



Weston Board of Education Special Meeting  
Monday, May 4, 2026  
7:00 PM  
Zoom Webinar

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- 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. Approval of Minutes: Discussion and possible action
  - Board of Education Meeting: April 20, 2026
- IV. School Facilities/Campus Revitalization - Overview information regarding capital improvements/selected renovations approach to WMS - Colliers Project Leaders, Scott Pellman, RA: Discussion
- V. Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action
  - A. New:
    - P 0000 Statement of Philosophy
    - P 0100 Mission Statement
    - P 6171.2 Pre-School Special Education
  - B. Updates:
    - R 6114.1 Fire Emergency
    - P 6121 Non-Discrimination Instructional Program
    - P 6146 Graduation Requirements
    - P 6147 Curriculum Exemptions
    - P 6162.6 Use of Copying Devices
    - P 6164.11 Drugs, Tobacco, Alcohol
    - P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
    - P 6172.5 English Language Learners
    - R 6142.3\_5141.5 Suicide Prevention Education
  - C. Policy/regulation - retire:
    - P 0220 Goals and Objectives for School Operations\_System (replaced with P 0000 and P 0100)

- P 6181 Evaluation of the Special Education Program
- VI. 2026-2027 Board of Education Meeting Schedule: Discussion and possible action
- VII. Next Scheduled Meetings of the Board of Education
- May 21, 2026, 7:00 PM, Tri-Board Meeting, TBD
  - June 1, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom
  - June 15, 2026, 7:00 PM, Board of Education Meeting, Weston Middle School Library
- VIII. Adjournment: Possible action



**Board of Education Regular Meeting**

Monday, April 20, 2026

7:00 PM

Zoom Webinar

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**Absent:** Lisa Luft, **Present:** David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Deborah Low, Nicole Wallach. Present: 6, Absent:

1. **Present:** Lisa Luft. Present: 7.

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action

**Additional Attendees:**

Erica Forti, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Chief Financial and Operations Officer; Tracy Edwards, Assistant Superintendent of Pupil Personnel Services; Juliane Givoni, Director of Human Resources; Daniel DiVito, Director of Digital Learning and Technology; Meghan Conetta, Jennifer D'Amico, Laura Kaddis: Building Principals; Isabella Gronowetter, Jack Doyle: WHS Student BOE Representatives

The meeting was called to order at 7:05 PM

Lisa Luft joined the meeting at 7:35 PM

Moved that the April 20, 2026 Weston Board of Education is hereby called to order. Unseconded with a motion by Low, Deborah.

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: Discussion Representatives Jack Doyle and Isabella Gronowetter reported on

several high school events, including a visit from speaker Harlan Cohen, the upcoming Color Clash Spirit Week/Food Drive for the Gillespie Center, and spring concerts. The representatives noted the upcoming Royal Language Festival (April 29), AP exams, and senior internships beginning May 18

IV. APPROVAL OF MINUTES: Discussion and possible action

- Board of Education Meeting: March 16, 2026
- Board of Education Special Meeting: March 23, 2026
- Board of Education Special Meeting: March 30, 2026

The Board moved to approve the minutes from the meetings held on March 16, March 23, and March 30, 2026.

Moved that the minutes of the meetings were presented for review. There being no corrections, the minutes are approved as presented. Carried with a motion by Felton, David and a second by Guido, Michael.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Nicole Wallach: Yea  
Yea: 6, Nay: 0

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 Superintendent Forti. You may also email the Board at our email address, [boardofeducation@westonps.org](mailto:boardofeducation@westonps.org).

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

No members of the public were present to speak.

