of Education Approval

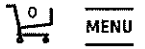
Not required

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

No



Search for sweet gear



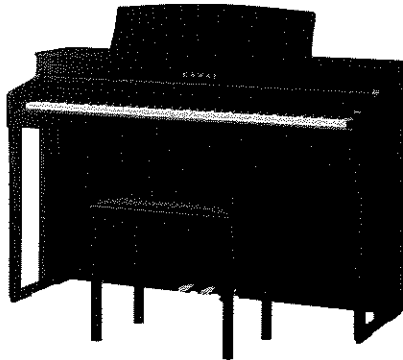
New Fender American Professional Classic

Keyboards & Synthesizers / Pianos / Digital Pianos / Kawai / CA

Kawai CA401 Digital Concert Piano - Rosewood

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\$3,199.00



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Finish: Rosewood



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Search for sweet gear



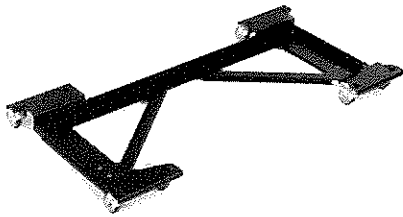
Alesis Nitro & Strata E-Drum Kits

Live Sound & Lighting / Live Sound Accessories / Handcarts / K&M

K&M 18804 Digital Piano Trolley

4 reviews | Write your review | Share | Item ID: DPTrolley

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- 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): \$ Up to \$6000

Description:

Equipment to create two interactive STEM walls at WIS, for the use of the general school population, designed to promote self-regulation and focus.

X *[Signature]*
Principal Signature

X *[Signature]*
Superintendent Signature

Date: 10/14/25

Date:

Board of Education Approval

- Not required
- Yes (If yes, date of Board of Education Approval:
- No

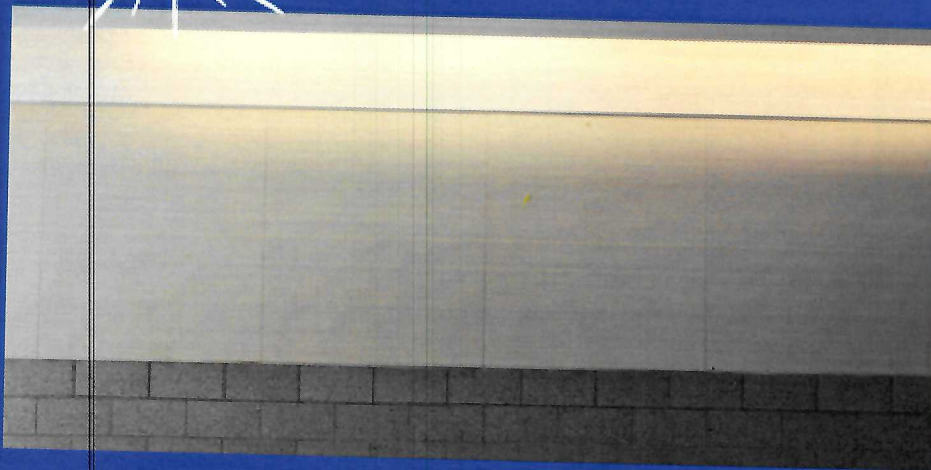
| Item | Cost | Quantity | |
|--|------------|----------|--------------------|
| HABA® Sensory Wall Activity - Colorful Squares | \$709.00 | 1 | \$709.00 |
| HABA Labyrinth | \$299.00 | 1 | \$299.00 |
| HABA Glitter Rods | \$299.00 | 1 | \$299.00 |
| HABA Dice Panel | \$329.00 | 1 | \$329.00 |
| HABA Large Wall Labyrinth | \$1,929.00 | 1 | \$1,929.00 |
| HABA Sensory Spiral | \$425.00 | 1 | \$425.00 |
| Birch Panels | \$305.00 | 1 | \$305.00 |
| Sequin Wall Panel | \$129.00 | 2 | \$258.00 |
| Tactile Sensory Panels | \$493.98 | 1 | \$493.98 |
| Textured Wall Panel | \$144.00 | 2 | \$288.00 |
| Touch & Brush Panel | \$159.00 | 2 | \$318.00 |
| Total | | | \$ 5,652.98 |

Rationale: Nicole Burns, Occupational Therapist

The suggested sensory panels will provide many benefits for our students at WIS. Several of the panels are designed to foster fine motor skills, including eye hand coordination and bilateral coordination. They also encourage students to explore with many of their senses offering visual, auditory, and tactile exploration. As students use their vision and fingers to engage and manipulate the panels, they are using their visual motor and perceptual skills. Many panels also support visual scanning and other eye movements, which are essential for reading and learning. In addition, some panels will spark creativity by allowing students to design their own patterns, designs, and images. The tactile input these panels provide can also help students feel calm and organized, creating an ideal state for learning. The sensory/STEM bulletin boards can be used individually, in small groups, or in larger groups to foster brain breaks or inclusive learning opportunities.

