



Board of Education Regular Meeting
Monday, April 21, 2025
7:00 PM
Zoom Webinar

- I. CALL TO ORDER, VERIFICATION OF QUORUM
- II. PLEDGE OF ALLEGIANCE
 - A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.
- III. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS
 - A. Discussion with WHS Student Board of Education Representatives
- IV. APPROVAL OF MINUTES
 - A. Approval of meeting minutes from the March 17, 2025 Weston Board of Education Meeting
 - B. Approval of meeting minutes from the March 24, 2025 Weston Board of Education Meeting
 - C. Approval of meeting minutes from the March 25, 2025 Weston Board of Education Meeting
- V. PUBLIC COMMENT
 - A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

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

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

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

Third, the Board develops its meeting agenda carefully to ensure that the Board

addresses matters that are pressing or relevant at the time of the meeting.

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

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

Meeting Conduct: Bylaws of the Board #9325 -
<https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003>

VI. OLD BUSINESS

- A. Weston Board of Education Policies, Regulations, and Bylaws (second read)
 - a. Discussion and approval of policy 5131.99: Safe School Climate

VII. NEW BUSINESS

- A. Approval of Consent Agenda
- B. Discussion: Superintendent observations and recommendations regarding combatting antisemitism in the schools
- C. Field Trip Approval: Mock Trial
- D. Gifts, Grants and Bequests (Recognition, Acceptance or Approval)
 - a. HES PTO donation in the amount of \$ 3,200 for a new display case
 - b. HES PTO in the amount of \$4,100 for two custom entryway rugs and hallway mats
 - c. WMS PTO donation in the amount of \$1,400 for courtyard garden materials
 - d. WHS PTO Donation in the amount of \$1,000 for flexible seating in health classrooms
 - e. WHS PTO Donation in the amount of \$1,800 for flexible seating in social studies classroom

VIII. DISTRICT UPDATES

- A. Superintendent
- B. Human Resources
- C. Pupil Personnel Services and Special Education
- D. Finance and Operations
 - a. FY26 Budget Update

IX. COMMITTEE UPDATES

- A. ~~Communications Committee~~
- B. Connecticut Association of Boards of Education (CABE)
- C. Cooperative Educational Services (CES)
- D. Curriculum Committee
- E. Education Optimization Committee (EOC)
- F. Finance & Operations Committee
- G. ~~Negotiations Committee~~
- H. Policy Committee

- I. Safety & Security Committee
- J. Weston Education Foundation (WEF)
- X. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION
 - A. May 19, 2025, 7:00 PM, Zoom webinar
 - B. Review of Pending Agenda Items for Next Meeting
- XI. ADJOURNMENT



Board of Education Regular Meeting

Monday, March 17, 2025

7:00 PM

Weston Middle School Library Learning Commons

135 School Road

Weston, CT 06883

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

Lisa Barbiero, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Facilities; Tracy Edwards, Director of Pupil Personnel Services; Juliane Givoni, Director of Human Resources; Daniel DiVito, Director of Digital Learning and Technology; Jaya Sharma, WHS Student BOE Representative

The meeting began at 7:03 PM

Move that the Weston Board of Education begin the March 17, 2025 meeting. Unseconded with a motion by Ferraro, Sharon.

II. PLEDGE OF ALLEGIANCE

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

III. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

A. Discussion with WHS Student Board of Education Representatives

Jaya Sharma, WHS Student Representative, provided the Board with an update on various school activities, including sports, clubs, and events.

IV. APPROVAL OF MINUTES

A. Approval of meeting minutes from the February 24, 2025

Weston Board of Education Meeting

The Board approved the meeting minutes without any objections.

Move that the Weston Board of Education approve the minutes from the February 24, 2025 meeting. Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0

B. Approval of meeting minutes from the March 4, 2025 Weston Board of Education Special Meeting

The Board approved the meeting minutes without any objections. David Felton abstained, he was not present at that meeting.

Move that the Weston Board of Education approve the minutes from the March 4, 2025 meeting. Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Abstain (With Conflict), Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Lisa Luft: Yea

Yea: 4, Nay: 0, Abstain (With Conflict): 1

V. PUBLIC COMMENT

Prior to the start of public comment, Board Secretary Sharon Ferraro made two motions, which were approved: 1) extend the 20-minute per topic for public comment for this meeting, and 2) move the agenda item Superintendents Report up on the meeting agenda so it takes place right after public comment.

Move that the Weston Board of Education extend the 20-minute per topic rule per the bylaws, for this meeting on Monday, March 17, 2025 Carried with a motion by Ferraro, Sharon and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0

Move that the Weston Board of Education move the agenda item District Update - Superintendent Report to the position prior to New Business Carried with a motion by Ferraro, Sharon and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0

- 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.

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Sharon Ferraro read an email that was sent to all WPS families earlier in the afternoon.

The following individuals spoke during public comment:
Maria Rowbotham - Kettle Creek Road (on behalf of all the Weston PS PTO Presidents)
Ilene Richardson - Heritage Lane
Hilary Felton - Ridge Road
Lyndsay Bennett - Georgetown Road
Ruth Israely - Nordholm Drive
Lisa Kessler - Tall Pines Drive
Nomi Richardson - Heritage Lane
Louis Pietig - Kellogg Hill Road
Martin Mohabeer - Hyde Ridge Road
Marc Ben-Canaan - Alwyn Road
Dan Ventura - Newtown Turnpike
Thea Rattner-Pietig - Kellogg Hill Road
Eric Strumigher - Silver Ridge Common

Stephen Crowe - Alexander Lane
Debbie Delong - November Trail
Chase McCarthy - Indian Valley Road
Lewis Herskovitz - Lyons Plains Road
Shari Goldstein - Trails End
Joelle Levit - Scatacook Trail
Jasmine Kazakov - Old Field Lane
Tyler Del Vento - Old Hyde Road
Jason Nussbaum - Langner Lane

After public comment closed, Superintendent Barbiero addressed the board and members of the public in attendance.

