



Curriculum Committee Meeting
Wednesday, January 7, 2026
9:30 AM
Zoom Webinar

- I. Call to order
- II. Approval of November and December meeting minutes
- III. Overnight Field Trip:
Model UN Conference at Harvard
 - Thursday Jan. 30 - Sunday Feb. 1, 2026
- IV. Curriculum Updates:
 - No Place for Hate Update - WMS
 - Holocaust Remembrance Day - January 27, 2026
 - Anne Frank Traveling Exhibit: A History of Her Life - May 4, 2026
- V. Presentation:
 - AI Advisory Committee Progress to Date
- VI. Future meeting topics:
 - Future Ready Schools Framework and Standards (TBD)
 - Personal Finance/Business Writing (CaG Documents)
 - MTSS Systems Series Part 1: K-5 (February)
 - MTSS Systems Series Part 2: 6-12 (March)
- VII. Adjournment

Curriculum Committee Meeting

November 6, 2025 at 9:30 a.m.

Via Zoom

Present Committee Members:

David Felton (Chairperson), Lisa Luft

Present Administration:

Erica Forti, Superintendent; Dr. Tina Henckel, Assistant Superintendent; Meghan Conetta, Jennifer D'Amico, WIS Principal; Laura Kaddis, HES Principal; Andrea Noble, K-2 ELA and Social Studies CIL; Alex Bluestein, 3-5 ELA and Social Studies CIL; James Bruni, 3-5 Math and Science CIL; Riley Rapoport, 6-12 Mathematics CIL; Amy Holmes, 6-12 English CIL

1. Call to Order

The meeting called to order at 9:35 a.m.

Discussion:

Mr. Felton reviewed the general purpose of the Curriculum Committee meeting and the virtual meeting norms.

2. Approval of October 2025 meeting minutes

Motion Passed: Move that the Curriculum Committee approve the October 2025 meeting minutes. This motion made by Lisa Luft and seconded by David Felton

2 Yeas – 0 Nays

3. Curriculum Updates:

Discussion:

- During October and November, Hurlbutt Elementary and Weston Intermediate Schools hosted family engagement workshops focused on math and literacy curriculum for parents/guardians of students grades K-5.
- Dr. Henckel spoke on the full shift to Portfolio Plus in PowerSchool. This transition improves access to student progress reports for K-12 families.
- The report entitled Next Generation Accountability Report was released by the State. The report will be reviewed at the December Board of Education meeting.

4. Weston's Multi-Tiered System of Support (MTSS): A District Approach to Academic and Social-Emotional Growth

Discussion:

An overview of the Weston's MTSS Framework was presented to the committee:

- The Multi-Tiered System of Supports (MTSS) framework evolution shifted from academic intervention to a comprehensive model that integrates academic and social-emotional learning that supports whole-child development.

- The multi-level prevention system provides increasingly intense levels of instruction and support to address individual student needs. Consistency throughout K-12 is of key importance.
- The key steps in the MTSS process are universal screening, targeted instruction and intervention, ongoing progress monitoring, data analysis by teams to inform decision-making, and a continuous cycle of improvement.
- Regular data reviews help tailor interventions to student needs through collaborative efforts among teachers and interventionists.
- Dr. Henckel explained that MTSS underpins funding requests for staffing, curriculum materials, and professional development, emphasizing student success.
- BOE members commended the comprehensiveness of the presentation and asked about student self-advocacy. A suggestion was made to highlight the program at a special BOE meeting once a year to communicate the importance of the work and the return on investment.

5. Future Meeting Topics:

Discussion:

- Dr. Henckel reviewed the future meeting topics and specifically, the Next Generation Accountability Report

6. Adjournment

Meeting adjourned at 10:43 a.m.

Respectfully submitted,
June Curiano

Curriculum Committee Meeting

December 3, 2025 at 9:30 a.m.

Via Zoom

Present Committee Members:

Peter Gordon, Nicole Wallach

Present Administration:

Erica Forti, Superintendent; Dr. Tina Henckel, Assistant Superintendent; Meghan Conetta, Laura Kaddis, HES Principal; Meredith Jackson, Director of High School Counseling; Amy Holmes, 6-12 English CIL; MaryFaith Zanghi, K-12 PE/Health CIL; Liz Morris, K-12 Music CIL

1. Call to Order

The meeting called to order at 9:32 a.m.

Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meeting and the virtual meeting norms.

2. Approval of November 2025 meeting minutes

Motion tabled until next meeting

3. Curriculum Updates:

Discussion:

- The district has been hosting “Parents as Partners” events focused on K–5 literacy and math, including a series of presentations for early elementary and grades 3–5.
- The final 3–5 literacy session is this Thursday at 9:15 a.m., led by Curriculum and Instruction Leader Alex Bluestein.
- All sessions are recorded and available for parents who want to learn how to support literacy and math learning at home.

4. WHS Program of Studies

Discussion:

Principal Conetta, Meredith Jackson, Amy Holmes, Liz Morris and MaryFaith Zanghi presented on the WHS Program of Studies and proposed new courses for 2026-27:

- The Weston High School Program of Studies guides student course selection with annual updates and emphasizes balanced, informed academic planning. It will be released in mid-January for the 2026-27 school year.
- Students receive a detailed PACT (positively achieving community together) advisory lesson in January to review course changes and learn time management strategies. In February, students meet with their counselors to discuss course recommendations with an emphasis on balancing course rigor and personal workload.

