



Policy Committee Meeting
Monday, May 5, 2025
9:00 AM
Remote Session

- I. CALL TO ORDER, VERIFICATION OF QUORUM
- II. APPROVAL OF MINUTES
 - A. Approval of minutes from the April 1, 2025 Policy Committee Meeting.
- III. DISCUSSION OF POLICIES, REGULATIONS, AND BYLAWS
 - A. Discussion of new policy: Restorative Practices Response Policy
- IV. DISCUSSION OF POLICIES, REGULATIONS, AND BYLAWS IN FUTURE MEETINGS
- V. NEXT SCHEDULED MEETING OF THE POLICY COMMITTEE
 - A. June 3, 2025, 9:00 AM, via Zoom webinar
- VI. ADJOURNMENT



Policy Committee Meeting

Tuesday, April 1, 2025

9:00 AM

Remote Session

Present: Sharon Ferraro, Michael Guido, Lisa Luft. Present: 3.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

Deborah Low, Acting Superintendent of Schools, Tracy Edwards, Director of Pupil Personnel Services; Juliane Givoni, Director of Human Resources

The meeting began at 9:02 AM

II. APPROVAL OF MINUTES

A. Approval of minutes from the March 4, 2025 Policy Committee Meeting.

The minutes were approved without any objection.

Move that the Policy Committee approve the minutes from the March 4, 2025 meeting. Carried with a motion by Guido, Michael and a second by Ferraro, Sharon.

Sharon Ferraro: Yea, Michael Guido: Yea, Lisa Luft: Yea

Yea: 3, Nay: 0

III. DISCUSSION ON COMMITTEE PURPOSE, CURRENT POLICIES UNDER REVIEW

A. Introduce new member to the committee

The committee welcomed Deborah Low, Acting Superintendent

B. Recap of policies currently under review

Civility and Code of Conduct Policies: Juliane Givoni noted that initial discussions took place, and revisions are in process, but they are not ready to be brought back to the committee yet.

School Climate Policy: Tracy Edwards reported that the policy had its first read at the March Board meeting and is scheduled for a second read in April. It is a state-mandated policy with thorough committee and board-level discussion.

IV. RE-VISIT DISCUSSION REGARDING MICROSCRIBE (ONLINE POLICY WEBSITE)

Microscribe is a searchable platform for housing district policies. The IT Director will review the site and give feedback before proceeding.

V. DISCUSSION OF POLICIES, REGULATIONS, AND BYLAWS IN FUTURE MEETINGS

Civility and Code of Conduct Policies will most likely be brought back to the committee for further discussion. In addition, a review of current policies will take place to determine which policies need updating.

VI. NEXT SCHEDULED MEETING OF THE POLICY COMMITTEE

A. May 6, 2025, 9:00 AM, Zoom Webinar

VII. ADJOURNMENT

The meeting adjourned at 9:11 AM.

Move that the Policy Committee adjourn the April 1, 2025 meeting. Carried with a motion by Guido, Michael and a second by Ferraro, Sharon.

Sharon Ferraro: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 3, Nay: 0

Respectfully submitted by:
Jodi Sacchetta

RESTORATIVE PRACTICES RESPONSE POLICY

The [REDACTED] Weston Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the [REDACTED] Weston Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “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.
- “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.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which 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.

- “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.
- “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.
- “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 the Board, 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.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

ADOPTED: 00/00/2025

REVISED:

3/5/2025