The board took a recess at 8:30 PM and resumed at 8:40 PM

VI. NEW BUSINESS

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

- a. Acceptance of a donation from the WMS PTO in the amount of \$1,500 for an in-person author visit
The Board accepted the donation without objection.
Move that the Weston Board of Education accept the donation from the WMS PTO in the amount of \$1500 Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0
- b. Acceptance of a donation from the WIS PTO in the amount of \$2,100 for two custom logo rugs
The Board accepted the donation without objection.
Move that the Weston Board of Education accept the donation from the WIS PTO in the amount of \$2,100 Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0
- c. Approval of a donation from the WIS PTO in the amount of \$27,000 to create a WIS Innovation Lab
The Board approved the donation without objection.
Move that the Weston Board of Education approve the donation from the WIS PTO in the amount of \$27,000 Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon:
Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

- d. Recognition of donation from the WIS PTO in the amount of \$900 for three WIS School of Distinction banners
The Board recognized the donation.

B. Weston Board of Education Policies, Regulations, and Bylaws
(first read)

Board Secretary Sharon Ferraro made a motion to move the agenda item Consent Agenda to the position prior to the Weston Board of Education Policies, Regulations, and Bylaws. Motion passed.

Move that the Weston Board of Education move the agenda item Consent Agenda to the position prior to the Weston Board of Education Policies, Regulations, and Bylaws (first read) Carried with a motion by Ferraro, Sharon and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

- a. Discussion of policy 5131.99: Safe School Climate
Tracy Edwards presented the Board with the first-read of the Safe School Climate policy and asked the Board to review it. The policy streamlines processes, aligns with state requirements, and reinforces ongoing efforts to create a safe and supportive school environment. The policy will come back to the Board for a second-read at the April meeting, and approval.

C. Discussion and approval of consent agenda

Ms. Givoni introduced Jen D'Amico. Ms. D'Amico has been selected as the new WIS Principal with a start date of July 1, 2025. Ms. D'Amico then addressed the Board. The Board approved the consent agenda without objection.

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

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

VII. DISTRICT UPDATES

A. Superintendent Report

Superintendent Barbiero addressed the Board and members of the public and reiterated the commitment to fostering an environment where every student feels safe and supported. This requires partnership, ongoing dialogue, and a shared commitment from all of us.

B. Human Resources

The middle school principal search is still underway. We will be accepting applications through March 24, and the selection process will begin in April. There is a professional development day on March 21. A conference-style day of professional learning has been planned, with over 90 on a variety of important topics.

C. Pupil Personnel Services and Special Education

A parent meeting was held last Monday. The PowerPoint presentation and recording are posted on the district website. The discussion surrounded strategies that families can use to help their children develop a growth mindset. Parents should reach out if they have any ideas for meeting topics.

D. Finance and Operations

a. Discussion and approval of the February 2025 Financial Report

The Board approved the February 2025 financial update without objection. The Board discusses the fiscal year 2025 and 2026 budgets, with no changes reported for FY25. For FY26, various adjustments were outlined, including increases in salaries and benefits, reductions in pension rates and health insurance, and changes related to students returning to the district. In addition, the North House HVAC project timeline was discussed, with the earliest possible start date being summer 2026, pending funding approval.

Move that the Weston Board of Education approve the February 2025 Financial Update as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 5, Nay: 0

b. FY26 Budget Update

The Board was presented with changes to the FY26 operating budget, made after 01.28.2025 and the

recommendation is to maintain the operating budget request of 3.05%.

- c. Review and approval of the WIS Back-Up Generator Bid
The Board also approved a \$73,916 contract with Tower Electric for a new generator at WIS, to be paid from a non-lapsing account.

Move that the Weston Board of Education approve the WIS Back-Up Generator Bid, as presented Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0

Move that the Weston Board of Education approve the WIS Back-Up Generator Bid, as presented Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0

VIII. COMMITTEE UPDATES

A. Communications Committee

B. Connecticut Association of Boards of Education (CABE)

C. Cooperative Educational Services (CES)

D. Curriculum Committee

E. Education Optimization Committee (EOC)

F. Finance & Operations Committee

G. ~~Negotiations Committee~~ (committee not active at this time)

H. Policy Committee

I. Safety & Security Committee

J. Weston Education Foundation (WEF)

IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

A. April 21, 2025, 7:00 PM, Via Zoom Webinar

B. Review of Pending Agenda Items for Next Meeting

X. ADJOURNMENT

Meeting adjourned at 9:21 AM

Move that the Weston Board of Education adjourn the March 17, 2025 meeting. Carried with a motion by Felton, David and a second by Luft, Lisa.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk



Weston Board of Education Special Meeting

Monday, March 24, 2025

5:00 PM

Zoom Webinar

Present: Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Chad Hoepfner, Lisa Luft. Present: 7.

- I. Call to Order, Verification of Quorum
Additional Attendees:
Jessica Richman Smith. Shipman & Goodwin, LLP

The meeting began at 5:02 PM

Move that the Weston Board of Education begin the March 24, 2025 meeting. Carried with a motion by Luft, Lisa and a second by Gordon, Peter.