- WHS proposes a new Integrated Geometry and Quadratics course as a follow up to the Algebra 1 Linear Equations implemented this year. The new course extends algebraic concepts while covering geometry standards and provides a tailored pace to diverse student needs. The course is staffing neutral.
- The previous Accelerated Algebra Geometry course was sunsetted due to insufficient student preparation and unintended rushing through foundational content. The revised sequence allows multiple entry points and pathways.
- The high school proposes returning English 12 to a year-long format, moving away from the semester model. The semester model had caused scheduling conflicts and uneven elective enrollment, limiting student choice in practice. The year-long course will preserve existing units and ensures students have equitable access to a rigorous and consistent English experience aligned with portrait of the graduate competencies. The course is staffing neutral.
- Music CIL Liz Morris proposed reinstating a Guitar course designed to welcome students who may not otherwise enroll in a high school music class. The course would focus on basic guitar techniques, songwriting, and recording to attract students not involved in performing ensembles or rigorous music theory courses.
- The class requires additional guitars valued at around \$150 each, with plans to acquire more depending on enrollment. The proposed course is staffing neutral.
- Health and PE CIL MaryFaith Zanghi proposed restructuring PE and health classes to semester-long courses for juniors and seniors, combining 9th and 10th graders into shared classes, and increasing meeting frequency to six days out of eight. This creates full 0.5 credits per course.
- The transition will require restoring a 0.2 FTE teaching position.
- Equipment needs include additional archery gear due to loss of sharing flexibility between the middle and high schools.
- The transition plan covers a phased approach for current 9th and 11th graders to meet graduation requirements without redundancy.

5. Future Meeting Topics:

Discussion:

- Dr. Henckel reviewed the future meeting topics outlined in the agenda.

6. Adjournment

Meeting adjourned at 10:42 a.m.

Respectfully submitted,
June Curiano

WESTON PUBLIC SCHOOLS
WESTON, CT

OVERNIGHT FIELD TRIP APPROVAL REQUEST FORM

SUBJECT AREA: Model UN (extracurricular) COST PER STUDENT: Est \$1,270

DATE OF FIELD TRIP: Jan 29 - Feb 1, 2026 FIELD TRIP DESTINATION: Harvard Model UN Conference (Cambridge, MA)

STATE THE EDUCATIONAL PURPOSE OR RATIONALE FOR THE TRIP:

Students engage in a large-scale simulation of the UN, developing skills in public speaking, collaboration, persuasion, international relations, etc.

Departure from: Stamford Train Station (Amtrak) Date/Time: 8:33am Thurs, Jan 29, 2026
Return to: Stamford Train Station (Amtrak) Date/Time: 6:23pm Sunday, Feb 1
Number of students: 12 Grade(s): 9-12
Administrator in charge & on site: Meghan Conetta Teacher in Charge: Renate Roehl
Total Number of Chaperones: 2 Ratio of Chaperone to Student: 2:12
Names of Teachers: Renate Roehl Other Adults: Meghan Conetta

Substitute coverage will be required: Yes 1 # of Subs No

Parent Informational Meeting: Date Monday, 1/12/2026 Location WHS Library

TRANSPORTATION (Please check one)

First Student: Yes No If yes, how many buses? _____

- Alternate Bus Company Name n/a
- Van: Driver Name n/a
- Student Driver: Name(s) n/a

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

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

Signed: [Signature]
(Teacher)

Requested by: [Signature] TORRES
(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
___Assistant Superintendent
___Human Resources

Weston High School



115 School Road
Weston, Connecticut 06883

Meghan Conetta, Principal
Nicholas Torres, Assistant Principal
Parthena Proskinitopoulos, Assistant Principal

Telephone: (203) 221-6500
Fax: (203) 221-1252

December 22, 2025

Dear Parents and Guardians,

The Weston High School Model United Nations Club is thrilled to have the opportunity to participate in the prestigious Harvard Model United Nations Conference (HMUN). During the conference, students will be assigned as delegates from various countries and will work in committees to draft papers, propose and compromise on resolutions, and engage in debate on various topics. This is an excellent opportunity for students to learn how the UN operates, to learn more about global issues, and to practice collaboration with peers. Students will also participate in a walking tour of Harvard's campus, and there are structured social events in the evenings. For more information, feel free to visit the HMUN conference website at <https://www.harvardmun.org/>.

The conference will take place at the Boston Sheraton and Marriot Copley Place hotels from Thursday, January 29th, 2026, until Sunday, February 1st. Students will need to provide their own transportation to the Stamford Amtrak Train station by 7:30am on Thursday, January 29th. Students will return to that same train station at about 6:30pm on Sunday, February 1st. Students will miss classes at WHS on Thursday and Friday and will be responsible for missed assignments.

The cost of this trip is expected to be \$1,015 per student, not including food. Checks may be made payable to Weston High School. This cost covers registration/conference fees, a shared hotel room, required chaperones, and Amtrak transportation. In addition, students will need to pay for their meals during the conference. We recommend that each student brings \$255 in cash to purchase food at or near the hotel. (This allows for \$15 for each breakfast and \$30 for each lunch and dinner while traveling.) Students should also eat or bring breakfast on Thursday morning.