## VI. OLD BUSINESS

### A. Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action

#### 1. Policy/regulation - review, updates:

- P - 0210 Statement of Educational Goals and Student Objectives
- P - 1000 Concepts, Goals, and Roles in Community Relations
- P - 1210 School-Community Associations
- R - 1230 Sexual Offenders
- P - 1251 Loitering or Causing Disturbance
- P - 1252 Possession of Deadly Weapons or Firearms
- P - 1258 Non-Discrimination
- R - 1258 Non-Discrimination (Complaint Procedure)
- P - 1311.1 Political Activities of School Employees
- R - 1411 Law Enforcement Agencies
- P - 5000 Concepts and Roles in Student Policies

- P - 5121 Examination/Grading/Rating
- P - 6000 Concept and Roles in Instruction
- P - 6010 Philosophical Guidelines
- P - 6111 School Calendar
- P - 6112 School Day

Policy and Regulation 1258 (Non-discrimination) were pulled from the agenda and held over for the May 4 meeting to allow for further review of complaint procedures and communication methods. The remaining policies/regulations were approved.

- B. School Facilities/Campus Revitalization – quick updates, suggestions for questions: Discussion  
 Chairperson Low reported that educational specifications for a new middle school were forwarded to the Board of Finance and Board of Selectmen. A Tri-Board Meeting involving the Board of Education, Board of Finance, and Board of Selectmen was scheduled for May 21.

VII. NEW BUSINESS

- A. Consent Agenda: Discussion and possible action  
 The consent agenda was approved.

Moved that the Weston Board of Education accept the consent agenda items as presented. Carried with a motion by Felton, David and a second by Guido, Michael.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Nicole Wallach: Yea  
 Yea: 6, Nay: 0

1. Staffing Update
2. Gifts, Grants, and Bequests (Recognition, Acceptance, or Approval):
  - HES PTO Donation – \$5,000 for East House Cafeteria painting and refresh
3. Overnight Field Trip (Mock Trial)

B. 2026-2027 Board of Education meeting Schedule: Discussion and possible action

The Board discussed meeting frequency (twice monthly vs. once monthly) and format (remote vs. in-person). A proposal for a "middle ground" schedule to accommodate longer agenda items was suggested. This will be discussed again.

C. Weston Board of Education Policies, Regulations, and Bylaws (first read): Discussion

1. Policy/regulation review – new

- P 0000 Statement of Philosophy
- P 0100 Mission Statement
- P 1110.1 Communication with the Public
- P 1411 Law Enforcement Agencies
- P 6162.51 Survey of Students
- P 6171.2 Pre-School Special Education

The Board reviewed updates to existing policies and the retirement of Policy 0220 (Goals and Objectives for School Operations). The policy 6162.51 Survey of Students regarding student surveys was sent back to the committee for edits to generalize communication methods.

2. Policy/regulation review – updates

- P 6114 Emergencies and Disaster Preparedness
- R 6114.1 Fire Emergency
- P 6121 Non-Discrimination Instructional Program
- P 6141.312 Migrant Students
- P 6142.1 Family Life and Sex Education
- P 6143 Parent and Guardian Access to Instructional Material
- P 6145.2 Interscholastic/Intramural Athletics

- R 6145.2 Interscholastic Intramural Athletics
- P 6145.3 Publications
- P 6146 Graduation Requirements
- P 6147 Curriculum Exemptions
- P 6162.6 Use of Copying Devices
- P 6164.11 Drugs, Tobacco, Alcohol
- P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
- P 6172.5 English Language Learners
- P 6180 Evaluation of the Instructional Program
- R 6142.3\_5141.5 Suicide Prevention Education

The Board reviewed the updates and P 6145.3 Publications was sent back to the committee for edits/clarification to the publication definition.

3. Policy/regulation - retire:

- P 0220 Goals and Objectives for School Operations\_System (replaced with P 0000 and P 0100)
- P 6181 Evaluation of the Special Education Program

VIII. DISTRICT UPDATES

A. Superintendent: Discussion

Superintendent Forti announced that Weston is the second district in Connecticut to be recognized by the Connecticut Outdoor & Environmental Education Association (COEEA). A ceremony will be held during Echo Fest on May 4. In addition, she commended the WMS team for a successful Career Day.