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

- II. Executive session anticipated pursuant to 1-200(6)(A):
Discussion concerning the health of Superintendent of Schools

Chair Steven Ezzes thanked board members for their engagement and special thanks were extended to Jessica Richman Smith for her leadership.

The board entered executive session to discuss the superintendent's health and related personnel matters.

Move that the Weston Board of Education enter into Executive Session Carried with a motion by Felton, David and a second by Ferraro, Sharon.

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

- III. Executive Session: Call to Order, Verification of Quorum

The executive session was called to order at 5:09 PM

Move that the Weston Board of Education begin the March 24, 2025 executive session 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, Michael Guido: Yea, Chad Hoeppepner: Yea, Lisa
Luft: Yea

Yea: 7, Nay: 0

- IV. Motion to invite additional attendees to participate, if
necessary

Move that the Weston Board of Education invite Jessica Richman-
Smith to participate in the March 24, 2025 executive session
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, Michael Guido: Yea, Chad Hoeppepner: Yea, Lisa
Luft: Yea

Yea: 7, Nay: 0

- V. Discussion regarding the superintendent's health and related
personnel matters

- VI. Adjournment of Executive Session

The executive session adjourned at 5:48 PM and the board
returned to regular session.

Move that the Weston Board of Education begin the March 24,
2025 executive session Carried with a motion by Gordon, Peter
and a second by Luft, Lisa.

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

Yea: 7, Nay: 0

- VII. Discussion/Action: Appointment of personnel search committee to
recommend candidates for Acting Superintendent position

The full Board of Education was appointed as members of the
personnel search committee to select an Acting Superintendent.

Move that the Weston Board of Education appoint the full Board
of Education as the personnel search committee for selecting an
Acting Superintendent. Carried with a motion by Ferraro, Sharon
and a second by Luft, Lisa.

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

Yea: 7, Nay: 0

- VIII. Adjournment

The board adjourned the public meeting and moved to a non-
public meeting to interview candidates for acting
superintendent.

The meeting adjourned at 5:53 PM

Move that the Weston Board of Education adjourn the March 24,

2025 meeting. Carried with a motion by Ferraro, Sharon and a second by Guido, Michael.

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

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

Executive session minutes submitted by:
Sharon Ferraro, Secretary

DRAFT



Weston Board of Education Special Meeting

Tuesday, March 25, 2025

5:30 PM

Zoom Webinar

Present: Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Chad Hoepfner, Lisa Luft. Present: 7.

- I. Call to Order, Verification of Quorum
Additional Attendees:
Jessica Richman-Smith, Shipman & Goodwin, LLP

The meeting was called to order at 5:33 PM

- II. Discussion/Action: Appointment of Acting Superintendent of Schools

Be it resolved that, subject to the approval of the Commissioner of Education for the State of Connecticut in accordance with Section 10-157 of the Connecticut General Statutes, the Board appoints Ms. Deborah Low as Acting Superintendent of Schools on a short-term basis, effective March 28, 2025, and continuing through the earlier of June 30, 2025, or such time as an Interim Superintendent of Schools or a new Superintendent of Schools commences employment. Carried with a motion by Ezzes, Steven and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa Luft: Yea
Yea: 7, Nay: 0

- III. Discussion/Action: Authorization of Board Chairman to finalize

and execute agreement regarding Acting Superintendent
Be it resolved that the Board authorizes Board Chairman Steven Ezzes and Board Member David Felton to negotiate and execute an agreement (including, but not limited to, appropriate compensation) regarding Ms. Low's service as Acting Superintendent of Schools Carried with a motion by Ezzes, Steven and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Lisa

Luft: Yea
Yea: 7, Nay: 0

IV. Adjournment

The meeting adjourned at 5:44 PM

Move that the Weston Board of Education adjourn the March 25, 2025 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, Michael Guido: Yea, Chad Hoepner: Yea, Lisa

Luft: Yea

Yea: 7, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

DRAFT

Connecticut School Climate Policy

~~This Connecticut School Climate Policy was developed by the Connecticut Association of Boards of Education (CABE) with technical and substantive guidance from the Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) and other members of the statewide Social Emotional Learning and School Climate Collaborative.⁺~~

~~The policy was developed to provide districts guidance on recent revisions to Connecticut's school climate law, Public Act 23-167. In accordance with [Public Act 23-167, An Act Concerning Transparency in Education](#), for the school years commencing July 1, 2023, and July 1, 2024, each local and regional board of education **may adopt** and implement the Connecticut School Climate Policy, in lieu of implementing the provisions of sections 10-222d, 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.~~

~~For the school year commencing July 1, 2025, and each school year thereafter, **each local and regional board of education shall adopt** and implement the Connecticut School Climate Policy.~~

~~This policy **does not modify or eliminate** any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.~~

December 2023

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The _____ ~~District~~ Weston Public Schools Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based

- areas of need, while sustaining the improvement process over time;
- D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school

climate, and to create or propose revisions to the school climate improvement plan.

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes
 10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.
 10-222g Prevention and intervention strategy re bullying and teen dating violence
 10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments
 10-222i State-wide safe school climate resource network. *[Repealed, Effective 7/1/2025 State-wide safe school climate resource network]*
 10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)
 10-222p Review of safe school climate plans by Department of Education. Approval or rejection.
 PA 23-167 An Act Concerning Transparency in Education

Policy adopted: February 10, 2003
Policy revised: November 19, 2007
Policy revised: March 15, 2010
Policy revised: November 21, 2011
Policy revised: October 16, 2023
Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Policy adopted:

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here for any **student** who would like to submit anonymously.