Permission slips and payment must be turned into me (Ms. Roehl) by Friday, January 5th. If there is a financial hardship, please contact the Principal, Ms. Meghan Conetta, at (203) 221-6500. If you have any other questions, feel free to contact me by email, renateroehl@westonps.org.

Thank you for your continued support of the Model United Nations!

Sincerely,

Ms. Meghan Conetta
School Principal

Ms. Renate Roehl
Model UN Club Adviser

Weston Public Schools

Empowering Each Student to Achieve Success and Contribute to Our Global Society

WESTON PUBLIC SCHOOLS
Weston, Connecticut

OVERNIGHT FIELD TRIP DETAILED DOCUMENTATION

Trip Destination(s): Harvard Model UN Conference

Departure Date: January 29, 2026

Return Date: February 1, 2026

Trip Leader(s): Renate Roehl

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

Detailed Itinerary:

[Itinerary must be as detailed as possible, preferably listed by day. This should include all scheduled locations, travel, activities, free time, etc.]

Flight Information:

[Flight information should include departure/arrival locations, times, flight numbers, and airlines.]

Hotel Information:

[Hotel information should include each hotel/motel/accommodation in which students will be staying during the trip. For each accommodation, this information should include the name, address, telephone number, website/email (if applicable), and a general description of the accommodation.]

Means of Travel:

[Include all means of travel during the Trip, including but not limited to air, bus, taxi, train, etc.]

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.)

CONFERENCE INFORMATION

Tentative Schedule

Please note that this is a tentative schedule designed to give delegates and faculty advisors an idea of what to expect at HMUN. All times and dates listed here are subject to change. A more detailed final schedule will be published in the Delegate Handbook, which will be distributed at the start of the conference.

Thursday, January 29

10:00am - 3:00pm Registration
 2:15pm - 3:00pm International Schools Faculty Advisor Reception
 2:00pm - 3:30pm HMUN Academy (Delegate Training)
 3:45pm - 4:15pm Mandatory Faculty Advisor and Head Delegate Welcome
 5:00pm - 6:30pm Opening Ceremonies
 7:30pm - 11:15pm Committee Session I
 8:30pm - 9:00pm Faculty Advisor Meet-and-Greet with the Secretariat
 12:30am Curfew

Friday, January 30

8:00am - 11:00am Harvard Campus Walking Tour
 12:00am - 2:00pm College & Summer Opportunities Fair
 2:30pm - 6:15pm Committee Session II
 7:30pm - 11:15pm Committee Session III

Friday, January 30

9:30pm - 10:30pm Faculty Advisor Feedback Session
 12:30am Curfew

Saturday, January 31

9:00am - 12:50pm Committee Session IV
 4:00pm - 5:00pm Faculty Advisor Feedback Session
 2:00pm - 6:15pm Committee Session V
 7:45pm - 9:15pm Cultural Extravaganza
 9:30pm - 11:50pm Movie Night
 9:30pm - 11:30pm Delegate Dance
 1:00am Curfew

Sunday, February 1

9:00am - 11:30am Committee Session VI
 12:15pm - 1:30pm Closing Ceremonies

Hotel Accommodations:

Name: Boston Marriott Copley Place

Address: 110 Huntington Avenue, Boston, MA

Phone: (617) 236-5800

Description: Redesigned hotel near Newbury Street. Our Boston Back Bay hotel is near top attractions including Fenway Park, Copley Square and Newbury Street, directly connected to over 200 restaurants and shops at the Prudential Center and Copley Place Malls.

Note: Students will sleep in triples; advisors in single rooms.

Means of Travel:

Amtrak:

Thursday, 1/29: Depart Stamford STM at 8:33am; arrive Boston BBY 12:06pm

Sunday, 2/1: Depart Boston BBY 3:10pm; arrive Stamford STM 6:23pm

All other travel will be on foot.

Student Costs	Per Person Cost	Combined Cost	Notes
Hotel (include advisor room)	5743.3		Cost for Triple for 3 nights including tax is 992.15; cost for single (advisor) for 3 nights including tax is 887.35. Tentative: Rm 1 Ms. Roehl / Rm 2 Bruce, Winston, Bryce / Rm 3 Maddie St, Gabby, Camila / Rm 4 Sierra, Nidhi, Madison Pr / Rm 5 Maddie Sm, Alex, Lia / Rm 6 Ms. Coneltra
Amtrak Tickets (Stamford STM to Boston BBY)	99.14		https://www.amtrak.com/tickets/depature.htm (depart Stamford STM at (depart Boston BBY 8:33am; arrive Boston BBY 12:06pm)
Amtrak Tickets (back to CT)			\$13 per day at South State St Garage https://ctrail.com/tickets/content/uploads/2025/07/FAQ.pdf https://stamfordstation.ctrail.com/
Advisor parking at Amtrak station		104	
Delegation Fee		120	link to reg fees https://www.harvardmun.org/application-process
Delegate Fee (regular reg)	120	480	
Delegate Fee (late reg)	200	1600	
Advisor Fees (one regular reg \$100, one late \$150)		250	
Incidentals		50	
Advisor Stipend		714	\$238 per night
Administrator Stipend		1200	\$400 per night
Food	255		\$15 for breakfast (Fri, Sat, Sun) / \$30 for lunch (Thurs, Fri, Sat, Sun) / \$30 for dinner (Thurs, Fri, Sat) = 255 per person for the trip
Sum		15219.26	
Per Student		1268.271667	
Per student without food (check paid to WHS)		1013.271667	(ask families to make checks out for \$1,015)