B. Pupil Personnel Services and Special Education: Discussion  
Tracy Edwards highlighted upcoming family workshops on transitioning to college (April 29) and on elementary-level supports (May 27).

C. Finance and Operations: Discussion

IX. COMMITTEE UPDATES (Refer to committee meeting minutes for details): Discussion

A. Communications Committee

B. Curriculum Committee

C. Educational Optimization Committee (EOC)

D. Finance & Operations Committee

E. Negotiations Committee (AFSCME)

F. Policy Committee

G. Safety & Security Committee

X. MEMBER ORGANIZATION UPDATES: Discussion

A. Connecticut Association of Boards of Education (CABE)

B. Cooperative Educational Services (CES)

C. Weston Education Foundation (WEF)

XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- May 4, 2026, Time: TBD, Board of Education Executive Session, Via Zoom
- May 4, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom
- June 1, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom

- June 15, 2026, 7:00 PM, Board of Education Meeting,  
Weston Middle School Library

A. Review of Pending Agenda Items for Next Meeting

XII. ADJOURNMENT: Discussion and possible action  
The meeting adjourned at 8:04 PM

Moved that the March 16, 2026 Weston Board of Education meeting  
be adjourned. Carried with a motion by Felton, David and a  
second by Guido, Michael.

David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea,  
Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole  
Wallach: Yea  
Yea: 7, Nay: 0

Respectfully submitted by:  
Jodi Sacchetta, Board Clerk

*Jodi Sacchetta*

Colliers Project Leaders  
Presentation Placeholder

**Statement of Philosophy**

The Board of Education believes that the educational programs and services available in the school system are designed to provide opportunities for the academic, social, and emotional growth of our student population. Among its high priorities, the Board accepts the national challenge that academic excellence and quality education must be achieved and maintained within the fiscal parameters of the community. To that end, every effort will continue to be made to support the Superintendent, administrators, and staff, both professional and non-certified, in their recommendations to improve, expand, or change current programs and services.

The Board of Education also places a high premium on accountability:

1. in measurable achievement of student learning; in the evaluation of all staff performance and including the Board;
2. in commending individual student and staff performance;
3. in maintaining appropriate fiscal controls.

The Board recognizes that continuing improvement of the school system rests on the professional abilities and commitment of the various staffs in the schools. The leadership role of the Superintendent and the policy and decision-making roles of the Board will be successful concomitant with the efforts of all concerned with the educational progress to work together to achieve those common goals. Incumbent with those roles is the high order need to communicate, to engage in constructive discussions when addressing identifiable change needs in the system, and to develop strong rationales with supportive data to support program or service recommendations.

Recognizing that within a school system there are diverse issues, strengths, and weaknesses, the overriding philosophy is to coalesce the positive energies of all involved personnel into a strong unit working together. There always is to be the opportunity for the alternative or divergent opinion to be considered in any decision-making process. When a final decision is made, however, there is the expectation that everyone will work in concert with the intent of that decision. To do otherwise would be counter-productive to the system's ability to progress.

Students are the primary focus of the system's activities, processes, and procedures. They have been entrusted to us for the expertise we can and do provide. That is an enormous responsibility. That responsibility is the staging upon which the Board accepts its roles as guardian and advocate. That is the responsibility the Board of Education charges the system personnel to accept with total and unequivocal professionalism.

Policy adopted:

**Mission Statement**

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, the mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

**To accomplish this, we must seek the necessary resources to:**

- Provide a safe, nurturing and academically challenging learning environment.
- Provide students and staff with resources, supports, and opportunities to reach their full potential.
- Prepare students to become productive, lifelong learners.
- Instill in our students a curiosity and love for learning which embraces their interests and the world around them.
- Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.
- Improve student learning by holding staff accountable for creating effective learning environments and using the most effective teaching strategies.