Add-on suggested by Nicole Burns, OT

Before



AFTER



Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:

Drug and Alcohol Testing For School Bus Drivers

The Weston Board of Education is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA), as may be amended, and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

In addition to the above cited federal requirement, the Board of Education expects its school transportation carrier to provide training to all school bus drivers, including instruction on:

- (1) identifying the signs and symptoms of anaphylaxis,
- (2) administering epinephrine by a cartridge injector ("EpiPen"),
- (3) notifying emergency personnel, and
- (4) reporting an incident involving a student's life-threatening allergic reaction.

Each carrier must provide the training to school bus drivers following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

Drug and Alcohol Clearinghouse Checks for CDL Drivers

Prior to employment the school transportation carrier will conduct a full query of the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse (Clearinghouse) to obtain information about the driver's eligibility under federal rules to perform a safety-sensitive function. The school transportation carrier will also contact prior employers where the applicant was a CDL driver for information to determine the driver's eligibility to perform safety-sensitive functions.

The school transportation carrier will conduct a limited query of the Clearinghouse for current CDL drivers who are employees on at least an annual basis. If information exists in the Clearinghouse about a driver, the school transportation carrier will conduct a full query within 24 hours to determine if the driver is eligible to perform safety-sensitive functions. If the school transportation carrier fails to conduct the full query within 24 hours, the driver will not be allowed to perform any safety-sensitive functions until the full query is conducted and it is determined the driver may perform safety-sensitive functions.

Drug and Alcohol Testing For School Bus Drivers

The school transportation carrier will report the following information collected and maintained on each CDL driver to the Clearinghouse:

1. A verified positive, adulterated, or substituted drug test result;
2. An alcohol confirmation test with a concentration of 0.04 or higher;
3. A refusal to submit to any test required by this policy or the CDL drug testing program (49 C.F.R. Part 382, subpart C);
4. An employer's report of actual knowledge of the following:
 - a. On duty alcohol use (pursuant to 49 C.F.R. §382.205);
 - b. Pre-duty alcohol use (pursuant to 49 C.F.R. §382.207);
 - c. Alcohol use following an accident (pursuant to 49 C.F.R. §382.209); and
 - d. Controlled substance use (pursuant to 49 C.F.R. §382.213).
5. A substance abuse professional (SAP) (as defined in 49 C.F.R. §40.3) report of the successful completion of the return-to-duty process;
6. A negative return-to-duty test; and
7. An employer's report of completion of follow-up testing.

Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing (as amended)

395 Hours of Service Drivers`

Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540

Drug and Alcohol Testing For School Bus Drivers

International Brotherhood of Teamsters v. Department of Transportation

932 F. 2d 1292 (1991)

American Trucking Association, Inc. v. Federal Highway Administration,
(1995) WL 136022 (4th circuit)

10-212c Life-threatening food allergies and glycogen storage disease:
Guidelines; district plans. (as amended by PA 18-185)

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and
forklift operators

14-276a Regulations re school bus operators and operators of student
transportation vehicles; qualifications; training. Pre-employment drug test
required for operators

52-557b Immunity from liability for emergency medical assistance first aid or
medication by injection. School personnel are required to administer or render.
(as amended by PA 05-144, An Act Concerning the Emergency Use of
Cartridge Injectors and PA 18-185, An Act Concerning Life-Threatening Food
Allergies in Schools)

Policy Adopted:

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.

Educational Opportunities for Military Children

- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child:
 - may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces provided that the parent/guardian transports their child to and from school each day.
 - any such child in grade eleven may continue to be enrolled in the school at the district's discretion for an additional school year while such member remains a member of the armed forces provided that the parent/guardian transports their child to and from school each day.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to; a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.