12
Students Attending
2
Adults Attending

No Place for Hate Update

Weston Middle School
January 2026



Activity #1

Identity Iceberg

Timeline and Purpose

- Planned by Activity #1 Planning Group in late October and early November.
- Introduced to staff at faculty meeting on Thursday, November 13th by students.
- Implemented on Wednesday, November 19th during extended CONNECT (advisory) period.
- **Purpose:** Identity is an important starting point for understanding and accepting each other.

Activity #1

Identity Iceberg

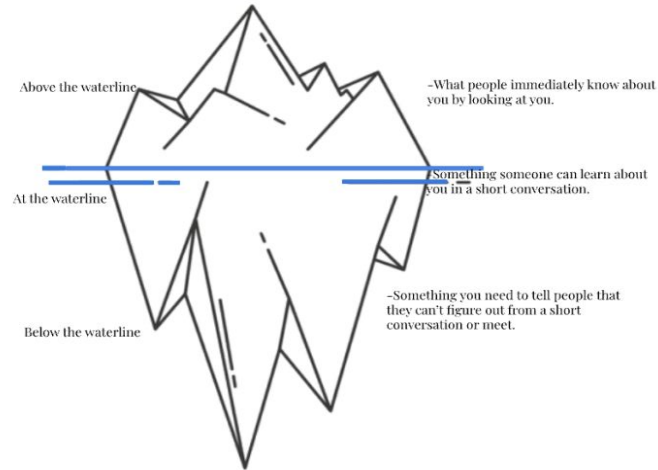
Multi-Grade Groups

CONNECT GROUPS: WEDNESDAY 11/19/25 ONLY

Nolle-Berg B9	Agler A4	Castaldi C19	Anderson B12	Collins A5	Reddington H8
Noah Kuhn 6 Zachary Kirkman 6 Axel Paronich 6 Mason Mlynar 6 Mia Makki 6 Kaela Levine 7 L'Wren Boksa 7 Mason Dunst 7 Robert Quinn 8 Micah Goldstein 8 Felix Grandon 8 Hannah Rubin 8	Lyndon Ye 6 Lenora Kistler 6 Kate Melkonian 6 Evan Bernheim 6 Theodore Cohen 6 Sagan Feder 7 Dalila Joannides 7 Margaux Kill 7 Ethan Villepigue 8 Amelia Egurbide 8 Viviene Bedusa 8 Agamjit Singh 8	Lily Krug 6 Kareem Zafar 6 Milo Ponte 6 Alexander Tobey 6 Aydin Anwar 6 Holden Schwartz 7 Gillan Demartin-Guglielmo 7 Reagan Donohue 7 Abigail Dilanni 8 Angelika Soennichsen 8 Emmett Jones 8 Boden Kloos 8	Chloe Rand 6 Lily Wolfe 6 Phoebe Bjerke 6 Tessa Reichenbach 6 Noah Pommerien 6 Riley Dillon 7 Alistair Borderan 7 Elowyn Brewer 7 Thayer Shane 8 Drake Brooks 8 Jack Van Oosterhout 8 Cosette Hein 8	Amelie Marcus 6 Wolf Erenberg 6 Ido Eisen 6 Emerson Boehme 6 Emma Labreche 7 Harley Duppsstadt 7 Willa Drais 7 Clara Doolittle 8 Luke Gelnett 8 Chase Coursen 8 Charlotte Hasenauer 8	Lucas Koenig 6 Mazen Elmashni 6 Eden Simpson 6 Hunter Budge 6 Andrew Lian 7 Brody Benedicto 7 Vvien Marano 7 Ethan Masterson 8 Zalan Lukacs 8 Lily Valente 8 Patrick Roche 8
Ardito B11	Marone A3	Baldwin H7	Duyon C15	Risoli A6	Cole H6
Alec Dolinski 6 Senan Newman 6 Alexander Bermudez 6 Nicolas Abreu 6 Grace Rizzi 7 Luca Parente 7 Charlotte Jacobs 7 Vivienne Basso 8 Oliver Gutowski 8 Benjamin Meyerguz Martinez 8 Molly Fitzmaurice 8	Matias Casadiego 6 Harper Rapawy 6 Azaai Melwaani 6 Kai Goodman 6 Connor Donohue 7 Lucie Lavoie 7 Rani O'Suilleabhain 7 Nikki Egmond 8 Eleanor Roulston 8 James Bailey 8 Griffin Kingsley 8	Samuel Porter 6 Alexander Corbo 6 Hugh Kung 6 Matthew Gutierrez 6 Mathis Loustau 7 Emily Young 7 Allison Zhao 7 Madelyn Vonk 8 Nicholas Kirkman 8 Theodore Austin 8 Mason Brooks-Benyamini 8	Jackson Jansa 6 Mia Pilato 6 Christy Lai 6 Emma Atsumi 6 Stephen Akolzin 7 Amir Merritt 7 Andy Xia 7 Robert Rahilly 8 Lily Parzych 8 Leo Wolfson 8 Lorenzo Santandrea 8	Nubia Soliman 6 Theodor Fetzler 6 Sydney Thompson 6 Clare Lengyel 6 Lucas Silva 7 Lincoln Shafer 7 Ashling Quigley 7 Lillian Juviler 8 Abigail Rand 8 Connor Carrothers 8 Ryan Davis 8	Elizabeth Duncan 6 Emery Murphy 6 Ryan Awan 6 Harpur Boyle 6 Gianna Gonillo 7 Kate Jannes 7 Cyrla Tobias 7 Hudson Silver 8 Bryce Malloy 8 Kyle Schine 8 Joshua Wang 8