Policy adopted:

**Pre-School Students with Disabilities**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District will provide a preschool program consistent with the regulations delineated by the State. The Assistant Superintendent of Pupil Personnel Services (PPS) is responsible for coordinating the program and evaluating it annually. The administrative practices and procedures of this program shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Assistant Superintendent of PPS;
2. Ensuring that the parents of preschool-age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool-age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students receiving special education services who are enrolled in the program and require it per a Planning and Placement Team (PPT) decision;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and

recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

### **Tuition**

Non-disabled (general education) students enrolled in the preschool program will be required to pay tuition for the program. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

10 76c Receipt and use of money and personal property.

10 76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10 76e School construction grant for cooperative regional special education facilities.

10 76f Definition of terms used in formula for state aid for special education.

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

**Policy adopted:**

## **P 6114.1**

### **Instruction**

#### **Fire Emergency (Drills)/Crisis Response Drills**

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials should evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 - Crisis Management Plan)

(cf. 5142 - Student Safety)

(cf. 6114 - Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

10-222m School security and safety plans. School security and safety committees

10-222n School security and safety plan standards

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

**Policy adopted:**

## Non-Discrimination: Instructional Program

Weston Public Schools pledges to prohibit discriminatory actions, and seeks to foster good human and educational relations which will help attain:

1. equal rights and opportunities for students and employees in the school community.
2. equal opportunity for all students to participate in the total program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to students with access not solely based upon race, color, religion, age, marital status, national origin, sex, pregnancy, sexual orientation, transgender status, gender identity or expression, or disability.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

### Legal Reference:

Connecticut General Statutes:

[§10-15](#), Town to maintain schools

[§10-15c](#), Discrimination in public schools prohibited

[§10-18a](#), Contents of textbooks and other general instructional materials

[§10-145a](#)(b) Certificates of qualification for teachers; intergroup relations programs

[§10-226a](#), Pupils of racial minorities

[10-220](#) Duties of boards of education.

United States Code:

Title IX of the Education Amendments of 1972, [20 U.S.C. 1681](#) *et seq.*

Section 504, U.S. Rehabilitation Act, 1973, [29 U.S.C. 791](#)

### Policy References:

Policy and Admin Reg. 5114.6, Sex Discrimination and Sexual Harassment

Policy and Admin. Reg. 5145, Non-Discrimination (Students)

Policy Adopted: March 5, 1991

Policy Revised: March 21, 2016

Policy Revised:

**Instruction**  
**Suicide Prevention/Education**

**THIS REGULATION WAS REVISED IN 2023 AND IS CURRENTLY LOCATED IN THE 5000 SERIES. WE CAN EITHER REPLACE THE BELOW WITH THE CURRENT REGULATION OR ERRADICATE THIS R6142.3 SO THE REGULATION ONLY APPEARS IN THE 5000 SERIES.**

Annually, youth suicide prevention education shall be incorporated into the health education program and other pertinent curriculum. The focus of the curriculum will emphasize the development of self-esteem, coping skills, and trusting relationships with adults; build skills in stress management and problem solving; and identify support services and resources.

The professional staff shall become more aware of the factors that may increase a student's risk for suicide; symptoms of stress, coping difficulties, depression and self-destructive behaviors; warning signs of suicide; and information on school and community resources.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff in order to achieve the goals of this Board approved regulation, and that full cooperation with community agencies be given wherever such cooperation can work to the advantage of the students.

Regulation Approved: June 28, 1994

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**CURRENT REGULATION IN 5000 SERIES READS AS FOLLOWS:**

**R 5141.5 Administrative Regulations Regarding Suicide Prevention and Intervention**

**Management of Suicidal Risk**

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Weston Board of Education (the "Board") is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