(cf. 5111 - Admission)

(cf. 5113 - Attendance and Excuses)

(cf. 5123 - Promotion/Retention)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 6146 - Graduation Requirements)

(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut. (Section 7)

Policy adopted:

AdministrationConcept and Roles in Administration

Within the guidelines established by Board of Education policy, law and employee agreements, the Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationAdministrative Staff Organization

The Superintendent shall organize the staff of the school system to achieve its purposes. The Superintendent shall be the executive responsible to the Board of Education and shall identify lines of primary responsibility for all employees.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationLines of Responsibility

Lines of responsibility in the school district shall be structured to:

1. Develop educational programs most appropriate for students.
2. Clarify responsibility from students through teachers, administrators and the Superintendent, to the Board of Education.
3. Tell each member of the staff to whom he/she is responsible and for what functions.
4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
5. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
7. Keep each staff member advised of policies, functions and progress of the district.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationJob Descriptions

The Superintendent shall provide for the preparation and maintenance of job descriptions for all administrative personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationSuperintendent of Schools

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system.

At the request of the Superintendent, the Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent.

Each year, the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationPrincipals

All building principals shall act as the chief administrative officers for their own school buildings and grounds. They shall be responsible for and shall have authority over the actions of students, professional and nonprofessional employees, visitors and persons employed to perform special tasks.

All principals shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationRepresentative and Deliberative Groups

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. Foster good communications with the staff, students and the public.
2. Allow staff, students, and the public a voice in decisions affecting them.
3. Establish effective channels of communication for the public, the students and the district staff.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

AdministrationMonitoring of Product and Process Goals

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment, and school operations.

Policy adopted: December 4, 1989

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Administrative Discretion in Absence of Board of Education Policy

In cases where emergency action is required within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the authority to act.

It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies, ~~and the Superintendent's decisions shall be subject to review by the Board of Education at its next regular meeting~~ **related to the issue causing such concern.**

Policy adopted: December 4, 1989

Policy revised:

Policy and Regulation Systems

Policy Manual

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be published ~~in a manual~~, maintained ~~online~~ ~~in current condition~~, and made available to ~~the public~~ ~~all persons concerned~~.

Policies

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

Regulations

Consistent with policy, the Superintendent shall specify required staff actions, and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed ~~with the associated~~ ~~in the~~ district policy ~~manual~~. Regulations shall be presented to the Board but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a system involving ~~appropriate~~ staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

Bylaws

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: December 4, 1989

Policy Revised:

Holds on the Destruction of Electronic Information and Paper Records

Holds on the Destruction of Electronic Information and Paper RecordsThe Board of Education (the “Board”) complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and paper records. The Superintendent or his/her designee shall be responsible for implementing administrative regulations concerning the placing of a “hold” on electronic information and paper records that may reasonably be anticipated to be subject to discovery in the course of litigation.

All school officials and employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation.

The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations to preserve records, including e-mails and electronically stored information, that could potentially be related to any matter that is currently in litigation or may be anticipated to result in future litigation. Such regulations shall identify those individuals responsible for identifying those matters for which records must be preserved as well as developing procedures, with the help of technical staff, for the preservation of electronically stored information.

Legal References:

Rules 34 and 45 of the Federal Rules of Civil Procedure
General Letter 2009-2 of the Public Records Administrator Record Retention
Schedules Towns, Municipalities and Boards of Education

Policy adopted: November 21, 2016

Policy reviewed:

Weston Public Schools
Weston, CT

Uniform Treatment of Recruiters

Subject to the provisions of law, all recruiters, including commercial, military and nonmilitary concerns, recruiters representing institutions of higher education, and prospective employers shall be provided equal opportunities of access to students enrolled in the district's secondary school[s]. Access may be granted through programs conducted by the **School Counseling Guidance** Department. Such programs may consist of career days, college fairs, individual school visitations, in-school recruiting.

Except as provided below, military recruiters and institutions of higher education shall, upon request, be given access to the names, addresses and telephone numbers of secondary school students.

On an annual basis, the school district will notify parents of secondary school students of their right to object to the disclosure of the student's name, address and telephone number to military recruiters or to an institution of higher education. If a secondary school student or the parent of a secondary school student objects ~~in writing~~ to the disclosure of a student's name, address or telephone number to a military recruiter or an institution of higher education, then the district shall not disclose the student's name, address or telephone number to a military recruiter or an institution of higher education. The objection shall remain in force until the district re-issues the annual notification referenced above **or the parent makes a request in writing to the school counseling office to change their selection.** ~~, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.~~

Legal References:

Conn. Gen. Stat. §10-221b Boards of education to establish written uniform
Policy: re treatment of recruiters