I am a: Student, Parent and/or Guardian or School Employee

Email: _____

Phone Number: _____

Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | |
|--|--|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On a school bus |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> Electronic communication, internet, and social media | <input type="checkbox"/> Outside of school |
| | <input type="checkbox"/> Other _____ |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks |
| <input type="checkbox"/> Spreading rumors or gossip | <input type="checkbox"/> Getting another person to do any of the behaviors listed above |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

- Was this investigated as bullying? YES NO
- Was this a verified act of bullying? YES NO
- Was this investigated as cyberbullying? YES NO
- Was this a verified act of cyberbullying? YES NO
- Was this investigated as teen dating violence? YES NO
- Was this verified teen dating violence? YES or NO
- Was this investigated as an assault? YES NO
- Was this a verified assault? YES or NO
- Was this investigated as an act of physical violence?
YES NO

- Was this a verified act of physical violence?
YES or NO
- Was this investigated as a protected class violation/
harassment? YES NO
- Was this a verified protected class violation/harassment?
YES NO
- Was this investigated as a Title IX violation? YES NO
- Was this a verified Title IX violation? YES or NO
- Was this a verified act of challenging behavior not listed
above? YES NO

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

INTEROFFICE MEMORANDUM

To: Deborah Low

From: Juliane Givoni - Director of Human Resources

Subject: Consent Agenda – April 2025

Date: April 16, 2025

RETIREMENTS:

- Scanlon, Priscilla (1.0) WIS 4th Grade Teacher - Effective June 30, 2025

RESIGNATIONS:

- Capuano, Acacia (1.0) WHS Special Education Teacher - Effective June 17, 2025
- Narsipur, Janhavi (0.8) WIS/WMS Music Teacher - Effective June 17, 2025
- Rose, Mary Ellen (1.0) WMS Special Education Teacher - Effective June 17, 2025

NON-RENEWALS:

Reductions-in-Force

- Albert, Danielle (1.0) HES Preschool Teacher - Effective June 17, 2025
- Duyon, Amanda (0.5) WMS Reading Interventionist - Effective June 17, 2025
- Magnano, Jeffrey (1.0) WIS 5th Grade Teacher - Effective June 17, 2025
- Scott, Kelly (1.0) HES 1st Grade Teacher - Effective June 17, 2025
- Webb, Sarah (1.0) HES/WHs Art Teacher - Effective June 17, 2025
- Winant, Sara (1.0) WHS Social Studies Teacher - Effective June 17, 2025
- Xhema, Gentiana (1.0) HES Kindergarten Teacher - Effective June 17, 2025
- Young, Sean (1.0) WHS Social Studies Teacher - Effective June 17, 2025

Substitute Teachers

- Black, Michelle WHS Building Substitute - Effective June 17, 2025
- Evarts, Eric WMS Building Substitute - Effective June 17, 2025
- Hooper, Christine HES Building Substitute - Effective June 17, 2025
- Kaur, Surjit WIS Building Substitute - Effective June 17, 2025
- Lewis, Alexa (1.0) WMS Social Worker - Effective June 17, 2025
- McKenna, Brooke (1.0) HES Building Substitute - Effective June 17, 2025
- Strange, Christopher WMS Building Substitute - Effective June 17, 2025
- Tomanelli, Danielle HES Building Substitute - Effective June 17, 2025
- Xie, Linlan (0.4) WHS Mandarin Chinese Teacher - Effective June 17, 2025

Non-Certified Staff

- Dejaramillo, Silvia (0.25) WIS Cafeteria Aide - Effective June 17, 2025
- Ellison, Debbie (0.25) HES Cafeteria Aide - Effective June 17, 2025
- Kouremetis, Emmanuel (0.25) HES Cafeteria Aide - Effective June 17, 2025
- Rodriguez, Dalbyn (0.25) HES Cafeteria Aide - Effective June 17, 2025
- Rodriguez, Delby (0.25) HES Cafeteria Aide - Effective June 17, 2025
- Rodriguez, Jacqueline (0.25) HES Cafeteria Aide - Effective June 17, 2025
- Rojas, Martha (0.25) WIS Cafeteria Aide - Effective June 17, 2025

WESTON PUBLIC SCHOOLS
WESTON, CT

OVERNIGHT FIELD TRIP APPROVAL REQUEST FORM

SUBJECT AREA: Mock Trial COST PER STUDENT: \$1300

*Cost does not include all food, beverages, and snacks.

*Cost does not include incidentals such as team tees, competition add-ons, optional activities

DATE OF FIELD TRIP: May 7-11, 2025 FIELD TRIP DESTINATION: Phoenix, AR

STATE THE EDUCATIONAL PURPOSE OR RATIONALE FOR THE TRIP:

Departure from: Weston High/JFK Airport, NYC Date/Time: Wed., May 7th 2025
Return to: JFK Airport, NYC/Weston High Date/Time: Sun., May 11th 2025
Number of students: 9 Grade(s): 11th and 12th
Administrator in charge & on site: _____ Teacher in Charge: Amy Holmes
Total Number of Chaperones: 4 Ratio of Chaperone to Student: 1 to 2
Names of Teachers: _____ Other Adults: Carl Bernstein, Marcia Hamelin, and Craig Schickler
Substitute coverage will be required: X Yes 1 # of Subs No
Parent Informational Meeting: Date: Parents contacted via email and phone; coach student meeting on 4/8/25

Location: WHS Library

TRANSPORTATION (Please check one)

- First Student: Yes _____ No X If yes, how many buses? _____
- Alternate Bus Company Name CT Airlink
- Van: Driver Name _____
- Student Driver: Name(s) _____

Have you completed and attached to this request form a copy of the cover letter sent to parents? Yes X No _____

Have you provided the school nurse with a list of students who will attend this field trip? Yes X No _____

Signed: _____

Requested by: [Signature]
(Teacher)

Pre-Approval: [Signature]
(Principal)

Pre-Approval: [Signature]
(Assistant Superintendent)

Pre-Approval: [Signature]
(Director of Finance and Operations)

INSURANCE COVERAGE Y/N: _____

Approved: _____
(BOE Chairperson)

Request denied

Copies (once approved):

- ___ Teacher
- ___ Principal or Designee
- ___ Bus Garage (First Student)
- ___ Finance & Operations Office
- 33 Assistant Superintendent
- ___ Human Resources

WESTON PUBLIC SCHOOLS
Weston, Connecticut

OVERNIGHT FIELD TRIP DETAILED DOCUMENTATION

Trip Destination(s): Phoenix, Arizona for Mock Trial National Championship

Departure Date: May 7, 2025

Return Date: May 11, 2025

Trip Leader(s): Amy Holmes

Travel Agency/Trip Sponsor ("Trip Advisor") (if any): _____

Detailed Itinerary:

Travel - Depart

Wednesday | May 7

- 6:00 departure from WHS to JFK
- 10:20 AM Flight American Airlines
- Arrive 12:46 PM Phoenix Sky Harbor Intl, AZ
- Uber XXL Shuttle from Airport to Hotel
- Check-in Hotel - Hyatt Place, Phoenix Downtown

Competition Schedule

Wednesday | May 7

9am-5pm

Hyatt Regency | Lobby

Scrimmage Rooms Available

10am-8pm

Hyatt Regency | Sign up required and available for coaches in Tabroom

NHSMT Board Meeting (Board Members Only)

3pm-6pm

Hyatt Regency | Borein

Thursday | May 8

NHSMTC Board Meeting (Board Members Only)

8am-10:30am

Hyatt Regency | Suite 316 (breakfast provided)

Team and Observer Registration

9am-5pm

Hyatt Regency | Lobby
Scrimmage Rooms Available

8am-4pm

Hyatt Regency | Sign up required and available for coaches in Tabroom
Team Portraits (Free for All Teams)

8am-3:30pm

Hyatt Regency | Location TBD | Sign up required and available for coaches in Tabroom
Coordinators' Roundtable Meeting

11am-12:30pm

Hyatt Regency | Sundance Room (Lunch Provided)
NHSMTC Business Meeting

12:30pm-2:00pm

Hyatt Regency | Sundance Room
Orientations

2:30pm-3:30pm

Hyatt Regency | Coaches (Cowboy Artist's Room) | Timekeeper (Phoenix Ballroom) |
Courtroom Artist & Courtroom Journalist (Sundance Ballroom)
Optional Educational Workshop

4pm-5:30pm

ASU Walter Cronkite School of Journalism and Mass Communication | PBS Station | Sign
up required and available for coaches in Tabroom | [Learn more about the event here.](#)
Pin Exchange

6pm-9pm

Arizona Center | Team Portraits available - Sign up required and available for coaches in
Tabroom

Hospitality Suite (for Coaches, Judges, Coordinators, and Board Members)

8:30pm-10:30pm

Hyatt Regency | Location TBD
Round 1 Pairings Posted

10pm

Friday | May 9

Breakfast for Teams

7:30am-8:30am

Pre-Purchased Breakfasts Available for Pickup Outside South Court Tower
Judge Check-In and Orientation

7:30am-8:30am

South Court Tower - Jury Assembly Room (breakfast provided)
Round 1

9am-12pm

South Court Tower and Central Court Building
Lunch for Teams

11:30am-1:00pm

Pre-purchased lunches available for pickup outside South Court Tower

Judge Check-In and Orientation

12:00pm-1:00pm

South Court Tower - Jury Assembly Room (lunch provided)

Round 2 Pairings Posted

1:15pm

Round 2

1:45pm-4:45pm

South Court Tower and Central Court Building

Optional Legal Professional & Student Mixer

6pm

Hyatt Regency - Skyview Terrace

Judge's Reception (Invitation Only)

5:30pm-7:30pm

Snell & Wilmer - Cityscape Center

Hospitality Suite (for Coaches, Judges, Coordinators, and Board Members)

8pm-11pm

Hyatt Regency | Location TBD

Round 3 Pairings Posted

10:00pm

Saturday | May 10

Judge Check-In and Orientation

7:00am-8:00am

South Court Tower - Jury Assembly Room (breakfast provided)

Breakfast for Teams

7:15am

Pre-purchased breakfasts available for pickup outside South Court Tower

Round 3

8:30am-11:30am

South Court Tower and Central Court Building

Lunch for Teams

11:15am-12:30pm

Pre-purchased lunches available for pickup outside South Court Tower

Judge Check-In and Orientation

11:30am-12:30pm

South Court Tower - Jury Assembly Room (Lunch Provided)

Round 4 Pairings Posted

12:30pm

Round 4

1:00pm-4:00pm

South Court Tower and Central Court Building

Announcement of Final Two Teams

4:30pm

South Court Tower - Jury Assembly Room

Final Round

5:00pm-7:45pm

Old Courthouse 309 (Ceremonial Courtroom)