- I. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or their designee. This must be done even if the student has confided in the staff member and asked that their communication be kept confidential. The principal or designee will then notify an appropriate Pupil Personnel Services (PPS) administrator.
- II. A PPS staff member (e.g., a social worker or psychologist) shall complete a risk assessment, consider available background information and determine whether the student is at "low risk", "moderate risk" or "high risk."
- III. If the student is preliminarily assessed to be "moderate risk":
  - A. The PPS staff member shall notify the student's parent/guardian the same day or otherwise as soon as possible by calling each contact available to the school.
  - B. During the conversation with the student's parent/guardian, the PPS staff member shall discuss with the parent/guardian:
    - a. the seriousness of the situation
    - b. the potential need for any evaluations of the student
    - c. The need for continued monitoring of the student at home;
    - d. Referral to appropriate professional services outside the school system if the student is not already receiving support;
    - e. Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and
    - f. The student's access to ongoing counseling within the school.
  - C. The PPS staff member shall document in writing the course of events, including what transpired during the staff member's conversation with the student's parent/guardian and the outcome.
  - D. The PPS staff member may notify other staff or any other appropriate agencies as necessary to protect the student and others, and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).
  - E. The PPS staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.
- IV. If the student is preliminarily assessed to be at "high risk":
  - A. The PPS staff member shall ensure that the student is not left alone.
  - B. The PPS staff member shall notify the principal or their designee, who in turn will contact the student's parent/guardian. During the conversation with the student's parent/guardian, the principal or their designee shall discuss with the parent/guardian:
    - a. The seriousness of the situation
    - b. The steps the PPS staff members are taking in response to the preliminary assessment that the student is at "high risk":
    - c. The need for continued monitoring of the student at home at any such time that the student returns home;
    - d. Referral to appropriate professional services outside the school system if the student is not already receiving support;

- e. Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and
  - f. The student's access to ongoing counseling within the school to support the student's access to school.
- C. The principal or designee shall call 911 to arrange for transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
  - D. The student shall be monitored by PPS staff until transfer to a higher level of care is complete.
  - E. The PPS staff member shall document in writing the course of events and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).
  - F. The PPS staff member shall inform the principal or their designee of the course of the events and the outcome.
  - G. The PPS staff member may notify any other staff, as necessary to protect the student and others.
  - H. When a student assessed to have been at "high risk" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school including a safety plan, and changes in the instructional program, as necessary.

#### **Suicide Education/Prevention - Students and Staff**

- I. As part of the Weston Public Schools' Health Education Curriculum and Developmental Guidance Curriculum, students will be educated in developmentally appropriate ways regarding suicide risk factors and warning signs, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.
- II. Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, warning signs, and the procedures outlined in these regulations.

#### **Legal Reference:**

[Connecticut General Statutes § 10-221\(e\)](#)

~~POLICY~~ **REGULATION** ADOPTED: October 1, 1990

~~POLICY~~ **REGULATION** REVISED: May 15, 2023

Regulation revised:

**Instruction**  
**Graduation Requirements**

Graduation from Weston Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education; and (3) that they have fulfilled the legally mandated number and distribution of credits required to graduate from high school.

Commencing with classes graduating in 2027, and each graduating class thereafter, the Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward program goals and requirements to warrant graduation according to the terms of paragraph #1 above.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

*NOTES FROM STATUTE: (k) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, which veteran or person served during World War II or the Korean hostilities, as described in section 51-49h, or during the Vietnam Era, as defined in section 27-103, withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.*

*(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.*

The Board of Education's standards for graduation will meet or exceed the state law regarding credits for graduation from high school at all times.

Legal Reference:

Connecticut General Statutes

[10-221a](#) High School Graduation Requirements

Policy adopted: March 5, 1991

Policy revised: February 25, 2014

Policy revised:

**Weston Public Schools Weston, Connecticut**

## **Instruction Curriculum Exemptions**

### Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Weston Board of Education ("the Board") shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program (effective upon the implementation of the sexual abuse and assault awareness and prevention program identified or developed by the state).

### Definitions:

"Dissection Instruction" is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

"Family Life Education Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

### Written Request for Mandatory Exemption:

Parents who wish to exercise such exemptions must notify the school district in writing within the first ~~two (2) weeks~~ **four (4) weeks** of school or as otherwise directed by the Superintendent or his/her designee.

### Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.
2. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.
3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

[Conn. Gen. Stat. § 10-16c.](#)  
[Conn. Gen. Stat. § 10-16e.](#)  
[Conn. Gen. Stat. § 10-18d.](#)  
[Conn. Gen. Stat. § 10-19\(b\).](#)  
[Conn. Gen. Stat. § 17a-101g.](#)

Policy References:

Policy 5141.45, Child Sexual Abuse and Assault  
Policy 6142.1, Family Life and Sex Education  
Policy 6164.12, Acquired Immune Deficiency Syndrome (AIDS)

Policy adopted: July 17, 2017

Policy revised:



\_\_\_\_\_  
- Parent's/Guardian's Signature  
**Or**

\_\_\_\_\_  
Date

\_\_\_\_\_  
- Student's Signature (if 18 years of age)

\_\_\_\_\_  
Date

**Weston Public Schools Weston, Connecticut**

**Instruction**  
**Use of Copying Devices**

**Publication or Creation of Educational Materials — Copyrights: Printing and Duplication**

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, theatrical performances, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike. The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of “fair use.”

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use”, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use”, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed in public.

The Board therefore directs that:

1. Unlawful copies of copyrighted materials may not be produced on District-owned equipment or any other equipment on District property.
2. Unlawful copies of copyrighted materials may not be used with District-owned equipment or other equipment on District property.

Any District employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. In no circumstances

shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

~~It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.~~

~~The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use".~~

~~Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bound of "fair use" as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.~~

**Legal Reference:**

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**Instruction**  
**Drugs, Tobacco, Alcohol**

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts which touch on the subject.

It is desired that the administration make use of in-service training sessions for both appropriate certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

**Legal Reference: Connecticut General Statutes**

10-16b Prescribed courses of study

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

10-19a Superintendent to designate substance abuse prevention team

10-19b Advisory councils on drug abuse prevention

10-220 Duties of boards of education

10-221(d) Boards of education to prescribe rules

Policy adopted: March 5, 1991

Policy revised:



## **Instruction**

### **Acquired Immune Deficiency Syndrome (AIDS)**

~~Acquired Immune Deficiency Syndrome (AIDS) is one of the most serious health problems that Americans have ever faced. As many as 1 to 1.5 million Americans may be infected with the virus that causes AIDS. Thousands of them are young adults and teens. AIDS does not discriminate and can affect anyone – male and female, rich and poor, white, Black, Hispanic, Asian and Native American.~~

~~Currently there is no cure for those infected with AIDS, but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.~~

~~Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with regulation.~~

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of students from such instruction upon the written request of the student's parent or guardian.

### **Legal Reference: Connecticut General Statutes**

10-19(c) AIDS education

Policy adopted: June 4, 1991

Policy revised:

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

## Instruction

### English Language Learners

#### Limited English Proficiency Program (English Learners)

The Superintendent of schools shall establish services for English Language Learners (also referred to as limited English Proficient [LEP] students) in the district. The program may employ the student's native language and English for instruction. Identification of eligible students shall occur through the use of standardized assessments as required by the State Department of Education.

The program for LEP students shall concentrate on the following areas:

1. development of English language proficiency and literacy through English as a second language
2. teaching and student achievement in all the core content areas taught, especially language arts or reading, mathematics and science
3. long-term professional development for administrators associated with the program and for teachers of program students
4. parental notification and involvement.

Students will continue to eligible for services until they achieve levels of mastery on English Language Learner assessments as defined by the State Department of Education.

Legal Reference:

No Child Left Behind Act of 2001, sec. 3115, 3116, 3125, 3129, 3301, and 9101  
 Title III of the Elementary and Secondary Education Act, [20 U.S.C.](#)

The Board of Education (Board) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to address the English language deficiency in order to provide the student with equal access to its programs. Multilingual learners or students who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.

The Board believes that high-quality, comprehensive, and effective English Learner/Multilingual Learner and bilingual education programs are essential for students who are English Learners (ELs) to acquire English language and academic proficiency.