Every Student Succeeds Act § 8025, 20 U.S.C. § 7908

Armed Forces recruiter access to students and student recruiting

Information

National Defense Authorization Act for Fiscal Year 2002 § 544, 10 U.S.C. § 503

Enlistments: recruiting campaigns; compilation of directory information

Policy adopted: December 19, 2022

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, CT

Bloodborne Pathogens Exposure Control

The Board of Education recognizes the dangers of occupational exposure to bloodborne pathogens. Pursuant to this concern and the obligations imposed by state and federal statutes, the Board will take the following steps to prevent and remedy occupational exposure to bloodborne pathogens:

1. Identify employees at risk for occupational exposure to bloodborne pathogens;
2. Identify the tasks, duties, procedures and job classifications where occupational exposure to blood occurs;
3. Provide engineering and work practice controls and precautions;
4. Provide protective equipment where necessary;
5. Provide training to affected employees;
6. Provide vaccinations to affected employees where required, along with appropriate post-exposure medical follow up and counseling; and
7. Maintain records documenting exposure incidents, provision of vaccinations and training.

Pursuant to this policy, the superintendent of schools is authorized to promulgate regulations enforcing this policy.

Policy adopted: May 17, 1993

Policy reviewed:

Bloodborne Pathogens Exposure Control Plan

The OSHA Bloodborne Pathogens Standard (29CFR 1910.1030) covers all employees who could be "reasonably anticipated" to face contact with bloodborne pathogens and other potentially infectious materials as the result of performing their job duties. In accordance with this standard, the district has developed an Exposure Control Plan which contains the following information:

1. General Program Management
2. Exposure Determination
3. Compliance Methods
4. Work Area Restrictions
5. Personal Protective Equipment
6. Hepatitis B. Vaccine Program
7. Post Exposure Evaluation and Follow up
8. Training

Availability of the Exposure Control Plan to Employees

A copy of the Exposure Control Plan is found in and available to all employees in each program site.

Review and Update of the Plan

It is important to keep this Exposure Control Plan up to date. To ensure this, the plan will be reviewed and updated under the following circumstances:

1. Annually
2. Whenever new or modified tasks and procedures are implemented which affect opportunities for occupational exposure.
3. Whenever employees' jobs or responsibilities are modified or altered so that a new potential of occupational exposure may exist.
4. Whenever new or revised positions are established that may involve occupational exposure.

Bloodborne Pathogens Exposure Control Plan**Exposure Determination**

CFR 1910.1030, paragraph (b) defines "occupational exposure" to mean "reasonably anticipated skin, eye, mucous membrane, or parenteral (i.e. intravenous subcutaneous) contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. Other potentially infectious materials include the following: human body fluids (semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, saliva in dental procedures, any body fluids visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids).

OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials. The exposure determination is made without regard to the use of personal protective equipment (i.e. employees are considered to be exposed even if they wear personal protective equipment). This exposure determination is required to list all job classifications in which employees may be expected to incur such occupational exposure, regardless of frequency. The following job classifications are in this category:

1. School Nurses
2. First Responders First Aid Certified
3. Pre School Staff
4. Any staff member determined by medical advisor to be at risk due to unique circumstances

In addition, OSHA requires a listing of job classifications in which some employees may be anticipated to have occupational exposure. Since not all the employees in these categories would be expected to incur exposure to blood or other potentially infectious materials, tasks or procedures that would cause these employees to have occupational exposure are also required to be listed in order to clearly understand which employees in these categories may be considered to have occupational exposure. The following job classifications are in this category:

1. Teachers and aides not specifically listed above
2. Principals
3. Tutors
4. Cafeteria workers
5. Custodians
6. Coaches

Bloodborne Pathogens Exposure Control Plan

Compliance Methods

Universal precautions will be observed at all district building sites* in order to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious materials will be considered infectious regardless of the perceived status of the source individual.

Engineering and work practice controls will be utilized to eliminate or minimize exposure to employees. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized. At these sites, the following engineering controls will be utilized:

1. Sharps container in school health offices
2. Bio hazard bags in school health offices
3. Gloves available to all staff
4. Double bagging (custodians)
5. Eye protection, plastic apron as needed in Special Needs and Developmentally Delayed classrooms
6. Gloves, plastic bags, proper clean up solution in all sport first aid kits

It is the responsibility of the teacher and nurse in each site to monitor the storage and need for replacement of personal protective equipment.