Activity #1

Identity Iceberg



Above the Waterline: “What parts of your identity are *above* the waterline, the things people can see? Examples: skin color, hair color, whether you’re a kid or an adult.”

At the Waterline: “What parts are *at* the waterline, important, but not always visible? Examples: Your role in your family, the sports or activities you do, or even allergies or health needs.”

Below the Waterline: “Now, what’s *below* the waterline, the parts of you people don’t see but that shape who you are? Examples: Dreams, personality traits, fears, or family memories.”

Activity #1

Modeling/Scaffolding Video

Eva's Story

Identity Above, At and Below the Waterline

What does Eva share about her background?



Does Eva feel people treat her differently based on her identity?

Why?

Activity #1

Small Groups

Discussion Questions:

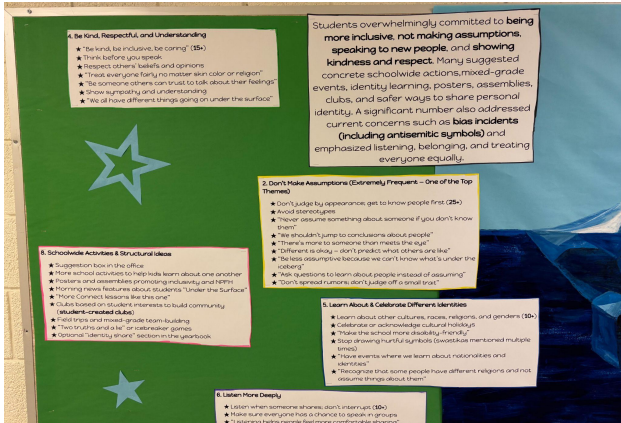
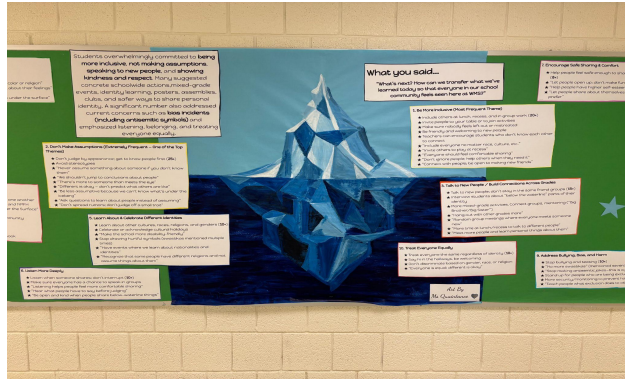
1. Which parts of your identity do you feel most comfortable sharing at school?
2. What makes sharing personal things easier or harder?
3. What's something about your identity at or below your waterline that might surprise others?
4. Where do you see different identities represented, misrepresented, or missing in our school community?
5. What's next, how can we make sure everyone at WMS feels seen?

Led by Students



Activity #1

What we learned from students?



- 1) Be kind, respectful, and understanding.
- 2) Don't make assumptions about others.
- 3) Listen more deeply.
- 4) Learn about and celebrate different identities.
- 5) Implement more identity based activities and opportunities (yearbook, morning news, icebreakers, CONNECT)

Activity #1

What we learned about planning/process?

- 1) Most staff and students liked multi-grade groupings.
- 2) Students who facilitate any part of an activity need more in-depth training prior to the activity.
- 3) Staff needs more time to process and think about an activity before implementation.
- 4) With exposure and support, students and staff are becoming more comfortable talking about difficult things.

Activity #2

Coming February 24th



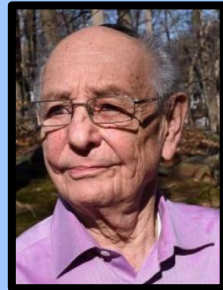
WPS Holocaust Remembrance Day

High School:

In the morning of January 27th, there will be a whole-school assembly with Annie Bystryn, who will speak about her father's experience hiding in plain sight in France.