In compliance with Public Act 23-150, Section 17, the Board will provide the parents and guardians of eligible students with a copy of the Multilingual Learner Bill of Rights in the dominant language of such parents and guardians and post the document on the District website.

The Superintendent or his/her designee is directed to develop and implement procedures, consistent with the requirements of the Every Student Succeeds Act (ESSA) and the Connecticut State Department of Education (CSDE) ESSA plan which:

- Determine if a student is a potential EL student through adherence to the Home Language Survey Guidance and completion of the Home Language Survey (HLS).
- Administers the state-mandated English Language Proficiency (ELP) Screener when the review of the HLS results indicates the student may have a primary or home language other than English.

- Informs parents/guardians, in writing, if the results from the ELP assessment indicate the student qualifies as an English Learner.
- Implements English learner services for all identified students.
- Annually assess the English proficiency of all English learner students during the testing window using the state-mandated English language proficiency assessment. (Students can only exit EL status if they meet all EL exit criteria.)
- Monitor the progress of students receiving English as a Second Language (ESOL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

## Definitions

**English Learner (EL)** refers to a student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

**Multilingual Learner (ML)** refers to an asset-based approach that includes all the languages with which children and families interact or children who use two or more languages.

**English for Speakers of Other Languages (ESOL)** refers to an instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

**Bilingual Education** refers to an instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teachers are available.

Parents who are not able to use English in a manner that allows full participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand and a copy of the Parent Bill of Rights in their dominant language.

The goal of the ESOL program is to assist students in achieving fluency in English, including listening, comprehension, speaking, reading, and writing. The goal of the bilingual program is to permit students to learn subject matter in their dominant language while developing English language skills.

Parents/guardians of EL/ML students shall be notified by mail that their child is eligible for enrollment in a bilingual, ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child in the program.

Communications with parents/guardians of students in these programs shall be in writing, in both English and their dominant language.

Information regarding English Proficiency Assessments - LAS Links can be accessed through the following CSDE Link:

<https://portal.ct.gov/SDE/Student-Assessment/ELP-Assessment/English-Language-Proficiency-Assessment---LAS-Links/Documents>

(cf. 6141.31 - Bilingual-Bicultural Education)  
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)  
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10 17 English language to be medium of instruction. Exception.

10 17a Establishment of bilingual and bicultural program.

10 17d Application for and receipt of federal funds.

10 17e Definitions.

10 17f Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

10 17g Application for grant. Annual evaluation report.

10-76e Definitions.

10 146f Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

10 17h 1 to 10 17h 15. Programs of bilingual education.

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Title III, Language Instruction for English Learners and Immigrant Students, P.L. 114-95, ESSA, Sections 3001-3121

(20 U.S.C. 6812, 20 U.S.C. 6823)

P.A. 23-150 Section 17

Policy Adopted: April 21, 2003

Policy Revised:

**Weston Public Schools Weston, Connecticut**

## **Mission and Function**

### **Goals and Objectives for School Operations/System**

Weston residents approach education with a strong belief in the importance of high educational standards for their community. As elected representatives, the Board of Education is committed to the support and development of a dynamic and flexible program of studies designed to effectively challenge the ability differences found among the school-age children of Weston.

Therefore, to meet its assigned tasks, the school system is striving -

1. To give each child a firm foundation and mastery of the basic skills in reading, writing, spelling and arithmetic so that he/she will have the necessary tools for further study.
2. To encourage the development of imaginative and creative thinking processes so that the children can deal with abstractions as well as concrete issues.
3. To foster scientific curiosity based upon an understanding of principles and concepts without de-emphasizing facts.
4. To stimulate an appreciation and understanding of the arts.
5. To develop in each child an understanding and appreciation of democracy so that he/she can take his/her rightful place in a democratic society.
6. To introduce the history of our culture and our social and economic institutions in relation to other world cultures and institutions.
7. To teach children about government - local, state, national, and international - so that they can assume their vital role as citizens on each level.
8. To develop in each child respect for the rights, property and opinions of others.
9. To instill in the students ethical and spiritual principles so that they will develop a good sense of values and have a firm foundation for reaching moral decisions.
10. To develop in each child an emotional stability that will enable him/her to function effectively.
11. To develop an awareness in each child of how to communicate and work with other people.
12. To teach children sound principles of health.

With these objectives in mind, the following summation may be interpreted as a beginning of an evolving statement of purposes for the Weston schools:

The guiding policy of the Board of Education is to create and sustain a public school system capable of developing to the utmost the resources of the children entrusted to it. The goal is to impart knowledge, and a love of knowledge; to teach each child to speak, to read, to write, to calculate, to think, and to do so with such initiative and imagination that each will be properly equipped to serve as a citizen of this community, this nation, this world, and to pursue self-education throughout life. To this end, the Board searches out principals and teachers who are imaginative, energetic, enthusiastic, as well as competent, and it strives to foster, in every way possible, an environment in which the children will thrive.

Policy adopted: November 6, 1989  
Policy retired:

**Weston Public Schools Weston, Connecticut**

**Instruction**

**Evaluation of the Special Education Program**

The Superintendent shall make an annual report to the Board of Education concerning the special education programs of the school district, with particular attention to the individual education programs, by program and school.

The report shall include recommendations of the Superintendent and staff, and by any Board authorized advisory groups, for improvement in the program.

In addition to the annual report the Superintendent shall make interim reports whenever it may be necessary to make adjustments in the program.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

Legal Reference: State Board of Education Regulations

10-76d-1 through 10-76d-19 Duties and powers of boards of education to provide special education programs and services

Policy adopted: March 5, 1991

Policy retired:

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

# WESTON PUBLIC SCHOOLS

## 2026-2027 BOARD OF EDUCATION MEETING CALENDAR (Revised Draft)

AUGUST 2026				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2026				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2026				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
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28	29	30	31	

JANUARY 2027				
M	T	W	TH	F
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18	19	20	21	22
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FEBRUARY 2027				
M	T	W	TH	F
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15	16	17	18	19
22	23	24	25	26

MARCH 2027				
M	T	W	TH	F
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22	23	24	25	26
29	30	31		

APRIL 2027				
M	T	W	TH	F
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MAY 2027				
M	T	W	TH	F
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17	18	19	20	21
24	25	26	27	28
31				

JUNE 2027				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		



Date	Event / Holiday
August 27	First Day of School
September 1	Board of Education Special Meeting/Workshop (In-Person)
September 7	Labor Day
September 21	Yom Kippur
September 22	Board of Education Meeting (In-Person)
October 5	Board of Education Special Meeting
October 12	Columbus /Indigenous Peoples Day
October 19	Board of Education Meeting (In-Person)
November 3	Election Day
November 16	Board of Education Meeting (Remote)
November 25 - 26	Thanksgiving Recess
December 21	Board of Education Meeting (In-Person)
December 24 - 31	Winter Recess
January 1	New Year's Day
January 6 or 7	Board of Education Special Meeting/Budget (Remote)
January 18	Martin Luther King Jr. Day
January 19	Board of Education Meeting (Remote)
February 15	Presidents Day
February 15 - 16	February Recess
February 22	Board of Education Meeting (Remote)
March 1	Board of Education Special Meeting
March 15	Board of Education Meeting (In-Person)
March 26	Good Friday
April 12 - 16	April Recess
April 19	Board of Education Meeting (Remote)
May 3	Board of Education Special Meeting
May 17	Board of Education Meeting (In-Person)
May 31	Memorial Day
June 7	Board of Education Special Meeting
June 18	Juneteenth (Observed)
June 21	Board of Education Meeting (In-Person)

The Weston Board of Education reserves the right to modify this calendar. Approved by the Board of Education on \_\_\_\_\_.