Awards Celebration

8pm-9pm | Doors open at 7pm

Hyatt Regency | Regency Ballroom

Hospitality Suite

9pm-midnight

Hyatt Regency | Location TBD

Student Dance Afterparty

9pm-11pm

Hyatt Regency | Regency Ballroom

Sunday, May 11th

- 6:00 hotel check-out
- Uber XXL Shuttle from Hotel to Airport
- 8:50 AM Flight American Airlines from Phoenix Intl
- Arrive 4:59 PM JFK
- Shuttle from Airport to Weston High

Flight Information:

American Airlines

Agency: 5555555 AA User Group

Group travel reference: 59998

Group size: 15

Main PNR: ELZBLM

Flight Number: AA1487

Departure: May 7, 2025 at 10:20 AM

Arrival: May 7, 2025 Phoenix Sky Harbor Intl AZ at 12:46 PM

Return: May 11, 2025 Phoenix Sky Harbor Intl AZ at 8:50 AM

Arrival: May 7, 2025 JFK at 4:59 PM

Hotel Information:

Hyatt Place Downtown Phoenix

150 W Adams St. Phoenix, AZ 85003, USA

Means of Travel:

CT AirLink Mini Coach

Flight

Transfer (Uber XXL) from the Airport to hotel downtown and return to airport

Travel Budget:

[The travel budget must include the overall cost per student broken down by detail (accommodations, food, airfare, chaperone stipend [per WTA contract], ground transportation, supplemental activities, etc.]

Airfare per student: _____	\$575.15
Lodging/Hotel per student: _____	\$340.40
Dinner/Food: _____	\$200.00
Uber XXL Transportation to/from Airport: _____	\$50.00
Snacks, drinks, tips, incidentals (approximation): _____	\$100.00
Breakfast and lunch (May 7th): _____	\$25.00
Breakfast and lunch (May 11th): _____	\$25.00
Student Per Person:	\$1300.00

Mock Trial Nationals All Access Registration: _____	\$500.00
Bus Transport from Weston to JFK from JFK to Weston: _____	\$2100.00
Chaperone Stipend: _____	\$959.00
Team Apparel: _____	\$250.00
CT Bar Scholarship: _____	\$1800.00

\$6659.00 (not included in student cost)

***Parent and coach chaperones per person** *\$2200.00 x 4 = 8800.00 (not included in student cost)*



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.

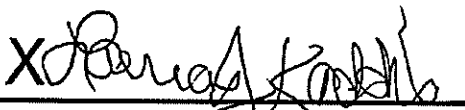
School/Building: HES WIS WMS WHS CO

Name of Donor: HES PTO

Value of gift(s) being donated): \$ 3200

Description:

A new display case to replace a broken case outside of the school library

X 
Principal Signature

X 
Superintendent Signature

Date:

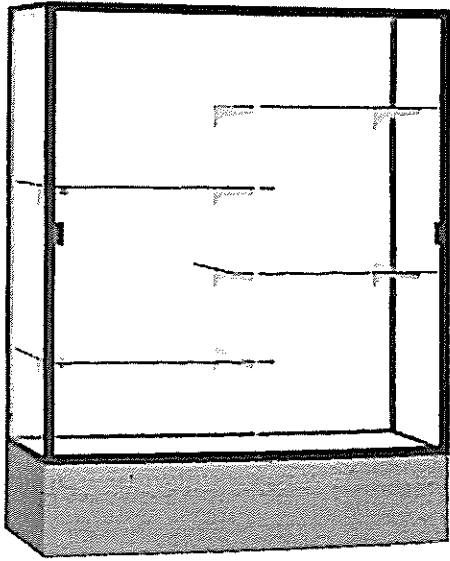
Date: 4/15/20

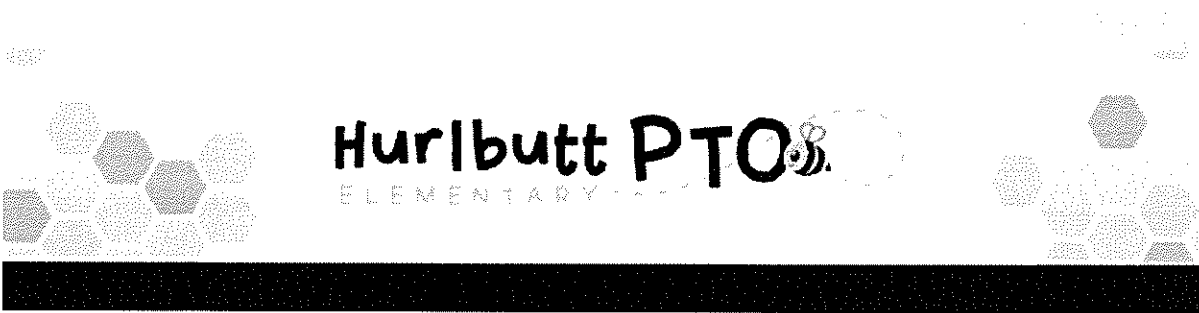
Board of Education Approval

Not required

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

No





March 18, 2025

Lisa Barbiero
Superintendent of Schools
Weston School District
24 School Road
Weston, CT 06883

Dear Ms. Barbiero,

On behalf of the Hurlbutt Elementary PTO, we are pleased to inform you and the Board of Education that our organization would like to provide the following:

- \$3200 to purchase a new display case for outside of the library

We are grateful to our members for recognizing the importance of supporting Hurlbutt Elementary School and are excited for this space to showcase materials that the staff feels would be beneficial to all students.

Warmest regards,
Lindsay Bennett

Lindsay Bennett
HES PTO Philanthropy Chair

CC: Kellie James, Hurlbutt PTO President
Laura Kaddis, Hurlbutt Principal





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: HES PTO

Value of gift(s) being donated): \$ Up to \$4100

Description:

We propose the purchase of new entryway rugs for the front entrance of Hurlbutt Elementary School as well as the bus loop entrance. This update includes:

- Two custom rugs featuring the HES "Bee" logo and school name, enhancing school spirit.
-Additional mats extending into the hallway to improve safety by reducing slips and falls during rain, snow, and inclement weather.

These rugs will not only provide a safer environment for students but also contribute to a welcoming and spirited school atmosphere.

Principal Signature (handwritten signature)

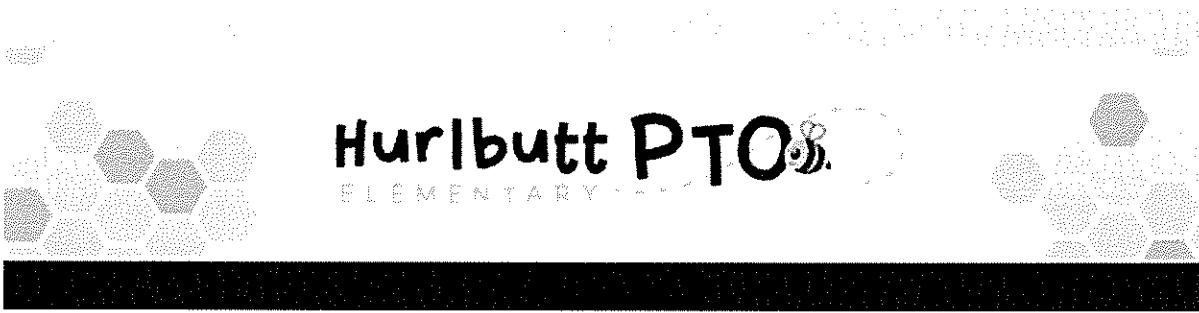
Superintendent Signature (handwritten signature)

Date: 3/27/25

Date: 4/14/25

Board of Education Approval

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



April 3, 2025

Deborah Low
Superintendent of Schools
Weston School District
24 School Road
Weston, CT 06883

Dear Ms. Low,

On behalf of the Hurlbutt Elementary PTO, we are pleased to inform you and the Board of Education that our organization would like to provide the following:

- \$4100 to purchase new entry rugs for Hurlbutt Elementary School

We are grateful to our members for recognizing the importance of supporting Hurlbutt Elementary School and are excited for the new rugs to arrive.

Warmest regards,
Lindsay Bennett

Lindsay Bennett
HES PTO Philanthropy Chair

CC: Kellie James, Hurlbutt PTO President
Laura Kaddis, Hurlbutt Principal



Weston Middle School PTO, Inc.

135 School Road

Weston, CT 06883

www.westonpspto.org

\$1400

Philanthropy Funding Request Application

Project Name: Portals into Nature

Grade/Department: Grade 6/Student Government Association (SGA)

Date: 4/09/2025

Contact Name: Jennifer Nolle-Berg

Phone: 203-221-6360 **Email:** jennifernolleberg@westonps.org

Please complete all parts of the application and obtain the principal's signature prior to submitting. Include or attach all pertinent information such as brochures, catalogs, etc. that will assist the PTO in their decision. Please research TWO or more vendors to determine the best cost for your project and record this information below. If this request is made by a group, please describe the group's corporate status, as well as its budget, goals, and other sources of funding.

Please Note: Technology requests must complete the technology department approval process PRIOR to submitting an application to the PTO per district policy.

Description of project, items or services:

According to the article, "Why Kids Need to Spend Time in Nature" the author states that there are many benefits to spending time in nature including promoting creativity and imagination, teaching responsibility, activating the senses and reducing stress and fatigue. One way to create these types of experiences is to have green spaces at Weston Middle School where gardens are planted to attract insects, birds and other pollinators. This is exactly the type of project that the student leaders in the Student Government Association pursue, and grant funding from the PTO can help make this possible for more areas around our school community.

This type of activity aligns with the Student Government Association's mission statement as follows: "The WMS SGA brings together a diverse group of students looking to get involved, volunteer, represent, create, and lead. SGA members are dedicated to having a positive impact on the WMS



Gifts, Grants and Bequests Approval Form

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.

School/Building: HES WIS WMS WHS CO
WHS PTO

Name of Donor:

Value of gift(s) being donated): \$ up to 1,000

Description (enter description or see attached, and include back up):
Flexible Seating options for the Health Classrooms

Signature/Approval:

X [Signature]
Principal Signature

X [Signature]
Superintendent Signature

Date: 4/7/25

Date: 4/14/25

Board of Education Approval

Approval by the Superintendent and then formal acceptance by the Board of Education.

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

No



Gifts, Grants and Bequests Approval Form

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.

School/Building: HES WIS WMS WHS CO
WHS PTO

Name of Donor:

Value of gift(s) being donated): \$ up to \$ 1,800

Description (enter description or see attached, and include back up):
Flexible Seating options for classroom E4, Social Studies classroom

Signature/Approval:

X [Signature]
Principal Signature

X [Signature]
Superintendent Signature

Date: 4, 7, 25

Date: 4, 14, 25

Board of Education Approval

Approval by the Superintendent and then formal acceptance by the Board of Education.

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

No



March 27, 2025

TO: Board of Finance

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: FY 26 Budget Update

North House HVAC Replacement

At our meeting on March 19, 2025, we discussed limiting the FY26 funding of the North House HVAC replacement project to design and soft costs. Based on the average of recent cost estimates, this phase of the project will cost \$230,000.

To reduce the FY 26 funding for this project, we are requesting a transfer of \$88,000 from previously approved capital projects for consulting services for various North House projects.

FY 26 NH HVAC Replacement - Phase 1	
Design Cost	205,000
Soft Cost	25,000
Total Phase 1	230,000
Capital Budget Transfer	(88,000)
FY 26 Request	142,000

To be Considered For Reinstatement

We are requesting that the board consider adding back the following projects that were deferred to FY27:

- 1) WHS locker room HVAC replacement - \$190,000**
This project is the replacement of an undersized and failing, heating only rooftop unit and installing a new rooftop unit with heating and cooling.
- 2) WIS cafeteria table replacement - \$40,000**
This purchase is to replace the existing tables and chairs with tables with integrated seats that are foldable and rollable, as well as a more suitable size for the age of the children using them. This purchase will save on the repetitively high cost of maintenance to the cafeteria floor.
- 3) Districtwide Furniture Purchase - \$50,000**
This request is to replace aging furniture with classroom furniture that reflects a student-centric design suitable for flexible educational space.

4) **Revson field site work - \$16,000**

This work is necessary for baseball fields used by both the district and town. This site work will help the water runoff from both, varsity and junior varsity fields. The water runs at such a high rate that it erodes the soil between the sidewalk and the fence line.

WESTON PUBLIC SCHOOLS 2026 CAPITAL BUDGET - PROPOSED WORKING DRAFT					
<i>Weston Public Schools, Weston, CT</i>					
<i>3/27/2025</i>					
		Year 1	Year 1	Year 1	Year 1
		<u>FY 2026 BOE</u>	<u>FY 2026</u>	<u>FY 2026 BOS</u>	<u>FY 2026 BOE</u>
	<u>Project by Priority</u>	<u>Requested 1/28</u>	<u>Revised 2/12</u>	<u>Approved 2/28</u>	<u>Revised 3/19</u>
1	District Wide Security Initiatives	\$ 330,000		\$ 100,000	\$ 100,000
2	District Wide PA Replacement	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
3	Energy Management Software/Hardware Upgrade	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
4	WIS Playground Site Renovation	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
5	District Wide Parking Lot/Driveway Maintenance and Paving	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000
6	District Wide Furniture Purchase	\$ 50,000			
7	District Wide Energy Efficiency Upgrades Including:				
	LED Retrofit	\$ 75,000			
	WHS Locker Room Replacement of Heating Unit/Install Heating & Cooling	\$ 190,000			
	WIS VAV Box Electronic Valve Actuator Replacement	\$ 165,000	\$ 165,000	\$ 165,000	\$ 165,000
	HES Core Boiler & Pumps Replacement	\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000
	HES North House HVAC Replacement - Phase 1	\$ 1,750,000	\$ 875,000	\$ 675,000	\$ 230,000
8	Radio Upgrade	\$ 200,000	\$ 250,000	\$ 250,000	\$ 250,000
9	WIS Cafeteria Table Purchase	\$ 40,000			
10	Revson Field Site Work	\$ 16,000			
	Sub Total	\$ 3,336,000	\$ 1,810,000	\$ 1,710,000	\$ 1,265,000
	North House Capital Budget Transfers				(\$88,000)
	Total After Transfer				\$ 1,177,000
	Projects to Be Considered for Reinstatement				
1	WHS Locker Room Replacement of Heating Unit/Install Heating & Cooling				\$ 190,000
2	WIS Cafeteria Table Purchase				\$ 40,000
3	District Wide Furniture Purchase				\$ 50,000
4	Revson Field Site Work				\$ 16,000
	Sub Total				\$ 296,000
	Grand Total with Reinstatement				\$ 1,473,000

Operating Budget

Below are the final operating budget adjustments. These adjustments represent a net reduction of **(\$52,749)** or **(0.09%)**. The requested budget after adjustments will be \$61,098,689. This is an increase of \$1,758,988 or 2.96%.

FY 26 Changes After 1-28-25			
Description		Amount (\$)	%
FY 2024-25 Adopted Budget		\$ 59,339,701	
FY 2025-26 BOE Requested Budget (1/28/25)		\$ 61,151,439	3.05%
<u>Salary</u>			
Non- Certified Salary Adjustment	42,534		
Certified Salary Adjustment	91,795		
Total Salary		134,329	0.23%
<u>Benefits</u>			
FICA/MED	(4,897)		
CMERS	(70,942)		
Net Health Insurance Adjustment	(48,161)		
Workers Compensation	(3,692)		
Life & Disability	3,288		
Total Benefits		(124,404)	-0.21%
<u>Insurance:</u>			
General Liability Insurance	11,430		
Property Insurance	(406)		
Total Insurance		11,025	0.02%
<u>SPED</u>			
Tuition	(703,608)		
Settlement	292,075		
Transportation	(106,515)		
Excess Cost	256,758		
Total SPED		(261,290)	-0.44%
<u>Other</u>			
Diesel & Gasoline	(10,065)		
Electricity Distribution	197,656		
Total Other		187,591	0.32%
Total Adjustment		(52,749)	-0.09%
Revised FY26 Operating Budget		61,098,689	2.96%