Hand washing facilities are also available to the employees who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities be readily accessible after incurring exposure. Hand washing facilities are located in:

- | | |
|-----------------|--------------------|
| Some Classrooms | Health Office |
| All Bathrooms | Some Staff Lounges |

Work Area Restrictions

In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics, or lip balm, smoke, or handle contact lenses. Food or beverages are not to be kept in refrigerators, freezers, shelves, cabinets, counter tops or bench tops where blood or other potentially infectious materials are present.

Bloodborne Pathogens Exposure Control Plan

Mouth pipetting/suction of blood or other potentially infectious materials is prohibited.

After removal of personal protective gloves, employees shall wash hands and any other potentially contaminated skin area immediately or as soon as feasible with soap and water.

If employees incur exposure to their skin or mucous membranes, then those areas shall be washed or flushed with water as appropriate as soon as feasible following contact.

All procedures will be conducted in a manner which will minimize splashing, spraying, splattering, and generation of droplets of blood or other potentially infectious materials.

Equipment which has become contaminated with blood or other potentially infectious materials shall be examined prior to servicing or shipping and shall be decontaminated.

Personal Protective Equipment

All personal protective equipment used at the sites will be provided without cost to employees. Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach the employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.

All personal protective equipment will be cleaned, laundered, and disposed of by the employer at no cost to employees. All repairs and replacement will be made by the employer at no cost to employees.

All garments which are penetrated by blood shall be removed immediately or as soon as feasible. All personal protective equipment will be removed prior to leaving the work area. All personal protective equipment shall be disposable. After use such shall be rinsed with water or bleach/water solutions if contaminated, then disposed of in a plastic bag lined container in the classroom or health office. This will be disposed of by the custodian wearing gloves.

Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, non intact skin, and mucous membranes. Gloves will be used when contact with blood or body secretion occurs or is suspected.

Disposable gloves used at sites are not to be washed or decontaminated for re use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Utility gloves may be decontaminated for re use provided that the integrity of the glove is not compromised. utility

Bloodborne Pathogens Exposure Control Plan

gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.

Masks in combination with eye protection devices, such as goggles or glasses with solid side shield, or chin length face shields, are required to be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can reasonably be anticipated. No situations at sites should require such protection.

OSHA standard also requires appropriate protective clothing to be used under certain conditions. The clothing could be lab coats, gowns, aprons, clinic jackets, or similar outer garments. No situation should require that such protective clothing be utilized.

Any contaminated surfaces will be cleaned and decontaminated immediately.

Decontamination will be performed by utilizing a department issued/approved agent with a 1:100 solution of bleach in water. All disinfectants will be Tuberculocidal.

All contaminated work surfaces will be decontaminated after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as the end of the work shift of the surface may have become contaminated since the last cleaning.

All bins, pails, cans and similar receptacles shall be inspected and decontaminated on a regularly scheduled basis by health office and custodial staff.

Any broken glassware which may be contaminated will not be picked up directly with the hands. The following procedures will be used:

Staff will stay in the area to prevent further injury/contamination. Custodians will be called to sweep up glass fragments using gloves. Equipment will be immediately decontaminated.

All contaminated sharps shall be discarded as soon as feasible in sharps containers which are located in each school health office.

Hepatitis B Vaccine Program

All employees who have been identified as having exposure to blood or other potentially infectious materials will be offered the Hepatitis B vaccine, at no cost to the employee. The vaccine will be offered within 10 working days of their initial assignment to work involving the potential for occupational exposure to blood or other potentially infectious materials unless the

Bloodborne Pathogens Exposure Control Plan

employee has previously had the vaccine or who wishes to submit to antibody testing which shows the employee to have sufficient immunity.

Employees who decline the Hepatitis B vaccine will sign a waiver. Employees who initially decline the vaccine but who later wish to have it may have the vaccine provided at no cost.

The school nurse will assist employees to get the vaccine. The school medical advisor will supervise the administration of the vaccine.

Post Exposure Evaluation and Follow up

Employees will immediately report a possible exposure incident to the school nurse where available or to their building Principal and will make out an incident report. The nurse or administrator will contact the school medical advisor or the Connecticut Department of Health Services to determine if an incident has occurred.

When an incident is confirmed, the school medical advisor will arrange for a confidential medical evaluation and follow up including:

1. Documentation of the route of exposure and the circumstances related to the incident.
2. Identification and documentation of the source individual if feasible unless the school medical advisor can establish that identification is infeasible or prohibited by state law.
 - a. The source individual's blood will be tested as soon as feasible after consent is obtained, for HIV/HBV infectivity, unless the source is a known carrier. If consent is not obtained, school medical advisor shall establish that legally obtained consent cannot be obtained.
 - b. Results of the source individual's testing shall be made available to the exposed employee, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious state of the source individual.