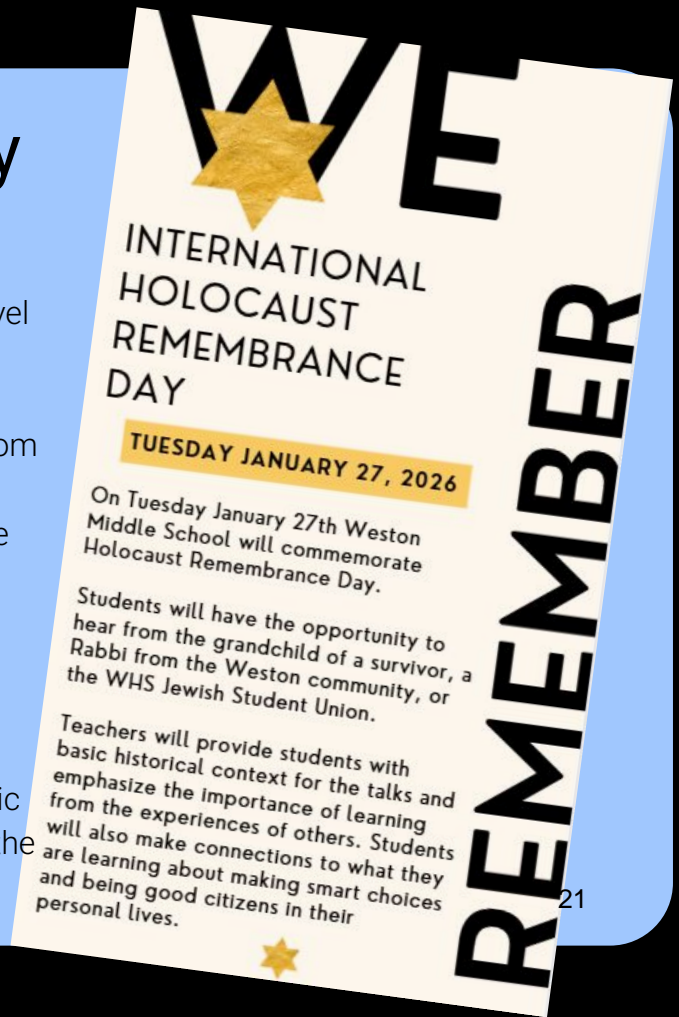
In the afternoon, students will be able to sign up to listen to Andy Sarkany, a Holocaust survivor.



Middle School:

There will be grade level assemblies where students will have the opportunity to hear from the grandchild of a survivor, a Rabbi in the Weston Community, and the WHS JSU.

Prior to the 27th teachers will provide students with the basic historical context for the talks.



**INTERNATIONAL
HOLOCAUST
REMEMBRANCE
DAY**

TUESDAY JANUARY 27, 2026

On Tuesday January 27th Weston Middle School will commemorate Holocaust Remembrance Day.

Students will have the opportunity to hear from the grandchild of a survivor, a Rabbi from the Weston community, or the WHS Jewish Student Union.

Teachers will provide students with basic historical context for the talks and emphasize the importance of learning from the experiences of others. Students will also make connections to what they are learning about making smart choices and being good citizens in their personal lives.

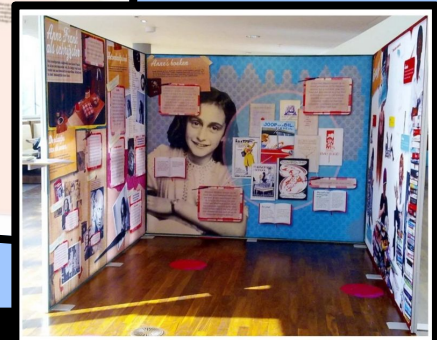
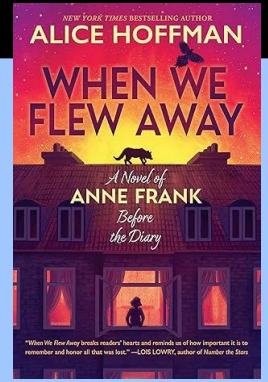
REMEMBER

21

Anne Frank Traveling Exhibit

This exhibit gives the history of the Holocaust through the perspective of Anne Frank and her family.

- 32 freestanding panels
- 20 of our students will be trained as docents
- Middle & High School tours
- Middle School- Whole School Book
- Community night: May 13th



Weston AI Advisory Committee

Progress, Current Work, and Strategic Direction
Weston BOE Curriculum Subcommittee Update
Jan 7, 2025

Purpose of Today's Update

Share progress of the AI Advisory Committee

Review:

- Board-adopted AI policy
- Educator and student guidelines
- AI literacy efforts
- Professional learning investments
- Exploration of instructional AI tools

Outline next steps and upcoming decision points

Why AI Governance Matters

AI is already influencing teaching, learning, and student work

District responsibility:



- Protect student data and privacy



- Maintain academic integrity & support ethical, developmentally appropriate use



- Innovation



- Relationships & Teaching

Weston's approach: **proactive, values-driven, and instructional**

Role of the AI Advisory Committee

Cross-role committee of administrators, educators, and students

Charged with:

- Studying opportunities and risks of AI in education
- Recommending policy, guidelines, and training
- Reviewing AI tools for instructional alignment and safety

Ongoing advisory role to district leadership and the Board

AI Committee Members

Chair People:

- Dr. Tina Henckel, Assistant Superintendent
- Dan DiVito, Director of IT

Teacher Representatives:

- Amy Holmes, 6-12 English CIL
- Shawna Johnson, 6-12 Social Studies CIL
- Andrew Jorge, WHS Social Studies
- Andrew Marone, WMS Social Studies
- Ioanna Opidee, WHS English
- Sharon Rodko, HES Library Media Specialist
- Shelly Rinas, WIS Library Media Specialist
- Rich Blozie, WMS Library Media Specialist
- Kara Swezey, WHS Library Media Specialist

Staff Representatives:

- Nick Torres, Assistant Principal WHS
- Matthew Paylor, Assistant Principal HES
- Peter Abenante, HES Computer Technician
- David Rodriguez, WIS Computer Technician
- James Accousti, WMS Computer Technician
- Zach Kiley, WHS Computer Technician

Student Representatives:

- Brandon Yee
- Brody Weisenfeld

AI Policy Information

Background:

Adopted June 17, 2024: Policy 6187

Establishes district wide expectations for:

- Ethical and responsible AI use
- Alignment with curriculum and instruction
- Compliance with student privacy laws

Connected to existing policies on:

- Academic honesty
- Instructional materials
- Student data privacy

What the Policy enables:

- AI as a **support tool**, not a replacement for thinking
- Professional judgment remains central
- Flexibility to adapt as AI evolves

Clear process for:

- Tool review
- Training
- Ongoing oversight

Generative AI (Artificial Intelligence)

The Weston Board of Education is committed to providing its students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As Weston prepares students for a future that demands adaptability, critical thinking, and digital literacy, the district recognizes the potential of generative Artificial Intelligence (AI) and other related technology tools.

For purposes of this policy, generative AI refers to any software that uses machine learning to produce text and/or media. As with all educational materials as defined in Policy 6161, including technologies, users must be mindful of and adhere to all considerations ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all staff and students.

Generative AI (Artificial Intelligence) for teachers and students is aligned to the Weston Public Schools Policy 6161 and will be taken into consideration, along with the attached regulations, when making decisions to incorporate such tools into the educational environment in Weston.

While ensuring the responsible use for those interacting with and creating content from generative AI technologies, the Board underscores its commitment to fostering a dynamic and engaging learning environment. The district understands its responsibility to leverage the advances in AI to enhance student learning outcomes and equip students with the skills and dispositions needed for success in the digital age through the adopted curriculum.

Legal References:

Policy References:

4118.2, Personnel - Certified
4118.35 Employee Use of the District's Computer Systems and Electronic Communications
5125.1, Student Privacy
5135, Student Use of the District's Computer Systems and Internet Safety
6010.1, Academic Honesty
6161, Equipment, Books, and Materials

Administrative Regulations

4118.2, Personnel - Certified
4118.35 Employee Use of the District's Computer Systems and Electronic Communications
5135, Student Use of the District's Computer Systems and Internet Safety
6161, Equipment, Books, and Materials

Generative AI (Artificial Intelligence)

The Weston Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process. The following considerations are offered to guide, support, and deliver on the opportunities expressed in P5125.1/5135/6010.1/6161

Weston Public Schools uses a "team" approach when making decisions to adopt effective generative AI tools for students and teachers. A district AI Advisory Committee, including staff and administrators will be charged with studying the potential advantages and challenges of AI and recommending training on the tools for teachers, students, and parents to support the district's commitment to using AI ethically, responsibly and safely. Any tool that involves the use of student data must comply with the CT Student Privacy Law.

In addition to the general policy guidelines, the following specific guidelines are set forth for greater clarification. Effective Generative AI tools for students and staff should be considered on the basis of:

Guidelines for Adopting Effective Generative AI Tools for Students:

- The tool must comply with the technology's user agreement and CT's student privacy law.
- The tool will meet the internal criteria aligned to the guidelines as put forth by the AI Advisory Committee
- The tool will support the appropriate use of Generative AI as defined in Policies P5125.1/5135/6010.1/6161

Guidelines for Adopting Effective Generative AI Tools:

- The tool supports Weston's pedagogical approaches to the district's curriculum framework and expectations for lesson and activity design for students.
- The tool creates an environment for colleagues to confer, collaborate, and openly discuss and generate ideas, topics, student tasks, and other ways to enhance the curriculum implementation
- The teacher's use of the tool will follow the best practices guidelines set forth by the AI Advisory Committee, which highlight the value of teacher expertise

The only certainty that exists in the area of AI technology is it will continue to evolve and be more impactful in all of our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above "guidelines" are provided with the hope of initiating healthy and productive discussions and advancing higher levels of critical thinking and cognitive

Weston's AI Vision:

Educator Mission: AI used intentionally and thoughtfully and supports teacher-student relationships, personalized learning, equity and access and leverages human expertise alongside technology.

Guiding Principles for Educators

Educators are encouraged to:

- Explore AI tools responsibly
- Use AI to support planning, differentiation, and feedback
- Critically evaluate accuracy, bias, and reliability
- Promote digital literacy and ethical decision-making
- Engage in continuous learning

Student Mission & Guidelines

Students are expected to:

- Use AI as support—not a replacement—for thinking
- Critically evaluate AI-generated content
- Demonstrate academic integrity and responsible digital citizenship
- Use only school-approved tools
- Generative AI limited to **grades 6–12** ³⁰

Weston's AI Vision

Educator Mission

AI should be employed intentionally, purposefully, and thoughtfully to support and enrich the learning experience for all students. AI tools and integration into the learning design should promote greater time for student and teacher relationships and accelerate personalized learning. The focus of AI use should be on helping all students achieve their educational goals while considering equity, inclusivity, and reducing the digital divide. AI tools must align with the shared educational vision of the district while catering to the diverse learning needs and backgrounds of students. The use of AI will be used to leverage the distinct human talents of educators and staff.

Guiding Principles

The guiding principles below are guidelines for teachers when making decisions around the use of AI tools to ensure they are following the conditions for effective use of AI with students in the classroom.

Teachers should engage with AI tools in ways that enable them to:

- Investigate emerging AI technologies to enhance instructional practices and professional growth.
- Implement AI-driven strategies thoughtfully to support curriculum development and content creation.
- Innovate classroom practices by integrating AI tools to personalize and enrich student learning experiences.
- Critically assess the reliability, accuracy, and biases inherent in AI-generated outputs.
- Understand that AI tools are fallible and should be evaluated in conjunction with professional judgment and evidence-based practices.
- Reimagine traditional learning opportunities by leveraging AI to foster creativity, collaboration, and critical thinking among students.
- Explore new pedagogical approaches that align with ethical standards, equity, and the evolving needs of 21st-century learners.
- Promote digital literacy by guiding students in the responsible and critical use of AI technologies.
- Maintain a commitment to continuous learning to stay informed about advancements and implications of AI in education.

The district is committed to providing teachers with opportunities to understand the ethical considerations of AI use. In addition, the district will have a continuous and ongoing process of professional development provided for teachers. We have always, and will continue to support a culture of innovation.

Student Mission

As part of a modern, responsible learning environment, and in partnership with classroom teachers, students are allowed to engage with AI tools in ways that support their academic growth, critical thinking, and the ethical use of technology.

Student Guidelines for Using AI Tools in the Classroom

When using AI tools in the classroom, students should:

- Use AI tools as a support—not a replacement—for original thinking, creativity, and problem-solving.
- Evaluate AI-generated content critically, checking for accuracy, bias, and relevance to the task.
- Check what it produces for mistakes or bias, and then spend the time you save working together, solving problems, and showing the empathy and creativity that only humans can.
- Use AI tools in a way that reflects academic honesty, integrity, and responsible digital citizenship.
- Recognize that not all AI tools are appropriate for school use and follow school-approved platforms and policies.
- Generative AI will only be used by students in grades 6-12.

From Policy to Practice

AI Literacy: Panorama Course

- District-selected AI literacy course through Panorama
- Builds foundational understanding of:
 - How AI works
 - Limitations and bias
 - Ethical considerations
- Establishes common language and baseline knowledge for adults

AI Literacy in the Curriculum

- AI literacy embedded across existing curriculum
- Integrated into:
 - Research and writing
 - Media and information literacy
 - Inquiry and problem-solving
- Aligned with Portrait of the Graduate skills
- No standalone AI course proposed

Professional Learning

District has supported staff participation in:

- AI-focused workshops and webinars
- Conferences and regional learning opportunities

Focus areas:

- Instructional application
- Ethical decision-making
- Classroom relevance

- Job-embedded and choice-based
- Learning extended through:
 - Faculty meetings
 - Coaching conversations
 - Department work
- Focus on application, not tools alone

Instructional AI Tools Under Consideration (26–27)

Tool	Primary Purpose	Primary Users	Instructional Value	Key Guardrails
MagicSchool	Teacher planning and instructional support	Teachers (K–12)	Saves time on lesson planning, differentiation, and assessment design while preserving teacher expertise	Teacher-only use; human review required; no student data required
SchoolAI	Structured, teacher-guided AI experiences	Teachers & Students (6–12)	Allows teachers to design and control AI-supported learning activities aligned to instructional goals	Teacher-controlled environments; training included; privacy-focused design
Solara with Class Companion	Writing feedback and revision support	Teachers & Students (6–12)	Enhances feedback cycles and supports writing development without replacing student voice	Focus on feedback, not authorship; supports academic integrity expectations
*BRISK Teaching	AI-assisted feedback, rubric scoring, and instructional workflows	Teachers (K-12)	Speeds up scoring, feedback, and assignment review; supports consistency and frees teacher time for conferencing and instruction	Teacher-facing only; requires professional judgment; maintains control over grading decisions

- No tools have been adopted at this time
- All tools are evaluated for: Instructional alignment; Data privacy compliance; Ethical use and academic integrity³⁴
- Any recommendation will follow standard Board review processes

*Presentation will be scheduled for review in January

Where We Are Now and Where are We Headed?

- Board policy adopted
- Educator and student guidelines implemented
- AI literacy launched
- Professional learning underway
- Instructional tools under careful review
- Continue embedding AI literacy into instruction
- Gather feedback from staff and students
- Refine guidance as needed
- Bring forward tool recommendations when appropriate
- Maintain transparency with the Board

Board Partnership

AI is an evolving instructional landscape

Weston's commitment:

- Thoughtful pacing
- Ethical leadership
- Instructional integrity

Board partnership ensures alignment with district values