Minor students/clients' parents/guardians must be contacted and advised of the incident and their options. They should be encouraged to contact their own primary health care provider prior to giving consent for testing or disclosure.

3. Blood Collection

- a. The exposed employee's blood shall be collected as soon as feasible by an accredited laboratory and tested after consent is obtained.

Bloodborne Pathogens Exposure Control Plan

- b. If the employee consents to collection but does not give consent for HIV serological testing, the sample shall be preserved for at least 90 days by the laboratory. If within the 90 days, the employee elects to have the baseline sample tested, such testing will be done as soon as feasible.
- c. Post exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service.
- d. Appropriate counseling concerning precautions to take place during the period after the exposure incident.
- e. Information for the employee on what potential illnesses to be alert for and to report any related experiences to appropriate personnel.

Information for Health Care Professionals

District employees will insure that the health care professional evaluating an employee after an exposure incident is provided the following information:

- A copy of the regulations.
- A description of the exposed employee's duties as they relate to the exposure incident.
- Documentation of the route(s) of exposure and circumstances under which exposure occurred.
- Results of the source individual's blood testing, if available.
- All medical records relevant to the appropriate treatment of the employee including vaccination status which is the district's responsibility to maintain.

Health Care Professional's Written Opinion

Employees will obtain a copy of the health care professional's written opinion when an employee goes for Hepatitis B vaccination or following an exposure incident. If the latter occurs, the district will provide the employee with a copy of the evaluating health care professional's written opinion within 15 days of the completion of the evaluation. Written opinion will be limited to:

- Is Hepatitis B vaccine indicated and has it been given to the employee?
- Has the employee been informed of the results of the evaluation?

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- Has the employee been told about any medical condition resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment?

All other findings or diagnosis shall remain confidential between the health care professional and district employee and shall not be included in the written report.

Record Keeping

The Superintendent of Schools will establish and maintain an accurate separate record for each employee with occupational exposure in accordance with 29CFR1920.20. This record will include:

- The name and social security number of the employee.
- Hepatitis B Vaccine Declination.
- A copy of the employee's Hepatitis B vaccination status including the dates of all of the Hepatitis B vaccinations and any medical records relative to the employee's ability to receive vaccination.
- A copy of all results of examinations, medical testing and follow-up procedures required by these guidelines.
- The employer's copy of the health care professional's written opinion as required by these guidelines.
- A copy of the information provided to the health care professional as required in these guidelines.

Confidentiality

District administrators and health personnel will ensure that the above medical records are kept confidential, not disclosed or reported without the employee's expressed written consent to any person within or outside the workplace except as required by this standard or as may be required by law, kept separate from the personnel record, provided upon request for examination and copying to the subject employee, to anyone having written consent of the subject employee or to OSHA designees, Maintained for at least the duration of employment plus 30 years.

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Training

District employees shall ensure that all employees with occupational exposure participate in a training program at the time of initial assignment to tasks where occupational exposure may take place; when changes such as modification of tasks or procedures are implemented or institution of new tasks or procedures affect the employee's occupational exposure, and updated annually thereafter. A record of each training session will be filed in the Personnel Department.

District employees occupationally at risk will receive a training program which will include:

The modes of transmission of AIDS and Hepatitis B viruses.

- Instructions on types of protective clothing and equipment generally appropriate for employees, as well as instructions on the basis for selecting the clothing and equipment.
- Instructions on the actions to take and persons to contact if exposure has occurred.
- Instructions on the requirements for work practices and protective equipment for each task they may perform.
- Instructions on where protective clothing and equipment is kept; how to use it; and how to remove, handle, decontaminate, and dispose of contaminated clothing or equipment.
- Instructions on the limitation of protective clothing and equipment.

Legal Reference: "Education for Children with Disabilities", 20 U.S.C. 1400, et seq.

Section 505 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b)

"Americans with Disabilities Act"

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99

Connecticut General Statutes

10 76(d)(15) Duties and powers of Boards of education to provide special education programs and services.

10 154a Professional communications between teacher or nurse and student.

10 207 Duties of medical advisors.

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10 209 Records not to be public.

10 210 Notice of disease to be given to the parent or guardian.

19a 221 Quarantine of certain persons.

19a 581 585 AIDS testing and medical information.

Regulation revised: