

Board of Education Regular Meeting

Monday, February 24, 2020 7:00 PM

Weston Middle School Library, 24 School Road, Weston, CT 06883-1623

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. APPROVAL OF MINUTES

VI. PUBLIC COMMENT

VII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

VIII. NEW BUSINESS

A. Resignations

1. Resignation of Megan Hannigan, HES Teacher

2. Resignation of Lorraine Zak, WIS School
Psychologist

B. Presentation of School Start and End Time
Report

C. Seventh FY 2020 Financial Update and Approval
of Transfers

IX. SUPERINTENDENT'S REPORT

A. District Update

X. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CAFE

I. Weston Education Foundation

XI. WRITTEN REPORTS

A. Principals' Reports

**XII. NEXT SCHEDULED MEETINGS OF THE BOARD OF
EDUCATION**

A. Regular Session on March 16, 2020 at 7:00 p.m.
with a Board Workshop on March 3, 2020.

B. Review of Pending Agenda Items for Next Meeting

XIII. ADJOURNMENT

Weston Board of Education Workshop
January 15, 2020 9:00 AM
Central Office Annex Conference Room

Attendance Taken at 9:00 AM:

Present Board Members:

Anthony Pesco
Ruby Hedge
Melissa Walker
Gina Albert
Taffy Miller
Hillary Koyner
Victor Escandon

1. Call to Order, Verification of Quorum

2. Pledge of Allegiance

3. FY 21 Budget Request Workshop

Discussion:

The workshop began with a discussion of District transportation. Out of district transportation has increased and the Board agreed to look further into the details during the February Finance Committee meeting.

The next topic of discussion was the Districtwide tab. Mr. Cross spoke to the fact that medical will increase approximately 10%. To move out of the State Partnership Plan, we no longer would have a penalty.

Under the Capital section of the FY21 Budget Book, Mr. DelMastro reviewed each of the projects listed in the capital budget. He highlighted a few projects that should shift within the specific budgeted year. Mr. Cross and Mr. DelMastro will update the request spreadsheet.

The District Administration section was discussed. Two highlighted topics were outside legal counsel and a breakdown for consulting.

4. Adjournment

Discussion:

The meeting was adjourned at 10:52 a.m., with a motion by Mr. Pesco, and a second by Ms. Hedge.

Chairperson

Superintendent

Board of Education Meeting

January 21, 2020 7:00 PM
Weston Middle School Library

Attendance Taken at 7:02 AM:

Present Board Members:

Anthony Pesco
Melissa Walker
Ruby Hedge
Hillary Koyner

Absent Board Members:

Gina Albert
Taffy Miller

Updated Attendance:

Victor Escandon was updated to present at: 7:05 PM

1. Call to Order, Verification of Quorum

2. Pledge of Allegiance

3. Public Forum and Board of Education Discussion Regarding FY 21 Budget Request

Discussion:

Dr. Pesco, Chairperson of the Board of Education, opened up the meeting asking for a motion to add an agenda item. A motion was made to adopt the Board of Education Broad Budget Adjustment Guidelines document of January 21, 2020, as a public document. Motion by Ms. Walker, with a second by Ms. Koyner. Passed 5-0.

The meeting began with an outline for the meeting looking at four sections. The first will a review of both administration and shared administrative positions, all program offerings, and class sizes. The second would look at two budget scenarios: one budget that is 2.5% over the FY20 budget and another that is flat to last year. The third would be a review of the Guidelines that were brought to the administration by the BOE. The last discussion item would be any adjustments at each of the four schools.

Q&A from Public: Herb Colter-Old Hyde Road: Focus dollars on education not overhead. Eric Strummenger: Make decisions within a long-term framework, transportation questions and sustainability impact.

Dr. McKersie spoke regarding transportation overages and the detail behind the changes.

Dr. Pesco would like the administration to spend the remaining week reviewing the Guidelines and possible areas of reduction.

Mr. Brey reviewed with the Board the FTE changes within the District since FY14.

Ms. Hedge asked for a snapshot of both In-District and Out-of-District students within SPED/PPS. Weston currently has a 10.9% rate of identification for SPED students, with 222 students with Individual Educational Plans. We currently have 23 students that have settlement agreements, 15 out-of-district students and 73 students identified as gifted and talented.

Mr. Brey provided to the Board an organizational chart of the District administration and support staff.

Dr. Tunks reviewed the Technology Department organizational chart, which included narrative descriptions for each position.

The structure of the Board Workshop scheduled for January 23, 2020 would be to review the areas of potential reductions.

4. Adjournment

Discussion:

The meeting was adjourned at 8:52 p.m. with a motion by Ms. Hedge, with a second by Ms. Walker.

Chairperson

Superintendent

Board of Education Workshop

January 23, 2020 9:00 AM

Central Office Annex Conference Room

Attendance Taken at 9:00 AM:

Present Board Members:

Anthony Pesco
Melissa Walker
Ruby Hedge
Gina Albert
Hillary Koyner
Victor Escandon

Absent Board Members:

Taffy Miller

1. Call to Order, Verification of Quorum

2. Board Workshop on FY 21 Budget Request

Discussion:

Dr. McKersie reviewed the agenda for the Workshop with the Board. The following will be discussed: transportation costs, scenario reduction option 1, review of responses and questions by administration to Board Budget Guidelines, other items as determined by the Board and next steps.

Mr. Cross reviewed the financial drivers for the increased transportation cost. The main driver is that an additional five SPED bus runs were added after the FY20 budget was approved.

The administration presented a 2.86% reduction, which would include a shift in dental claims to the Internal Services Fund and reviewed the list of potential reductions with the Board.

The four principals spoke to the proposed reductions and how each would affect their schools.

Dr. Tunks reviewed reductions in software initiatives as well as in the IT hardware line.

Dr. Cross spoke about the State Partnership Plan versus a self-insured medical plan. We currently would have a cost avoidance of approximately \$ 700,000.

3. Adjournment

Discussion:

The meeting was adjourned at 11:01 a.m. with a motion by Dr. Pesco, a second from Ms. Hedge.

Chairperson

Superintendent

Weston Board of Education Executive Session

January 23, 2020 11:00 AM
Central Office Conference Room

Attendance Taken at 11:11 AM:

Present Board Members:

Ruby Hedge
Gina Albert
Hillary Koyner
Taffy Miller-by phone (left meeting at 12:40 p.m.)
Anthony Pesco
Melissa Walker

Absent Board Members:

Melissa Walker

Others:

William McKersie
Lewis Brey
Michael Rizzo
Marsha Moses

**1. Discussion Regarding Correspondence from the Board of Education's Legal Counsel
Subject to the Attorney-Client Privilege**

Upon a MOTION by Dr. Pesco, second by Ms. Albert, the Board entered Executive Session at 11:11 a.m. to discuss correspondence from the Board of Education's legal counsel which are subject to attorney-client privilege. The Board invited Dr. McKersie Mr. Brey to join the Board for the discussion.

At 12:02 p.m., the Board invited Mr. Michael Rizzo and Ms. Marsha Moses of Bercham Moses, to join the Board for the discussion.

2. Pending Legal Claims A

3. Pending Legal Claims B

4. Pending Legal Claims C

5. Pending Legal Claims D

6. Pending Legal Claims E

Upon a MOTION by Ms. Koyner, second by Ms. Albert, Executive Session adjourned.

Chairperson

Superintendent

Weston Board of Education Q & A Session

January 27, 2020 6:00 PM
Weston Middle School Library

Attendance Taken at 6:04 PM:

Present Board Members:

Anthony Pesco
Melissa Walker
Ruby Hedge
Gina Albert
Taffy Miller
Hillary Koyner
Victor Escandon

1. Call to Order, Verification of Quorum

2. Question and Answer Session Regarding FY 21 Budget Request

Discussion:

Dr. Pesco began the meeting reviewing the schedule of the 6:00 p.m. and 7:00 p.m. meetings with regard to public comment. Ms. Walker read as statement as well.

Dr. McKersie spoke to the Board regarding a review of the proposed 2.89% budget as well as what a 0% budget would look like. He made clear that none of the proposed reductions are recommended by the administration. Mr. Cross reviewed the reductions that were presented at the January 23, 2020 meeting. Dr. Pesco requested a breakout of all proposed reductions by cost center.

The Board discussed the impact on reductions to children as well as if there were any potential efficiencies to be had across the entire District as well as within neighboring towns.

3. Public Comment

Discussion:

Jackie Austin-Ladder Hill North: Budget related comments.
Cynthia Armento-Godfrey Road East: Budget related comments.
Joe Castro-Charles Path: Budget related comments.
Melissa Gladstone-Tubs Spring Drive-Budget related comments.
Numuk Cho-Walnut Lane: Budget related comments.
Teresa Brasco-Laurel Lake East: Budget related comments.
Gregg Haythorn-Winthrop Hill: Budget related comments.

4. Adjournment

Discussion:

Meeting was adjourned at 7:39 p.m. for a five-minute break before the start of the January 27, 2020 monthly Board of Education meeting.

Chairperson

Superintendent

Board of Education Regular Meeting

January 27, 2020 7:00 PM

Weston Middle School Library

Attendance Taken at 7:50 PM:

Present Board Members:

Anthony Pesco
Melissa Walker
Ruby Hedge
Gina Albert
Taffy Miller
Hillary Koyner
Victor Escandon

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the minutes from the December 16, 2019 Executive and Regular Sessions, the January 6, 2020 Executive Session, Workshop and Budget Presentation, the January 8, 2020 Workshop, and the January 13, 2020 Workshop; passed with a motion by Melissa Walker and a second by Taffy Miller.

7 Yeas - 0 Nays.

IV. PUBLIC COMMENT

Discussion:

1. Jackie Austin, Ladder Hill North-Budget related comments.
2. Cynthia Armejeo, Godfrey Road East-Budget related comments.
3. Joe Castro, Charles Path-Budget related comments.
4. Melissa Gladstone, Tub Springs Drive-Budget related comments.
5. Namuk Cho, Walnut Lane-Budget related comments.
6. Theresa Brasco, Laurel Lake East-Budget related comments.
7. Gregg and Jenn Haythorn-Winthrop Hill-Budget related comments.

V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

On Saturday, January 11, WHS held area debate teams, of which 160 were in attendance. The WHS mid-terms recently ended. In an effort to combat the stress that testing can bring, the administration brought in a therapy dog and during Advisory, groups focused on DBT and mindfulness.

Weston Against Cancer will hold an event in February for Memorial Sloan Kettering, by making valentines and have a fundraiser in order to collect Play Dough for children in the hospitals.

Student government is hosting a "Souper" Bowl fundraiser and for the Weston Food Pantry and Person to Person. Each WHS class will compete to see which class has the most donations.

Cinderella is Company's newest production, with rehearsals underway. Tri-Music Honor Society will be providing singing grams for Valentine's Day.

VI. NEW BUSINESS

VI.A. Resignations

VI.A.1. Resignation of Rachel Cross, HES Pre-K Teacher

Motion Passed: Move that the Weston Board of Education acknowledge the resignation of Rachel Cross, effective February 1, 2020; passed with a motion by Ruby Hedge and a second by Ms. Hillary Koyner.

7 Yeas - 0 Nays.

VI.B. New Course Proposal for AP Human Geography

Motion Passed: Move that the Weston Board of Education approve the new course proposal for AP Human Geography; passed with a motion by Melissa Walker and a second by Gina Albert.

7 Yeas - 0 Nays.

VI.C. School Climate Survey Preliminary Report

Discussion:

Mr. Michael Rizzo, Assistant Superintendent, presented the School Climate Survey that was by the National School Climate Center. He reviewed the survey and the 13 Dimensions of the School Climate that were measured.

VI.D. School Start and End Time Task Force Update

Discussion:

Dr. McKersie updated the Board on the School Start and End Time Task Force regarding the survey. There was a high response rate and completion rate among parents, staff and students. The Task Force will be presenting a couple options to the Board in February. The Task Force will be meeting this week and will receive updates from staff held focus groups.

Regionally, New Canaan has been able to move to a new school start schedule for their district. No other area schools are in the position to make changes to date.

VI.E. Sixth FY 20 Financial Update and Approval of Transfers

Motion Passed: Move that the Weston Board of Education approve the sixth FY 20 Financial Update; passed with a motion by Ruby Hedge and a second by Gina Albert.

7 Yeas - 0 Nays.

VI.F. Discussion and Vote on Setting of WHS Graduation Date on April 1, 2020

Discussion:

Dr. McKersie spoke regarding the setting of the graduation date and the recommendation to choose the date on April 1, 2020.

Motion to Amend Passed: To amend the motion from: "Move that the Weston Board of Education approves setting the WHS graduation date on April 1, 2020;" to: "Move that the Weston Board of Education authorize the Superintendent to choose the date for WHS graduation on April 1, 2020;" passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

Motion Passed: Move that the Weston Board of Education authorize the Superintendent to choose the date for WHS graduation on April 1, 2020; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

VII. OLD BUSINESS

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

VII.A.1. Second Reading of Policy 4118.12/4218.12, Sex Discrimination and Sexual Harassment

Motion Passed: Move that the Weston Board of Education approve Policy 4118.12/4218.12, Sex Discrimination and Sexual Harassment; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

VII.A.2. Second Reading of Administrative Regulation 4118.12/4218.12, Sex Discrimination and Sexual Harassment

Motion Passed: Move that the Weston Board of Education approve Administrative Regulation 4118.12/4218.12, Sex Discrimination and Sexual Harassment; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

Motion Passed: Move that the Weston Board of Education approve Administrative Regulation 4118.12/4218.12, Sex Discrimination and Sexual Harassment; passed with a motion by Ruby Hedge and a second by Melissa Walker.

7 Yeas - 0 Nays.

VII.A.3. Second Reading of Policy 5125, Confidentiality and Access to Student Records

Motion Passed: Move that the Weston Board of Education approve Policy 5125, Confidentiality and Access to Student Records; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

VII.A.4. Second Reading of Administrative Regulation 5125, Classification of Educational Records

Motion Passed: Move that the Weston Board of Education approve Administrative Regulation 5125, Classification of Educational Records; passed with a motion by Melissa Walker and a second by Taffy Miller.

7 Yeas - 0 Nays.

VII.A.5. Second Reading of Policy 6143.1, Parent-Teacher Communications

Motion Passed: Move that the Weston Board of Education approve Policy 6143.1, Parent-Teacher Communications; passed with a motion by Melissa Walker and a second by Gina Albert.

7 Yeas - 0 Nays.

VII.A.6. Second Reading of Policy 3324.1, Contracts

Motion Passed: Move that the Weston Board of Education approve Policy 3324.1, Contracts; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

VIII. SUPERINTENDENT'S REPORT

VIII.A. District Update

Discussion:
No report was given.

IX. COMMITTEE REPORTS

- IX.A. Communications Committee
- IX.B. Curriculum Committee
- IX.C. Facilities Committee
- IX.D. Finance Committee
- IX.E. Policy Committee
- IX.F. Negotiations Committee
- IX.G. CES
- IX.H. CAFE
- IX.I. Weston Education Foundation

X. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- X.A. Regular Session on February 24, 2020 at 7:00 p.m.
- X.B. Review of Pending Agenda Items for Next Meeting

Discussion:
Dr. Pesco asked for February 3, 2020 Workshop to be taken off the Board of Education schedule.

The School Start and End Time Task Force recommendation will be presented at the February 24, 2020 Board meeting.

XI. ADJOURNMENT

Discussion:
Meeting adjourned at 8:45 p.m.

Chairperson

Superintendent

Board of Education Workshop

January 29, 2020 1:00 PM

Central Office Annex Conference Room

Attendance Taken at 1:04 PM:

Present Board Members:

Anthony Pesco

Melissa Walker

Ruby Hedge

Hillary Koyner (left at 3:01 p.m.)

Taffy Miller

Absent Board Members:

Gina Albert

Victor Escandon

1. Call to Order, Verification of Quorum

2. Pledge of Allegiance

3. FY 21 Budget Request Workshop

Discussion:

Dr. Pesco produced a handout with potential reductions broken into three categories: administrative services, programs and class.

The Board, along with administration, went through each of the items listed, providing additional background information, if needed.

Within the list were the following potential reductions: dental claims shifting to ISF, reduction of Library Media Specialists at all schools, elimination of IT Coordinator, reduction of Central Office support position, no filling of the vacant maintenance mechanic, defer speech therapist and SPED teacher, reduction in C&I line items overall, elimination of team leaders at all schools, reduction in C&I consulting, reduction in District Administration legal fees, defer a 6-12 Guidance Counselor, reduction of the CIL model districtwide, elimination of the double block of ELA in Grade 6, elimination of the K-2 World Language program, elimination of all WHS course offerings with enrollment less than 15, elimination of project challenge Grades 3-8, elimination of science paraeducator at HES/WIS, reduction of WHS athletic offerings, reduction of WHS CASE, reduction of WHS Writing Center, elimination of Grades 3-5 World Language program, elimination of Grade 4 String and Orchestra Program, reduction in theatre line, reduction in WMS and WHS materials lines, reduction in WHS stipends, reduction in co-curricular Jazz Band at WMS, reduction of K by one section, reduction at WMS by one staff position (fractional positions), reduction at WHS by 1 FTE, reduction of one Grade 1 section, and reduction of one Grade 4 section.

4. Adjournment

Discussion:

With a motion by Dr. Pesco and a second by Ms. Hedge, the meeting was adjourned at 3:02 p.m.

Chairperson

Superintendent

Weston Board of Education Approval and Adoption of Budget

January 30, 2020 6:00 PM

Weston Middle School Library

Attendance Taken at 6:03 PM:

Present Board Members:

Anthony Pesco

Melissa Walker

Ruby Hedge

Gina Albert

Taffy Miller

Ms. Hillary Koyner

Victor Escandon

1. Call to Order, Verification of Quorum

2. Pledge of Allegiance

3. Public Comment

Discussion:

- 1) Max Burdette-Ledgewood Drive: spoke about theatre coordinator position.
- 2) Brooklyn Boehme-Junior at WHS: spoke about theatre coordinator position.
- 3) Julia Lawless-High Ridge Road: spoke about theatre coordinator position.
- 4) Will Berger-Junior at WHS: spoke about theatre coordinator position.
- 5) Hope Goodrich-Senior at WHS: spoke about theatre coordinator position.
- 6) Sally Eiller-19 Norfieldl Road: spoke about theatre coordinator position.
- 7) Lauren Lakra-Junior at WHS: spoke about theatre coordinator position.
- 8) Roy Berger: Singing Oaks Drive: spoke about theatre coordinator position.
- 9) Mark Lubliner-Junior at WHS: spoke about theatre coordinator position.
- 10) Beth Lubliner-Cannondale Road: spoke about theatre coordinator position.
- 11) Zana-Junior at WHS: spoke about theatre coordinator position.
- 12) Patricia Goodrich-Ravenwood Drive: spoke about theatre coordinator position.
- 13) Paige-Junior at WHS: spoke about theatre coordinator position.
- 14) Sonya Stack-Trails End Road: hopes that all will respectfully approach the budget process.

4. Board of Education Discussion

Discussion:

The Board of Education and administration spoke about the history of the theatre coordinator position and the recommendation to change the position from a stipend position to a .2 FTE position.

Mr. Cross reviewed with the Board the FY 21 Capital Budget request based on the changes the Board has requested in an earlier meeting.

Ms. Walker questioned the .5 FTE math enrichment cut at WIS and feels it should not be cut. Ms. Hedge asked for clarification regarding the structure of the nurses within the district.

Mr. Cross reviewed the specific questions regarding the consulting line items within the budget request. Dr. Pesco recommended keeping the literacy training flat from the prior year's budget. The Board discussed transportation costs and

asked what comprises the whole budget number. The new camera software on the buses was deferred for one year.

At 9:24 p.m., the Board paused for a short break. The Board resumed and referring to the potential reductions list, looked at each item and discussed the need. The Board concluded their deliberations with a vote and approval.

5. Vote and Approval of FY 21 Operating and Capital Budget Request

5.1. FY 21 Operating Budget

Motion Passed: Move that the Weston Board of Education approve the FY 21 Operating Budget in the amount of \$54,609,663, which represents a 2.89% increase; passed with a motion by Ruby Hedge and a second by Taffy Miller.

6 Yeas - 1 Nays.

5.2. FY 21 Capital Budget

Motion Passed: Move that the Weston Board of Education approve the FY 21 Capital Budget in the amount of \$1,357,727; passed with a motion by Melissa Walker and a second by Gina Albert.

7 Yeas - 0 Nays.

6. Adjournment

Motion Passed: Adjournment of meeting at 11:13 p.m. passed with a motion by Melissa Walker and a second by Gina Albert.

7 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: February 24, 2020

Information Only

Action Requested

Agenda Item Subject: School Start / End Time Report

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

School Start / End Time Report for Board Review

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



Weston Public Schools

SCHOOL START and END TIMES

**Report based on the work of
Weston's School Start/End Time Task Force**

**Superintendent of Schools, William S. McKersie, Ph.D.
Assistant Superintendent of Curriculum & Instruction, Kenneth G. Craw, Ed.D.**

February 24, 2020

last updated 2/24/20 at 1:00 p.m.

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Executive Summary

Weston Public Schools is dedicated to the continuous improvement of all aspects of the academic program in combination with promoting overall student wellness. For the past four years, the District has had several systemic goals and action steps under the umbrella of fostering *Healthy Learning Environments*. There has been a multi-pronged approach to enhancing wellness, which has included:

1. Incorporating Emotional Intelligence strategies through the Yale Ruler approach;
2. Teaching mindfulness strategies to reduce stress;
3. Incorporating Dialectical Behavior Therapy (DBT) into the ninth- and tenth- grade health curricula, advisory, and school counseling program;
4. Revising the WPS Homework Policy 6154 for implementation in the fall 2020-21.
5. Increasing efforts to teach about the ill effects of vaping in our health curriculum;
6. Establishing the Weston Coalition for a Safe and Healthy Community as an ongoing work group.
7. Enhancing student and staff safety through a continued review and modification (as necessary) of security measures in collaboration with the Weston Police Department; and,
8. Exploring the benefits and challenges of changing **School Start and End Times** to better align with the research that tells us that adolescents do not get enough sleep.

These district-wide efforts are long-term initiatives that are happening simultaneously as part of a comprehensive approach to wellness. This School Start and End Times report provides the Weston Board of Education with important information to determine to what extent a change in school start and end times will be another strategy for improving the overall health and well-being of our students.

Based on the extensive work of the Weston Public Schools School Start and End Times Task Force, the Superintendent of Schools makes the following four recommendations to the Weston Board of Education:

Recommendation #1: Continue with a multi-pronged approach to enhancing *Healthy Learning Environments*, as outlined above, in combination with exploring potential changes to School Start and End Times.

Recommendation #2: Consider the following three leading options, in no particular order, for further consideration and study by the School Start and End Time Task Force.

Option 1 (Current Schedule) (Length of School Day = 6:45)

WMS/WHS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)

HES/WIS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 3 (15/20-minute delay) (Length of School Day = 6:45)

WMS/WHS 8:00 a.m. - 2:45 p.m. (First Pickup: 7:05 a.m.; Last Drop: 3:30 p.m.)

HES/WIS 8:50 a.m. - 3:35 p.m. (First Pickup: 8:05 a.m.; Last Drop: 4:30 p.m.)

Option 4 (30/35-minute delay) (Length of School Day = 6:30)¹

WMS/WHS 8:15 a.m. - 2:45 p.m. (First Pickup: 7:20 a.m.; Last Drop: 3:45 p.m.)

HES/WIS 9:05 a.m. - 3:35 p.m. (First Pickup: 8:20 a.m.; Last Drop: 4:30 p.m.)

Recommendation #3: Conduct a second more focused survey of students, families and teachers on the remaining three options listed above. The Superintendent will provide an updated analysis to the Board of Education in early April.

Recommendation #4: Eliminate Option 2 (Current Flipped) and Option 5 (45/50-minute delay) from further consideration due to significant logistical constraints as detailed in this report.

Option 2 (Current Flipped) (Length of School Day = 6:45)

HES/WIS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)

WMS/WHS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 5 (45/50-minute delay) (Length of School Day = 6:45)

WMS/WHS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:35 a.m.; Last Drop: 4:00 p.m.)

HES/WIS 9:20 a.m. - 4:05 p.m. (First Pickup: 8:35 a.m.; Last Drop: 5:00 p.m.)

¹ As is discussed later in this report, the Weston Teachers Association (WTA), formally a member of the Task Force, is not supportive of Option 4. The primary reason is WTA membership is concerned about a potential loss of remuneration in future years due to the 15-minute daily reduction to the length of the student school day. The Task Force provides a recommendation to the BOE to potentially mitigate the WTA concern.

Timing of Implementation

The Task Force is making its recommendation to the Board of Education in February 2020 with the understanding that the priority is to implement a change for the start of the 2020-21 School Year. If the Board of Education is able to make a final decision as of its April 2020 meeting, implementation in Fall 2020 may be viable. The Task Force advises the BOE to consider if that would be enough lead time for families and staff to plan for any implications a new start/end time carries for their personal needs (i.e., commuting, child care, other employment).

Background

The Weston Public Schools (WPS) has been considering the idea of changing School Start and End Times for the past several years. In November 2017, the Board of Education (BOE) received a comprehensive statement on the pros and cons of changing start and end times. (Document available at this link: [11-14-17 School Start/End Times Document.](#)) In Spring 2019, comprehensive surveys were conducted of WPS parents and employees, which indicated support for continued exploration of changes to start and end times. (The full report on the survey is available at this link: [WPS Spring 2019 School start/end times Survey.](#))

In September 2019, the BOE was presented with the work plan for the School Start and End Times Task Force, an advisory body to the Superintendent established to help develop a recommendation on changing the district's bell schedules. The Task Force work plan spells out organizational details (membership, resource groups, guidelines and schedule) and an analytical framework (guiding questions, analytical priorities, research and information base). The September 2019 memorandum is available at this link: [9-23-19 School Start/End Time Task Force Work Plan.](#)

The Task Force convened for its first meeting on October 10, 2019 and continued its work into February. The group examined the pros and cons of various start and end time scenarios, which has culminated in this February 24, 2020 report to the Board of Education. In total, eight different school start time options were analyzed.

The Task Force solicited feedback from students, families and teachers through an in-depth survey and stakeholder focus groups. The impact of changing start and end times over 14 different areas such as co-curricular activities, family life, and the academic program was examined. However, four main logistical considerations warranted detailed analysis by the Task Force, including: 1. Financial and budgetary considerations; 2. Impact on traffic patterns and flow; 3. Impact on school and youth athletics; and, 4. Transportation constraints and requirements.

Three options were found to be not viable (options with compressed and single runs) and two other options had significant logistical obstacles associated with them (Option 2 - Current

Flipped and Option 5 - 8:30 WMS/WHS start time). The Superintendent is recommending three options for consideration and further study - Option 1, Option 3 and Option 4.

Task Force Members

William S. McKersie, Superintendent

Kenneth G. Craw, Assistant Superintendent of Curriculum & Instruction

Phil Cross, Director of Finance & Operations

Laura Kaddis, Principal, Hurlbutt Elementary School (Lower Schools Perspective)

Lisa Wolak, Principal, Weston High School (Upper Schools Perspective)

Mark Berkowitz, Weston High School Athletic Director

Erin Merrifield, First Grade Teacher, WTA Representative for Lower Schools Perspective

Stacy Slater, WHS School Psychologist, WTA Representative for Upper Schools Perspective

Kim Spangler, Para educator, AFSCME Representative

Kristen Ancker, PTO Representative for Lower Schools Perspective

Jenny Walsh, PTO Representative for Upper Schools Perspective

Joe Parciasepe, Program Director for Weston Parks & Recreation, Town of Weston Representative

Summary of Task Force Meetings

- October 10, 2019 [agenda/documents](#) [meeting minutes](#)
- October 29, 2019 [agenda/documents](#) [meeting minutes](#)
- November 14, 2019 [agenda/documents](#) [meeting minutes](#)
- December 6, 2019 [agenda/documents](#) [meeting minutes](#)
- December 16, 2019 [agenda/documents](#) [meeting minutes](#)
- January 6, 2020 [agenda/documents](#) [meeting minutes](#)
- January 29, 2020 [agenda/documents](#) [meeting minutes](#)
- February 11, 2020 [agenda/documents](#) [meeting minutes](#)

The Medical Research Driving the Consideration of New School Start/End Times

There is a growing body of medical research on the deleterious effects of sleep deprivation in adolescents and the positive benefits to delaying school start times to 8:30 a.m. or later. The Task Force supports the research and recognizes that it is the primary driver for considering the viability of later school start and end times in Weston. The Task Force found especially useful the in-depth literature reviews that several neighboring districts have published on the relevant research related to adolescent sleep patterns and the need to shift to healthier school start times. We agreed early on not to replicate these resources, and instead make them available through this report to Weston stakeholders. We urge all interested parties to review the information through the two following links.

Norwalk Public Schools

https://www.norwalkps.org/news_information/for_parents/healthier_school_start_times

Ridgefield Public Schools

<https://www.ridgefield.org/School-Start-Times-Project>

Nevertheless, the Task Force raises up for consideration the following excerpt on the medical research, taken from the November 14, 2017 report to the Weston BOE. This excerpt summarizes the seminal medical research on adolescent sleep time and school start and end times, which spawned subsequent studies and actuated the growing movement to change bell-schedules nationwide.

In August 2014, the American Academy of Pediatrics (AAP) released a policy statement that heightened national attention related to delaying the high school to a later start time. In the policy statement, AAP identified insufficient sleep in adolescents as a public health issue, recognizing early school start times as “a key modifiable contributor” to chronic sleep loss. The AAP recommended that districts delay school start times for adolescents to 8:30 a.m. or later in order to improve students’ health, safety, and academic outcomes.² To put the AAP recommendation into perspective, consider the estimate by the Centers for Disease Control and Prevention that the national average start time in 2011-12 for high schools was 7:59 a.m. and 8:04 a.m. for middle schools—both substantially earlier than the AAP recommendation. In Connecticut, the situation was worse. On average, middle, high, and combined schools in Connecticut started at 7:46 a.m., with nearly three quarters of schools that serve adolescents starting before 8:00 a.m.³

The Centers for Disease Control and Prevention published a supplementary report in August 2015. It supported the AAP recommendation for later school start times, agreeing that a widespread lack of sleep among adolescent students constitutes a “substantial public health concern.”⁴

At the core of the research on the relationship between school start times and student sleep patterns are findings regarding the unique sleep needs of adolescents. Perhaps the most important change to consider in the context of school start times is the shift in the circadian rhythm that occurs in adolescents with the onset of puberty. The circadian rhythm is a biological process that regulates the timing associated with waking and sleeping during a daily cycle. It has been well established that during puberty, biological changes in adolescents cause their circadian rhythm to shift about 2 hours later, making it difficult for most adolescents to fall asleep before 11pm. Because teens require a full

² American Academy of Pediatrics, Policy Statement-School Start Times for Adolescents, 2014-16.

³ Centers for Disease Control, School Start Times for Middle School and High School Students – United States, 2011-12 School Year, August 2015.

⁴ Wheaton, A.G., G.A. Ferro, and J.B. Croft. “School Start Times for Middle School and High School Students-United States, 2011-12 School Year. Centers for Disease Control and Prevention, August 2015.

sleep cycle of between 8.5 and 9.5 hours a night during this critical stage of their development, a wake time between 7:30 am and 8:30 am is required for optimal sleep health in most adolescents.⁵

Trends Among Area School Districts

Many school districts nationally and locally have explored, or are beginning to explore, changing the start of school times to better match the physical, emotional, and educational needs of adolescents. A number of school districts have made such a change. The main target is the start time for high schools based on the scientific research that has identified start times approximating 8:30 a.m. as optimal for adolescents.

Considered in the vanguard of this issue nationally, Wilton changed its high school start time to 8:20 a.m. over 10 years ago. (At roughly the same time, Weston took a notable step to move their high school start time from 7:25 a.m. to the current 7:45 a.m.) In 2017, Greenwich made a change to an 8:30 a.m. high school start time. Momentum appears to be picking up, with three other area districts verging on a change to start and end times for Fall 2020:

1. Norwalk will have its two high schools start at 8:30 a.m.;
2. Westport just voted on an 8:00 a.m. high school start time; and,
3. New Canaan is on the verge of implementing a change to an 8:30 a.m. high school start time. See Table 1 below for DRG A and area school districts (we broaden the listing to all SWC high schools in the Athletics section later in the report).

⁵ “Backgrounder: Later School Start Times.” The National Sleep Foundation, <https://sleepfoundation.org/sleepnews/backgrounder-later-school-start-times>.

Table 1: DRG A and Area School District Start Time and Length of Student Day

District	School	Start Time	End Time	Hours	Comments
Darien	Darien HS	7:40 AM	2:20 PM	6 hr. 40 min.	
	Middlesex MS	7:55 AM	2:22 PM	6 hr. 27 min.	
	3 Elementary Schools	8:25 AM	2:55 PM	6 hr. 30 min.	
	2 Elementary Schools	9:00 AM	3:30 PM	6 hr. 30 min.	
ER9	Joel Barlow HS	7:30 AM	2:07 PM	6 hr. 37 min.	
Easton	Helen Keller MS	8:05 AM	2:50 PM	6 hr. 45 min.	
	Samuel Staples ES	8:55 AM	3:40 PM	6 hr. 45 min.	
Redding	John Read MS	8:55 AM	3:50 PM	6 hr. 45 min.	
	Redding ES	8:05 AM	2:50 PM	6 hr. 45 min.	
Greenwich	Greenwich HS	8:30 AM	3:15 PM	6 hr. 45 min ^{6*}	Moved start time to 8:30 in 2018
	3 Middle Schools	8:00 AM	2:45 PM	6 hr. 45 min.	
	3 Elementary Schools	8:15 AM	2:45 PM	6 hr. 30 min.	
	8 Elementary Schools	8:45 AM	3:15 PM	6 hr. 30 min.	
New Canaan	New Canaan HS	7:30 AM	2:05 PM	6 hr. 35 min.	Considering 8:30 - 3:00
	Saxe MS Gr 7-8	7:30 AM	2:05 PM	6 hr. 35 min.	Considering 8:35 - 3:05
	Saxe MS Gr 5-6	8:20 AM	2:55 PM	6 hr. 35 min.	Considering 7:45 - 2:15
	South ES	8:15 AM	2:45 PM	6 hr. 30 min.	Considering 9:15 - 3:45
	East & West ES	9:05 AM	3:35 PM	6 hr. 30 min.	Considering 9:15 - 3:45
Norwalk	Brien McMahon & Norwalk HS	7:30 AM	2:15 PM	6 hr. 45 min.	Moving start to 8:30 in 2020-21
Ridgefield	Ridgefield HS	7:25 AM	2:15 PM	6 hr. 50 min.	Considered 8:30 start; did not change
	Scotts & East Ridge MS	8:00 AM	2:50 PM	6 hr. 50 min.	
	3 Elementary Schools	8:35 AM	3:25 PM	6 hr. 50 min.	
	3 Elementary Schools	9:10 AM	4:00 PM	6 hr. 50 min.	
Westport	Staples HS	7:30 AM	2:15 PM	6 hr. 45 min.	Approved 8:00 - 2:45 for 2020-21
	Coleytown & Bedford MS	8:00 AM	2:45 PM	6 hr. 45 min.	Approved 8:30 - 3:15 for 2020-21
	Saugatuck ES	8:00 AM	2:45 PM	6 hr. 45 min.	Approved 8:30 - 3:15 for 2020-21
	4 Elementary Schools	8:30 AM	3:15 PM	6 hr. 45 min.	Approved 9:00 - 3:45 for 2020-21
Weston	Weston HS	7:45 AM	2:30 PM	6 hr. 45 min.	Moved start time to 7:45 in 2009
	Weston MS	7:45 AM	2:30 PM	6 hr. 45 min.	
	WIS & HES	8:30 AM	3:15 PM	6 hr. 45 min.	
Wilton	Wilton HS	8:20 AM	2:50 PM	6 hr. 30 min.	Moved to 8:20 start over a decade ago
	Middlebrook MS	8:20 AM	2:50 PM	6 hr. 30 min.	
	Cider Mill IS	7:40 AM	2:10 PM	6 hr. 30 min.	
	Miller-Driscoll ES	9:05 AM	3:35 PM	6 hr. 30 min.	

⁶ Greenwich HS added an activity period to the end of the day to allow time for athletes to travel to athletic contests; therefore, the length of their school day is significantly shorter.

Task Force Guiding Questions and Summary Findings

The Task Force examined five broad questions and identified the advantages and disadvantages of each scenario. The analysis is summarized below and a more detailed explanation regarding the impact on athletics and Town programs is described in subsequent sections.

1. What are the pros and cons of maintaining the current schedule for our school?
 - a. WMS/WHS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)
 - b. HES/WIS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 1	Main Pros	Main Cons
WMS, WHS	<ul style="list-style-type: none"> ● Staff were overwhelmingly in favor of this option. ● Does not impact before and after school co-curricular, town programs or Weston youth sports.. ● Weston already shifted its start times by 15-20 minutes in 2009, and as a result achieved significant transportation savings by moving from three tiers to two tiers. 	<ul style="list-style-type: none"> ● Does not address adolescent sleep research recommendations and health concerns for WHS students.
HES, WIS	<ul style="list-style-type: none"> ● Staff were overwhelmingly in favor of this option. ● Does not impact before and after school co-curricular activities, town programs or Weston youth sports. ● No financial impact. 	<ul style="list-style-type: none"> ● Does not allow for WMS and WHS to have earlier start time.

2. What are the pros and cons of flipping the start/end times for the Lower and Upper Schools?
 - a. WMS/WHS 8:35 a.m. - 3:20 p.m. (First Pickup: 7:50 a.m.; Last Drop: 4:10 p.m.)
 - b. HES/WIS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m; Last Drop 3:15 p.m.)

Option 2	Main Pros	Main Cons
WMS, WHS	<ul style="list-style-type: none"> ● Achieves a significantly later school start time for the secondary schools. 	<ul style="list-style-type: none"> ● The 3:20 p.m. end time for high school athletes would have a major impact on travel to athletic contests and would result in the loss of significant amounts of class time to leave early for games. ● Would require athletic practice times to shift later, which would also impact town programs and Weston youth sports. ● This option pushes high school practice times later into the night leaving less time for homework with students going to bed later.

HES, WIS	<ul style="list-style-type: none"> Allows for a later start time for the secondary schools. 	<ul style="list-style-type: none"> 45-minute earlier start time will result in K-5 students waiting for the bus in the dark or low light. Young athletes will practice later in the evening and have to get up earlier for school. Creates child care issues in the afternoon; older siblings are not available to get K-5 students off of the bus, if parents rely on them. Coaches for town programs would not be available because the majority of them work at WMS/WHS and would not be out of school yet.
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3. What are the pros and cons of shifting the start/end times of school for all buildings to 15/20 minutes later?

- a. WMS/WHS 8:00 a.m. - 2:45 p.m. (First Pickup: 7:05 a.m.; Last Drop: 3:30 p.m.)
- b. HES/WIS 8:50 a.m. - 3:35 p.m. (First Pickup: 8:05 a.m.; Last Drop: 4:30 p.m.)

Option 3	Main Pros	Main Cons
WMS, WHS	<ul style="list-style-type: none"> The end time is only 15 minutes later than it is currently to minimize impact on after-school activities.* 	<ul style="list-style-type: none"> May be considered to cause too much change to the system for only an incremental gain. Later end time will impact high school practices, town programs and youth sports. Additional \$10,000 to \$15,000 required for transportation budget for charter buses to games.
HES, WIS	<ul style="list-style-type: none"> Minimizes impact to after-school activity schedules. 	<ul style="list-style-type: none"> May be considered to cause too much change to the system for only an incremental gain. While only a minimal delay to start of day, it may disrupt family schedules and result in some families needing before school child care options. Later end time will impact town programs and youth sports. May result in younger students going to bed later as a result of practice times shifting later. K-5 students may be fatigued with a later end to the day.

*The bell schedules for each of the four schools would reflect a shift of the school day by 15 minutes. The bell schedules would follow the same format as the current schedules. For example, the current 6 period day and drop 2 rotation at the high school would continue to remain in effect. Current bell schedules for WMS and WHS are included in [Appendix A](#) of this report; and sample bell schedules for Option 3 are included in [Appendix B](#).

4. What are the pros and cons of shifting the start/end times of school for all buildings to 30/35 minutes later, while reducing the student day by 15 minutes?

- a. WMS/WHS 8:15 a.m. - 2:45 p.m. (First Pickup: 7:20 a.m.; Last Drop: 3:45 p.m.)
- b. HES/WIS 9:05 a.m. - 3:35 p.m. (First Pickup: 8:20 a.m.; Last Drop: 4:30 p.m.)

Option 4	Main Pros	Main Cons
WMS, WHS	<ul style="list-style-type: none"> ● Achieves a 30-minute later start time to allow students to sleep later. ● The end time is only 15 minutes later than it is currently to minimize impact on after-school activities. 	<ul style="list-style-type: none"> ● 15-minute reduction in instructional time will result in modifications to school schedules.** ● There are contractual concerns regarding the reduction in instructional time. ● Later end time will impact high school practices, town programs and youth Sports. ● Additional \$10,000 to \$15,000 required for transportation budget for charter buses to games.
HES, WIS	<ul style="list-style-type: none"> ● Minimizes impact to after-school activities schedules. 	<ul style="list-style-type: none"> ● 15-minute reduction in instructional time will result in modifications to school schedules.** ● There are contractual concerns regarding the reduction in instructional time. ● 35-minute delayed start time may disrupt family schedules and result in some families needing before school child care options. ● Later end time will impact town programs and youth sports. May result in younger students going to bed later due to practice time shifting later.. ● K-5 students may be fatigued with a later end to the day.

**** Bell Schedules** - In order to mitigate the impact on athletics and other co-curricular activities, Option 4 consists of a 15-minute reduction to the end time for all schools. This would change the academic day for students from 6 hours and 45 minutes to 6 hours and 30 minutes. Connecticut State Statute requires districts to provide 180 student days and 900 hours of instructional time over the course of the year. A 6 hour and 30 minute day would meet the 900 hour requirement. Sample bell schedules for Option 4 are in [Appendix C](#).

As indicated previously on Table 1 of this report, the academic day for DRG A districts ranges from a low of 6 hours 30 minutes (Wilton, New Canaan) to a high of 6 hours and 50 minutes (Ridgefield). It is no coincidence that Wilton has one of the shortest academic days considering that their high school starts significantly later at 8:20 a.m. The Southwest Conference (SWC)

public high schools have academic days ranging from 6 hours and 30 minutes to 6 hours and 45 minutes as listed in Table 9 later in this report.

The Task Force reviewed potential scheduling options for a 6 hour and 30 minute day. The secondary school principals developed bell schedules for Option 4 that are included in the appendix of this report. The K-5 schools would take the 15-minute reduction from various points during the school day to minimize the impact to any one block.

5. What are the pros and cons of shifting the start/end times of school for all buildings to 45/50 minutes later?

a. WMS/WHS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:35 a.m.; Last Drop 4:00 p.m.)

b. HES/WIS 9:20 a.m. - 4:05 p.m. (First Pickup: 8:35 a.m.; Last Drop 5:00 p.m.)

Option 5	Main Pros	Main Cons
WMS, WHS	<ul style="list-style-type: none"> Achieves a significantly later school start time for the secondary schools. 	<ul style="list-style-type: none"> The 3:15 p.m. end time for high school athletes would have a major impact on travel to athletic contests and would result in the loss of significant amounts of class time to leave early for games. Would require athletic practice times to shift later, which would impact youth sports.
HES, WIS	<ul style="list-style-type: none"> Allows WMS and WHS to have later start times. 	<ul style="list-style-type: none"> 50-minute delayed start time will result in significant shifts in early morning child care needs for families and staff. 50-minute later end time will result in K-5 students getting off the bus in the dark or low light in winter months. Later end time will impact town programs and youth sports. May result in younger students going to bed later due to practice times shifting later. K-5 students may be fatigued with a later end to the day. Impacts K-5 students getting to after school activities.

Survey and Focus Group Results

In December 2019, the district surveyed students, parents and staff regarding the various school start and end time options. The survey consisted of 12 questions, including a comments section. A detailed breakdown of results may be found in the [detailed survey](#).

The following table is a compilation of the results of the survey by stakeholder group. All groups were asked to rank their preference for each of the options using a sliding scale (1.00-low to 5.00-high). The mean, median and standard deviation for the three stakeholder groups are shown for each of the five options. Of the responses to the options ratings questions, students represented 43%, parents 48%, and staff 9%.

Options 1, 3 and 4 (highlighted in blue) received the highest relative rankings among the five options, while Options 2 and 5 (highlighted in yellow) received the lowest relative rankings.

Table 2: Overall Survey Results

Option		Students (n = 641)			Parents (n = 720)			Staff (n = 129)		
		Mean	Median	SD	Mean	Median	SD	Mean	Median	SD
1	Current Schedule	2.77	3.00	1.49	2.94	3.00	1.65	4.26	5.00	1.28
2	Current Flipped	2.57	2.00	1.45	2.63	2.00	1.71	1.73	1.00	1.23
3	15-min. delay	3.03	3.00	1.45	2.86	3.00	1.48	2.83	3.00	1.36
4	30-min. delay, shorter day	3.60	4.00	1.61	2.71	3.00	1.57	2.78	3.00	1.54
5	45-min. delay	2.28	2.00	1.45	2.30	1.00	1.60	1.60	1.00	1.16

Student Survey Results

A total of 641 students in grades 6 through 12 completed the options ratings question. The survey results indicated that the students preferred Option 4 with an 8:15 a.m. start time and a 15-minute shorter school day, which lets out at 2:45 p.m. Option 4 had the highest mean at 3.60 and median at 4.00. Option 3 and Option 1 ranked second and third respectively.

Table 3: Student Survey Results Rank Ordered				
Rank Order	Option	Mean	Median	SD
1	Option 4 - 30 min delay, shorter day	3.60	4.00	1.61
2	Option 3 - 15-min delay	3.03	3.00	1.45
3	Option 1 - Current Schedule	2.77	3.00	1.49
4	Option 2 - Current Flipped	2.57	2.00	1.45
5	Option 5 - 45-min delay	2.28	2.00	1.45

Parent Survey Results

There were 720 parents who completed the options ratings questions. Option 1 was the leading option for parents with a mean of 2.94 and median response of 3.00. Option 3 and Option 4 were the second and third leading choices respectively. See Table 4.

When the parent survey responses are disaggregated by upper schools and lower schools, there is a different ranking of the options by upper school parents. For upper school parents, Option 3 was the top response with a mean of 2.92 and a median of 3.00. Option 4 and Option 1 were the second and third leading choices respectively.

Table 4: Overall Parent Survey Results Rank Ordered				
Rank Order	Option	Mean	Median	SD
1	Option 1 - Current Schedule	2.94	3.00	1.65
2	Option 3 - 15-min delay	2.86	3.00	1.48
3	Option 4 - 30 min delay, shorter day	2.71	3.00	1.57
4	Option 2 - Current Flipped	2.63	2.00	1.71
5	Option 5 - 45-min delay	2.30	1.00	1.60

Staff Survey Results

The 129 staff who completed the survey overwhelmingly preferred maintaining the current schedule -- Option 1. The mean response was 4.26 with a median at the top of the scale at 5.00. The second and third ranked options were Options 3 and 4 respectively.

Table 5: Staff Survey Results Rank Ordered				
Rank Order	Option	Mean	Median	SD
1	Option 1 - Current Schedule	4.26	5.00	1.28
2	Option 3 - 15-min delay	2.83	3.00	1.36
3	Option 4 - 30 min delay, shorter day	2.78	3.00	1.54
4	Option 2 - Current Flipped	1.73	1.00	1.23
5	Option 5 - 45-min delay	2.44	2.00	1.40

Parent Focus Groups

PTO Representatives, Jenny Walsh and Kristen Ancker, reached out to parents via the PTO meetings, PTO newsletters, and the Moms of Weston Facebook Page to solicit participants for parent focus groups. They facilitated three focus groups for those parents who expressed interest in participating. In total, 24 parents took part in the focus groups. The meetings were held at the Weston Public Library on the following dates:

- November 6, 2019, Upper Schools Perspective, 13 participants
- December 6, 2019, Lower Schools Perspective, 6 participants
- January 29, 2020, Mix Lower Schools & Upper School Perspective, 5 participants

Format: The focus groups began with participants introducing themselves and their children’s ages. The charge and process that the Task Force employed to collect feedback from stakeholders was reviewed. The research about adolescent brains and the vital importance of sleep for mental health and wellness was discussed at the outset. Current trends in Fairfield County with regard to schools that have made changes to high school start times, or are in the process of considering a shift, were highlighted as well.

Parents were asked to review the options and identify pros and cons for each scenario. It should be noted that the 8:15 a.m. start time option with a 15-minute reduction to the student day was not under consideration until after the first two focus groups were convened.

The facilitators reviewed all of the impacting factors (i.e. co-curricular, transportation, traffic, etc.). The parents then broke into smaller groups to discuss the options and to identify pros and cons of each. When returning to the whole group, the parents shared their thoughts and some “out of the box” ideas.

Table 6: Parent Focus Group Themes

Parent Focus Group Themes	Considerations
Communication with other districts	<ul style="list-style-type: none"> ● Speak with Wilton and Greenwich to discuss experiences with later start times. ● What impact have these changes had on families?
Co-curricular activities	<ul style="list-style-type: none"> ● Concerns were raised about how much more frequently athletes would need to leave early for games and the impact on their child’s learning. ● Questions were raised about allowing before school co-curricular activities; the thinking was that allowing this would defeat the purpose of a later start time.
Transportation	<ul style="list-style-type: none"> ● Parents expressed concern about the flip option with younger students waiting for the bus in the dark. ● Parents asked if the bus rides could be made more efficient (shorter).
Family Life	<ul style="list-style-type: none"> ● Parents indicated that more before and after school care options would need to be available for the younger students with the flip option.
Out of the Box Ideas	<ul style="list-style-type: none"> ● Parents wondered if we can shave 15 minutes off the day to minimize the impact of a later start time.
Academics	<ul style="list-style-type: none"> ● Parents do not want to see academics impacted by a change in start time. ● Later end time for K-5 students may result in younger students being more fatigued when learning at the end of the day.
Adolescent Sleep	<ul style="list-style-type: none"> ● Parents asked for more information regarding the impact of changing to a later start time from schools that have made the shift.

Weston Teachers’ Association (WTA) Focus Groups

WTA Representatives, Erin Merrifield and Stacy Slater, held focus groups at each of the four schools regarding the school start and end times options. The meetings were held on:

- January 6, 2020, HES (Two administrators, two CILs, one specialist and eight teachers.)
- January 9, 2020, WIS (One administrator, two CILs, and seven teachers.)
- December 18, 2019, WMS (Five WTA members.)
- January 13, 2020, WHS (Nine WTA members.)

Table 7: WTA Focus Group Impact Areas

WTA Focus Group Impact Areas	Considerations
Academics	<ul style="list-style-type: none"> ● The current schedule (Option 1) is the overwhelming preference of WTA members who participated in the focus groups. ● Current schedule works and produces strong academic results. ● Options 3-5 could lead to more technology screen time at home in the morning with later school start time. ● Concerns that shortened school day (Option 4) would result in lower academic performance.
Co-Curricular	<ul style="list-style-type: none"> ● Question was raised as to whether more subs would be needed for coaches that would have to leave early for games. ● Option 1 has no impact on co-curricular activities and WOW programs.
Adolescent Sleep	<ul style="list-style-type: none"> ● There is skepticism that later start times will result in high school students getting more sleep. ● Option 3 was seen as having a low impact in affording students with more sleep.
Compensation, Pension	<ul style="list-style-type: none"> ● Teachers are very concerned that their compensation and pension levels will be impacted by Option 4. ● Later start times will impact secondary work opportunities for staff.
Family Life	<ul style="list-style-type: none"> ● Childcare arrangements may already have been made for next year. ● Options 2-5 will impact childcare arrangements for the staff. ● Options 3-5 may result in more staff needing to take time off for appointments that would normally take place after school hours.
Staff meetings	<ul style="list-style-type: none"> ● The later end times associated with Options 3-5 would shift the end times of faculty meetings later into the afternoon and likely increase commuting time for staff.

Athletics Impact Analysis

One of the biggest areas of impact affecting Weston in shifting to later school start and end times concerns interscholastic sports. Approximately 70% of Weston students participate in at least one interscholastic sport. There are many significant logistical considerations to take into account for high schools with end times going beyond 2:30 p.m. The following factors need to be considered carefully:

1. Increased travel time for athletes getting to games on time.
2. Lack of conference opponents who have later end times.
3. Lack of lighted fields across SWC schools to host night games.
4. Loss of instructional time for athletes leaving early for games.
5. Substitute coverage for teachers who are coaches that need to leave early for games.
6. Corresponding impact on Town Programs and Weston Youth Sports if practices are moved to later in the evening.
7. Ability for athletes to complete homework with later end times.
8. A \$10,000 to \$15,000 added transportation cost for Options 3 and 4.

Table 8 lists the schools in the Southwest Conference (SWC) and highlights the transportation challenges that Weston faces with later end times. The distances and approximate travel times to away games are provided below. The average travel time to away games is 54 minutes for a one-way trip.

Table 8: Southwest Conference (SWC) Schools Travel Distance and Travel Time

School	Travel Distance	Travel Time
Bethel High School	15 miles	45 minutes
Brookfield High School	26 miles	60 minutes
Bunnell High School	24 miles	60 minutes
Immaculate High School	15 miles	45 minutes
Joel Barlow High School	10 miles	30 minutes
Kolbe Cathedral High School	17 miles	60 minutes
Masuk High School	20 miles	60 minutes
New Fairfield High School	22 miles	60 minutes
New Milford High School	27 miles	60 minutes
Newtown High School	20 miles	60 minutes
Notre Dame High School	13 miles	45 minutes
Pomperaug High School	30 miles	70 minutes
Stratford High School	21 miles	45 minutes

We cannot assume that other schools with earlier end times would be willing to shift the start times for games to later in the afternoon. Schools do not want to have their athletes waiting after school for significant periods of time for teams to arrive for games. Table 9 below lists the start times, end times, and length of the school day for each of the SWC high schools. It is also helpful to understand that there are limited lighted fields and courts for SWC schools, thus minimizing the opportunity to shift athletic contests to evenings.

Table 9: SWC School Start/End Times

School	Start	End	School Day	Discussion of SS/ET	Changes to start/end times	Lights
Bethel	7:35	2:15	6:40	Yes		Stadium, Baseball, no turf
Brookfield	7:15	2:00	6:45	Yes	End time of 1:50 in 2008-09	Stadium & 2nd turf field
Bunnell	7:30	2:00	6:39	Yes	Start 7:25, end 1:55 in 08-09; start 7:40, end 2:10 in 2017-18	Stadium
Immaculate	7:40	2:00	6:20	No	Start 7:30 End 2:00 in 2008-09	No lights
Joel Barlow	7:30	2:08	6:38	Yes		Stadium
Kolbe	8:15	2:15	6:00	No		No lights (Bridgeport Univ.)
Masuk	7:25	2:00	6:35	No	End time of 1:55 in 2008-09	Stadium & tennis courts
New Fairfield	7:19	1:58	6:39	Yes		Stadium & 2nd turf field
New Milford	7:35	2:15	6:40	No	Start 7:40, end 2:10 in 2008-09	Stadium & 2nd turf field
Newtown	8:00	2:32	6:32	No	Start 7:25, end 1:52 in 2008-09	Stadium, Treadwell & Baseball
Notre Dame	8:00	2:00	6:00	No	Start 7:40, end 1:45 in 2008-09	No lights
Pomperaug	7:20	2:05	6:45	No		Stadium
Stratford	7:30	2:00	6:30	No	Start 7:25, end 1:55 in 2008-09; start 7:40, end 2:10 in 2017-18	Stadium & softball
Weston	7:45	2:30	6:45	Yes	Start 7:25 in 2008-09	Stadium & 2nd turf field

Another factor to consider is the amount of class time both athletes and coaches will miss when leaving early for away games. The rotating afternoon schedule at the high school helps to mitigate the same class being missed each time there is a game, but we know that any amount of class time missed places a burden on the student-athlete for making up missed work and efficiently completing regularly assigned homework.

The number of coaches leaving early for games is a significant concern as well. Weston is very fortunate to have coaches who are also educators in the system; however, when they need to leave early for games the administration needs to find substitutes to facilitate their classes. The learning experiences facilitated by Weston teachers cannot be fully replicated with a substitute teacher. See Tables 10 and 11 for statistics on the impact of leaving early for games on coaches and athletes.

Table 10: Number of Coaches Leaving Early For Games

Season	Number of Coaches who are also employees
Fall	11 (8 teachers, 3 paras)
Winter	6 (5 teachers, 1 para)
Spring	11 (9 teachers, 1 school counselor, 1 para)
Total	28 out of 71 paid coaching positions, or 39%

Table 11: Average Number of Fall Athletes Traveling to Away Games

(Does not include varsity football as they always play on Friday night or Saturday)

2019 Fall Season	Athlete Travel Statistics
September 12-September 30 (Represents beginning of game schedule to end of the month)	<ul style="list-style-type: none"> ● 12 total school days between 9/12 and 9/30 ● 4 school days where no teams travel ● 18 teams traveling on 8 school days ~ 2.25 teams per day ● ~ 430 athletes traveling ~ 36 per school day
October 1-October 30 (beginning of month – end of regular seasons)	<ul style="list-style-type: none"> ● 20 total school days between 10/1 and 10/30 ● 5 school days where no teams travel ● 56 teams traveling ~ 2.8 per day ● ~ 1300 athletes traveling ~ 65 per school day
Total for Fall Regular Season	<ul style="list-style-type: none"> ● 32 total weekdays between 9/12 and 10/30 ● 74 teams traveling ~ 2.4 per day ● ~1730 athletes traveling ~ 54 per school day

Transportation Impact Analysis

With the proposed Options 1 - 5, we do not anticipate a change in the number of vehicles required to service the district or any additional costs associated with routing the buses.

Given the terrain of Weston, distance between bus stops, and current number of buses, there needs to be an operating window of 45-50 minutes between the bus waves. The current start times operate with a 45 minute differential between the secondary and elementary bus runs. A total of 20 buses are used to service the District's routes.

The District is in the first year of a five-year contract with First Student to service our student population. Weston's Director of Finance and Operations asked First Student to examine the impact of compressing the runs to 30 minutes between waves. First student reported that the impact of the bell times listed in the table below would require a complete system reroute. The options with compressed bus runs (Option 6 and Option 7) would require breaking up the existing routes for Tier 1 in the AM and Tier 2 in the PM. As a result, it is anticipated that these options would require additional buses in order to reduce the operating window from the current 50 minutes to 30 minutes.

Similarly, the single bus run (Option 8) that combines all four schools into a one bus wave would require the purchase of additional buses. Even if Weston had additional buses, it would be challenging to find enough drivers given the part-time nature of the work. Further, the prospect of having all schools arriving and exiting at the same time would create a bottleneck of traffic delays getting on and across the campus.

Table 12: Viability of Compressed Run Options 6-8

Compressed Run Options	Tiers	Start /End Time	Viability
Option 6: Current Schedule Compressed	WMS/WHS	8:00 am -2:45 pm	Not viable due to additional expense of additional buses needed for the fleet and 30-minutes swing is too tight for traffic flow between waves.
	HES/WIS	8:30 am - 3:15 pm	
Option 7: Flipped Schedule Compressed	HES/WIS	8:00 am - 2:45 pm	Not viable due to additional expense of additional buses needed for the fleet and 30-minutes swing is too tight for traffic flow between waves.
	WMS/WHS	8:30 am - 3:15 pm	
Option 8: One Wave - All 4 Schools	HES/WIS	8:30 am - 3:15 pm	Not viable for cost, availability of drivers, and increased traffic flow with all schools arriving and exiting campus at the same time.
	WMS/WHS	8:30 am - 3:15 pm	

In summary, the above Options 6, 7, & 8 were eliminated by the Task Force for three main reasons:

1. Prohibitive cost of adding buses to the fleet, including fuel costs;
2. Difficulty in hiring the additional drivers;
3. Increased traffic flow entering and existing School Road.

There would be a budgetary impact on transportation costs for additional trips to athletic contests if Option 3 or Option 4 is adopted. Both options have a dismissal time of 2:45 p.m. -- 15 minutes later than the current end time. By chartering additional buses, we can better manage and minimize the amount of class time students are missing for away games by separating teams rather than having them ride together. See Table 13 for a cost breakdown. It is recommended that \$10,000 to \$15,000 is budgeted for these additional trips.

Table 13: Cost For Additional Bus Trips For Option 3 or 4.

Teams	Max Trips	Cost - Based on Average Cost of \$250 per trip
Boys Soccer	8	\$2,000
Girls Soccer	8	\$2,000
Volleyball	9	\$2,250
Field Hockey	8	\$2,000
Girls Lacrosse	8	\$2,000
Total	41	\$10,250

Impact on Weston Parks and Recreation Programs

This year alone, Parks and Recreation instructors have provided programming for over 750 students; therefore, it was important that the Task Force take into consideration the impact of changing start and end times on these important Town programs.

Weston’s Program Director for Parks and Recreation, Joe Parciasepe, is an active member of the Task Force. He polled before and after school staff (many of them Weston PS employees) on the start/end time scenarios and how it would push back program start and end times. While none of the instructors are in support of changing the start time, the majority of instructors would be able to continue running programs for Parks & Recreation if changes were to be made.

WOW programs staff were also polled. One-third of the instructors would have a scheduling conflict if there is a change to the current schedule. One of the largest programs and revenue drivers for the Town is the karate program. It would not be able to continue to be offered due to the instructor's schedule. This would be a significant impact for that department and the WOW programs. Another point to keep in mind is that many Parks and Rec programs run an hour, while some WOW programs run about 1.5 hours.

The time and availability of indoor and outdoor facilities to Parks and Recreation is an important consideration when changing start and end times. Currently, WHS Athletics maintains precedence for their team sports for all of the facilities on campus. Once those are scheduled, Parks and Recreation and WOW programs schedule their programs within the available space and timeframes. After those selections are made, Weston Youth sports (Little League, Basketball, etc.) may request space to run these feeder programs. Currently, many of the basketball teams during the winter use the gyms from 4:30 to 9:00 p.m. If changes are made to the school start and end times, there may be an impact to the times youth sports are able to access field space.

The later start time and end time options that have the least impact on the timing of Parks and Recreation activities are Option 3 and Option 4, which are the ones included in the recommendations by the Superintendent of Schools. Both options call for an end to the school day at 2:45 p.m. for WMS/WHS and at 3:35 p.m. for HES/WIS.

In order to minimize the impact of these 15-20 minute later end times on Parks and Recreation, the high school athletic teams would continue to hold practices within a window of 3:00 to 7:00 p.m., should Options 3 or 4 be adopted by the Board of Education.

Table 14: Summary of Impact of Options 3 & 4 on Town and Youth Sports

Program	Impact of Later Start and End Time
Parks and Rec	<ul style="list-style-type: none"> ● Later end time will shift Parks and Rec programs later. ● Majority of staff would be able to run programs if start times are delayed. ● However, one third of WOW program instructors will have a scheduling conflict (i.e. karate).
Weston Youth Sports	<ul style="list-style-type: none"> ● Later end time will shift Youth sports practices later in the evening. ● May result in younger students going to bed later as a result of shift to later start to youth sports practices. ● Currently, youth basketball teams use the gyms from 4:30 to 9:00 p.m. These times may be impacted by a later end time.

Impact on Traffic Flow

At the October 29, 2019 meeting the Task Force conferred with Captain Brodacki from the Weston Police Department on the implications of delaying start times. **Captain Brodacki has stated that he does not anticipate a significant impact on traffic if the school start times are shifted by 15 or 30 minutes as proposed in Option 3 or Option 4.** In a follow-up email, Captain Brodacki indicated the following:

“After reviewing the state traffic study and monitoring vehicular traffic, I have the following information:

Approximate Numbers:

- 1. On any given weekday, the average vehicle count was 11,000 on Rt. 57 in front of the school (both north and south). This was provided by the CT Dept. of Transportation*
- 2. On any given school day, the average vehicle count on and off campus is approximately 2,300 (the school traffic count is best for this number).*

Future Traffic Studies:

We do expect the Connecticut Department of Transportation to run another study, but they will not be doing so until June or July (primary purpose is for the Rt.57 closure for two weeks in front of Weston Gardens in July so they can replace a failing culvert that runs under the road).

Disposition:

I know we have discussed this at length with the group, and it would be impossible to predict exact traffic flows based on some of the wild card variables (if parents now drive both children together instead of two trips to the campus, if the number of buses increases / how many grades are allowed on each bus, etc.) until the district and parents finalized some of the tougher questions.

I can say the vehicular traffic numbers are consistent throughout the current times, proposed 15 minute delayed start time, and proposed 30 minute delayed start time.

We do not expect a significant impact if the times are changed with either option (based on all of the schools shifting times).”

[Link to traffic study](#)

Contractual Implications of Option 4

There is a significant concern among the bargaining groups that their wages, and by extension their pensions, will be impacted in the event that the student day is reduced from 6 hours and 45 minutes to 6 hours and 30 minutes. Consequently, the WTA is not endorsing Option 4 with the 15-minute reduction to the instructional day.

Option 4 delays the start of the day by 30/35 minutes and reduces the length of the student day by 15 minutes. By contract, the WTA work day is currently 7 hours and 20 minutes. As part of their work day, teachers are required to be at work 15 minutes prior to the start of the student day and remain after school at least 20 minutes following dismissal. The prospect of implementing Option 4 has raised significant contractual concerns from both the WTA and AFSCME bargaining groups during the focus group discussions.

More specifically, the Task Force raised the following questions regarding the implications of a 15-minute reduction on the WTA and AFSCME members:

1. How would the loss of 15-minutes of instructional time affect teacher salaries and the next WTA negotiation with the Board of Education?
 - According to the WTA contract with the Weston Board of Education, *“In the event the Board changes the number of hours in the work day or the number of work days in the work year in a manner which would require negotiations under state law, the parties shall negotiate the impact of this change in accordance with this provision.”* (p. 23.)
2. Could the 15-minute reduction be applied to the start or end of the teacher work day (wrap around time) in order to maintain the 7 hours and 20 minutes work schedule?
 - In theory, the Board could agree with the WTA through a negotiation process to allow the 15 minutes to be applied to the wrap around time without reducing compensation.
3. Considering that AFSCME employees are paid at an hourly rate, what impact would a 75-minute reduction in a 5-day work week have on AFSCME compensation?
 - If the district changes the schedule, the AFSCME union would have the right to bargain over the impact of that change.

The Task Force does not want to see any financial impact on WTA and/or AFSCME members if Option 4 is ultimately adopted by the Board of Education. The Task Force recommends that:

- 1. The 15-minute reduction to the student day be applied to the wrap around time, thus maintaining the 7 hours and 20 minute contractual teacher work day and compensation level for WTA employees.**
- 2. The 15-minute reduction to the student day be applied to the beginning and/or end of the AFSCME work day for those members impacted by Option 4, thus maintaining the current AFSCME hours and wages.**

Next Steps

The Task Force has proposed the following next steps for the February 24, 2020 Board of Education meeting:

1. Administer, conduct and analyze the results of a more focused survey of two or three leading options.
2. Conduct additional stakeholder focus groups and public forums, as needed.
3. Convene the Task Force to review the survey and focus group results in preparation for follow-up recommendations to the Board of Education.
4. Share the additional analysis from the survey, focus groups, and public forums with the Board of Education in a special meeting as early as April.
5. The Board of Education votes on a preferred option and timeline for implementation at its April 27, 2020 meeting.
6. Based on the Board's April vote, the administration would develop an implementation plan to ensure the successful transition to new start and end times, if the Board decides to make a change.

APPENDIX A

WHS CURRENT ROTATION SCHEDULE (7:45 – 2:30)

BLOCK	A	B	C	D	E	F	G	H
1 7:45 – 8:41	3	1	2	1	4	2	1	2
2 8:46 – 9:42	4	2	1	2	3	1	2	1
3 9:47 – 10:43 **	5	6	3	3	6	5	3	3
4 10:52 – 12:28	6	5	4	4	5	6	4	5
LUNCH								
5 12:33 – 1:29	7	8	7	5	8	7	8	4
6 1:34 – 2:30	8	7	8	6	7	8	7	6
DROP	21	20	21	21	21	21	21	20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

**10:43-10:48 Common Time/Morning Announcements

Athletes leave at 2:20 pm, 10 minutes of class missed
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch 10:52-11:22			
2 nd Lunch 11:25-11:55			
3 rd Lunch 11:58-12:28			

APPENDIX A

WMS Master Schedule

2020-2021

Flexible PFA/ELT: Current Schedule

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:34	Academic	Academic	Academic	Academic	Academic	Academic
2	8:38 – 9:20	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	9:24–10:06	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:10-10:52	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		10:56-11:26 Lunch	10:56-11:26 Lunch	10:56-11:38 PFA/ELT	10:56-11:38 PFA/ELT	10:56-11:38 Academic	10:56-11:38 Academic
6		11:30-12:12 Academic	11:30-12:12 Academic	11:42-12:12 Lunch	11:42-12:12 Lunch	11:42-12:24 PFA/ELT	11:42-12:24 PFA/ELT
7		12:16-12:58 PFA/ELT	12:16-12:58 PFA/ELT	12:16-12:58 Academic	12:16-12:58 Academic	12:28-12:58 Lunch	12:28-12:58 Lunch
8	1:02-1:44	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	1:48– 2:30	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

APPENDIX B

WHS OPTION 3 – CURRENT ROTATION SCHEDULE (8:00 – 2:45, 56 MINUTE BLOCK)

BLOCK	A	B	C	D	E	F	G	H
1 8:00 – 8:56	3	1	2	1	4	2	1	2
2 9:01 – 9:57	4	2	1	2	3	1	2	1
3 10:02 – 10:58 **	5	6	3	3	6	5	3	3
4 11:07 – 12:43	6	5	4	4	5	6	4	5
LUNCH								
5 12:48 – 1:44	7	8	7	5	8	7	8	4
6 1:49 – 2:45	8	7	8	6	7	8	7	6
	21	20	21	21	21	21	21	20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

** _____ Common Time/Morning Announcements

Athletes leave at 2:20 pm, 25 minutes of class missed
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch			
2 nd Lunch			
3 rd Lunch			

APPENDIX B

WMS Master Schedule

2020-2021

Flexible PFA/ELT: 8 am start time

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	8:00 – 8:49	Academic	Academic	Academic	Academic	Academic	Academic
2	8:53 – 9:35	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	9:39–10:21	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:25-11:07	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		11:11-11:41 Lunch	11:11-11:41 Lunch	11:11-11:53 PFA/ELT	11:11-11:53 PFA/ELT	11:11-11:53 Academic	11:11-11:53 Academic
6		11:45-12:27 Academic	11:45-12:27 Academic	11:57-12:27 Lunch	11:57-12:27 Lunch	11:57-12:39 PFA/ELT	11:57-12:39 PFA/ELT
7		12:31-1:13 PFA/ELT	12:31-1:13 PFA/ELT	12:31-1:13 Academic	12:31-1:13 Academic	12:43-1:13 Lunch	12:43-1:13 Lunch
8	1:17-1:59	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	2:03– 2:45	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

APPENDIX C

WHS Option 4 (8:15 - 2:45, 55 MINUTE BLOCK) - CURRENT ROTATION SCHEDULE

BLOCK	A	B	C	D	E	F	G	H
1 8:15 – 9:10	3	1	2	1	4	2	1	2
2 9:15 – 10:10	4	2	1	2	3	1	2	1
3 10:15 – 11:10 **	5	6	3	3	6	5	3	3
4 11:15 – 12:45	6	5	4	LUNCH		6	4	5
5 12:50 – 1:45	7	8	7	5	8	7	8	4
6 1:50 – 2:45	8	7	8	6	7	8	7	6
DROP	21	20	21	21	21	21	21	20
	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

** _____ Common Time/Morning Announcements

Athletes leave at 2:20 pm, 25 minutes of class missed

Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch			
2 nd Lunch			
3 rd Lunch			

APPENDIX C

WMS Master Schedule

2020-2021

Flexible PFA/ELT: 8:15 am start time, 2:45 end
41 minute classes, no extra time for announcements

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	8:15 – 8:56	Academic	Academic	Academic	Academic	Academic	Academic
2	9:00 – 9:41	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	9:45–10:26	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:30-11:11	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		11:15-11:45 Lunch	11:15-11:45 Lunch	11:15-11:56 PFA/ELT	11:15-11:56 PFA/ELT	11:15-11:56 Academic	11:15-11:56 Academic
6		11:49-12:30 Academic	11:49-12:30 Academic	12:00 -12:30 Lunch	12:00 -12:30 Lunch	12:00 -12:41 PFA/ELT	12:00 -12:41 PFA/ELT
7		12:34-1:15 PFA/ELT	12:34-1:15 PFA/ELT	12:34-1:15 Academic	12:34-1:15 Academic	12:45-1:15 Lunch	12:45-1:15 Lunch
8	1:19-2:00	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	2:04– 2:45	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT



Weston Public Schools School Start/End Times

February 24, 2020

Presentation to the Board of Education

William S. McKersie, Ph.D., Superintendent

Kenneth G. Craw, Ed.D., Assistant Superintendent

Recommendation: Consider the following **three leading options**, in no particular order, for further consideration and study by the School Start and End Time Task Force.

3 Leading Options

Option 1 (Current Schedule) (Length of School Day = 6:45)

- WMS/WHS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)
- HES/WIS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 3 (15/20-minute delay) (Length of School Day = 6:45)

- WMS/WHS 8:00 a.m. - 2:45 p.m. (First Pickup: 7:05 a.m.; Last Drop: 3:30 p.m.)
- HES/WIS 8:50 a.m. - 3:35 p.m. (First Pickup: 8:05 a.m.; Last Drop: 4:30 p.m.)

Option 4 (30/35-minute delay) (Length of School Day = 6:30)

- WMS/WHS 8:15 a.m. - 2:45 p.m. (First Pickup: 7:20 a.m.; Last Drop: 3:45 p.m.)
- HES/WIS 9:05 a.m. - 3:35 p.m. (First Pickup: 8:20 a.m.; Last Drop: 4:30 p.m.)

Recommendation: Eliminate the following options from further consideration due to significant structural constraints.

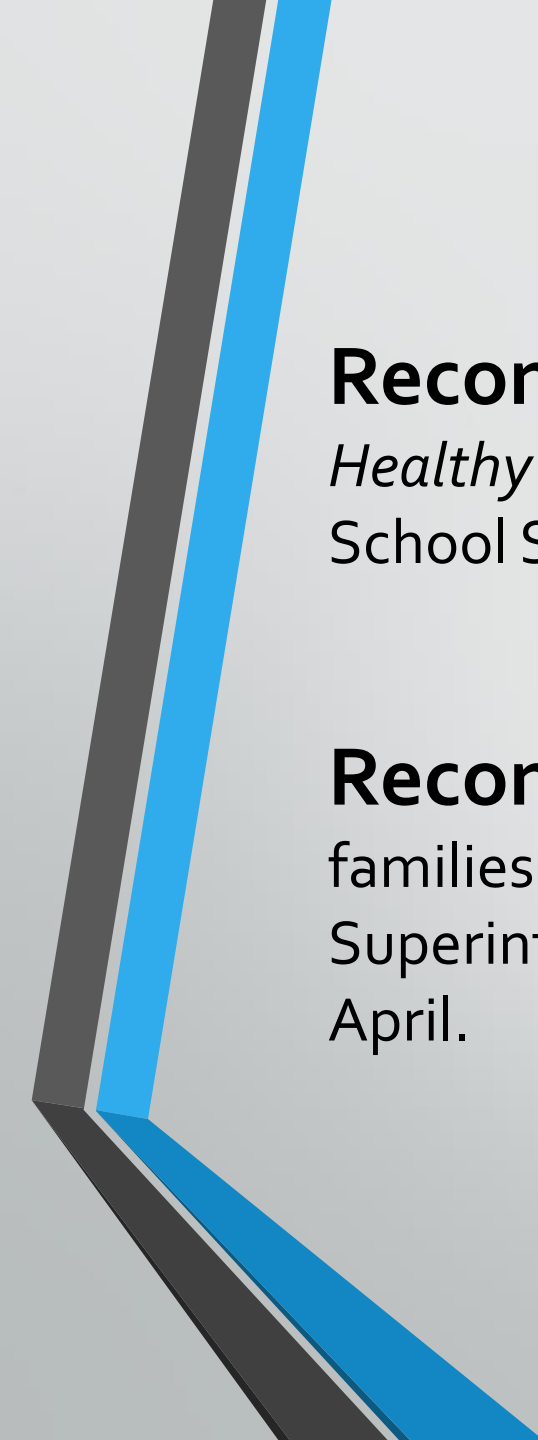
Eliminate Both Options

Option 2 (Current Flipped) (Length of School Day = 6:45)

- HES/WIS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)
- WMS/WHS 8:35 a.m. - 3:20 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 5 (45/50-minute delay) (Length of School Day = 6:45)

- WMS/WHS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:35 a.m.; Last Drop: 4:00 p.m.)
- HES/WIS 9:20 a.m. - 4:05 p.m. (First Pickup: 8:35 a.m.; Last Drop: 5:00 p.m.)



Recommendation: Continue with a multi-pronged approach to enhancing *Healthy Learning Environments* in combination with exploring potential changes to School Start and End Times.

Recommendation: Conduct a second more focused survey of students, families and teachers on the remaining three options listed above. The Superintendent will provide an updated analysis to the Board of Education in early April.

9 Key Decision Points

- Transportation and Budget
- Traffic Flow
- Instructional Time Considerations
- Contractual Implications
- Implementation Timeline
- Impact of Later Start Times
- Impact of Later End Times
- Athletics Concerns
- Impact on Town Programs

Decision Point: Transportation & Budget

What is the financial impact on the budget if School Start and End Times are changed? (A goal is for any change to be budget neutral).

- The number of buses required and the configuration of the routes would not change. (p. 20)
- If Weston shifts to later School Start and End Times (Option 3 or 4) there will be a minimal impact on transportation costs.
- There would be a budget increase of \$15,000 for additional bus trips needed to minimize amount of time teams need to leave early for games. (p. 21, Table 13)
- If Option 3 or 4 is selected, then there would be costs (TBD) associated with changing the bell and master schedule for WMS/WHS.

Decision Point: Traffic Flow

How would a shift to later School Start and End Times affect traffic flow on and adjacent to the campus?

- According to Captain Brodacki of the Weston Police Department, *"We do not expect a significant impact if the times are changed with either option."* (p. 23).
- *On any given weekday, the average vehicle count is 11,000 on Rt. 57 in front of school (both north and south) and 2,300 on and off campus. (p. 23 ~link to traffic study)*
- A 45-minute cycle is required to allow all vehicles to efficiently come on and off of the campus for drop off or pick up.

Decision Point: Instructional Time

If Option 4 is selected, what is the instructional impact of reducing the school day from 6 hours 45 minutes to 6 hours and 30 minutes?

- While the 15-minute reduction in the school day minimizes the impact of a later end time, each school will need to modify its master schedule. (Appendices A-C)
- There will be a loss of instructional time spread across the school day.
- Educationally, the administration feels that this change is manageable.

Decision Point: Contractual Implications

What are the contractual issues associated with choosing Option 4 with a 15-minute reduction to the school day?

- The WTA and AFSCME bargaining groups have raised concerns about a reduction to the school day and do not support Option 4. (p.24)
- The Task Force does not want to see a financial impact on either bargaining group as a result of a reduction to the school day. (p. 24)
- Consider applying the 15-minute reduction to staff wrap around time. (p. 24)

Decision Point: Impact of Later Start Times

What factors should be considered when shifting School Start Times later?

- Later start times will impact before school child care needs for families, particularly at the lower schools.
- There is currently a lack of before school child care options in Weston. (p. 15)
- Several co-curricular programs currently meet before school (i.e. musical groups). The administration recommends continuing to allow these activities to take place before school with later start times.

Decision Point: Impact of Later End Times

To what extent can the School End Times be reasonably shifted later into the day?

- The Task Force has presented two options that shift the End Times 15 minutes later into the afternoon. (Options 3 & 4 both end at WMS/WHS – 2:45 p.m. and HES/WIS – 3:35 p.m.)
- Shifting End Times later into the afternoon has a cascading impact on athletics, Parks and Recreation and Youth Sports programs causing them to later to shift later into the afternoon and evening.
- However, Options 3 and 4 minimize this impact as compared to any of the other options.

Decision Point: Athletics Concerns

How might Weston minimize the instructional impact of Later End Times on student-athletes? (70% of our students participate in at least one sport).

- There would be an increased loss of instructional time due to athletes and coaches leaving earlier for away games and with greater frequency. (p. 17-19)
- Athletes would get home later, leaving less time for homework. (Highlights the importance of refining HW Policy.) (p. 19)
- For sports that don't have lighted facilities (i.e. tennis, baseball, softball, golf), shifting the end time will impact how early those athletes need to leave school.
- Options 3 & 4 were recommended because of their lesser impact on student-athletes as compared to Option 5.

Decision Point: Impact on Town Programs

How would a decision to shift End Times later affect Town Programs?

- Later End Times will shift Parks and Recreation, WOW and Youth Sports programs later into the afternoon and evenings by a corresponding amount of time.
- The majority of Parks and Rec staff would be able to run programs if start times are delayed. One third of WOW program instructors will have a scheduling conflict. (p.23)
- Currently, youth basketball teams use the gyms from 4:30 to 9:00 p.m. and would likely shift later. This may result in younger students going to bed later as a result of shift. (p.23).
- With Options 3 & 4, WPS will make every effort to keep the high school practices schedule as close to it is now to avoid impacting other activities. There are days where this might not be possible.

Decision Point: Implementation Timeline

If the Board of Education is able to make a final decision as of its April 2020 meeting, implementation in the Fall 2020 may be viable, particularly if Option 3 is the preference.

If Option 4 is preferred, it will require additional planning time to address the instructional time shifts and related contractual considerations.

The Task Force advises the BOE to consider the lead time required for families and staff to plan for any implications a new start/end time carries for their personal needs (i.e., commuting, child care and other employment). (p. 3.)

Questions

Members of the Task Force are here tonight for question and answer.

William S. McKersie, Ph.D., Superintendent

Kenneth G. Craw, Ed.D., Assistant Superintendent

Phil Cross, Director of Finance & Operations

Lisa Wolak, WHS Principal

Laura Kaddis, HES Principal

Mark Berkowitz, Athletic Director

Erin Merrifield, WTA

Stacy Slater, WTA

Kim Spangler, AFSCME

Kristen Antker, PTO

Jenny Walsh, PTO

Joe Parciasepe, Parks & Recreation

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 2/24/20

Information Only

Action Requested

Agenda Item Subject: Approval of the January 2020 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the financial report, with an update on the Internal Services Fund (for dental), for January 2020. We are recommending approval of the report.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



February 12, 2020

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: January Financial Report for FY 2020

Below is a summary report of the FY 20 Budget through January 2020.

Object Series	Adjusted Budget	YTD Actuals	FY 20 Encumbrances	FY 20 Anticipated	FY 20 Balance	Previous Month Balance
Salaries (1000's)	\$32,338,173	\$16,431,667	\$15,150,923	\$811,737	\$0	(\$141,041)
Benefits (2000's)	\$9,107,134	\$5,575,617	\$3,124,500	\$501,386	(\$94,368)	(\$94,368)
Professional Services (3000's)	\$1,516,659	\$808,908	\$385,508	\$266,984	(\$2,630)	\$0
Property Services (4000s)	\$2,349,384	\$1,391,309	\$782,848	\$179,727	\$0	\$0
Other Services (5000s)	\$5,609,431	\$3,271,921	\$2,366,271	\$243,461	(\$270,692)	(\$270,692)
Supplies (6000s)	\$2,716,548	\$1,648,652	\$811,070	\$252,340	\$0	\$0
Equipment (7000s)	\$390,027	\$336,467	\$5,332	\$48,228	\$0	\$0
Other Objects (8000s)	\$132,831	\$101,746	\$15,563	\$15,717	\$0	\$0
Revenue (9000s)	(\$1,086,480)	(\$301,832)	(\$14,689)	(\$769,960)	0	\$0
Total	\$53,073,710	\$29,264,455	\$ 22,627,325	\$ 1,549,621	(\$367,690)*	(\$506,101)

There were transfers totaling \$208,709 for approval by the BOE with three (3) in excess of \$5,000. The transfers are:

1. \$5,488 – Library Para Educators salary adjustment
2. \$7,118 – Professional services for performance at WIS
3. \$187,892 – Mitigation for paras (Regular & SPED)

The current projection is for a deficit of **(\$367,690)**. You will notice that this amount is lower than the previously reported deficit of **(\$506,101)**. We have been able to reduce partially the projected deficit through continued analysis of expenditures and opportunities for transfers. After carefully reviewing certain accounts and recent trends, we are proposing a set of budget transfers that partially reduce the projected deficits.

Legal expenses remain a budget challenge. As has been discussed in executive sessions with the BOE, this has been an exceptional year. Ongoing legal work will result in a higher than expected increase in legal fees in FY 20. As of January, we have expended the budgeted amounts for both general and SPED legal counsel. At this moment, it is difficult to estimate what the remaining legal expenditures will be. As a result, there is no amount encumbered for the remainder of the year. We hope to find ways to mitigate the upcoming expenditures and we will recommend monthly transfers going forward.

*There is ongoing review for potential areas of operating efficiencies to mitigate the projected budget deficit.

**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended

Actual 2020

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance -July 1, 2019 \$ 1,537,357

Revenues:

General Fund Appropriation (July-October)	\$ -
Reimbursements	\$ -
Total Contributions	\$ -

Total Revenues (A) \$ -

Expenditures

Delta Dental:

Claims	\$ 254,559
Administrative Fees	\$ 12,923
Total Health Plan Costs (B)	\$ 267,482

Net Change (A-B) \$ (267,482)

Fund balance June 30, 2020 \$ 1,269,875

Medical Cost \$ -

Fund balance June 30, 2020 \$ 1,269,875

Balance Sheet:

Assets:

Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 1,537,357	
Year End Accounts Payable	\$ -	
Net Change	\$ (267,482)	
Total Assets		\$ 1,269,875

Beg Year Fund Balance	\$ 1,537,357	
Year to Date Net Change	\$ (267,482)	
Total Fund Balance		\$ 1,269,875

Total Liabilities + Fund Balance		\$ 1,269,875
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**FY 20 is budgeted to drawdown on the ISF by \$300,000 due to the AFSCME ERIP and Insurance Buyout Proposal*

WESTON PUBLIC SCHOOLS									
FINANCIAL REPORT									
Jan-20									
Period: 7 of 12									
Object	Account	FY 20	Cumulative	Current Report	Adjusted	FY 2020	FY 2020	FY 2020	FY 2020
Series		Adopted Budget	Budget Adjustments	Budget Adjustments	Budget	Expended	Encumbered	Anticipated	Balance
WESTON PUBLIC SCHOOLS									
Salaries & Wages (1000s)									
	Certified Staff	25,278,541	(185,803)	(69,051)	25,092,738	12,451,488	12,470,729	170,521	0
	Non Certified Staff	6,057,273	(44,775)	134,051	6,012,498	3,353,606	2,524,271	134,621	0
	Overtime	187,700	3,070		190,770	115,907	0	74,863	0
	Certified Stipends	842,981	(1,929)	(8,850)	841,052	392,424	90,730	357,899	0
	Non Certified Stipends	262,378	(5,108)		257,270	118,243	65,193	73,833	0
	Turnover Savings	(318,013)	318,013		0			0	0
	Salary Differential	82,020	(82,020)		0	0	0	0	0
		\$32,392,880	\$1,448	\$56,150	\$32,394,327	\$16,431,667	\$15,150,923	\$811,737	\$0
	Group \$ transfer in/(transfer out):				\$1,448	50.7%	46.8%	2.5%	
	Group change %:				0.0%				
Benefits (2000's)									
	2000 Health Insurance	7,701,232	(2,637)		7,698,595	4,567,881	3,089,960	135,122	(94,368)
	2022 Premium Cost Share	(1,368,814)	0		(1,368,814)	(699,559)	0	(669,255)	0
	2001 Social Security	558,237	0		558,237	317,050	0	241,187	0
	2002 Medicare	466,950	0		466,950	238,539	0	228,411	0
	2003 Workers Compensation	238,335	(37,935)		200,400	200,400	0	0	0
	2004 Unemployment Compensation	37,065	(4,065)		33,000	27,925	5,075	0	0
	2005 Early Retirement Incentive	276,499	39,167		315,666	315,665	0	1	0
	2007 Pension Contributions	1,010,900	0		1,010,900	557,549	0	453,351	0
	2010 Tuition Reimbursement	80,000	0		80,000	0	0	80,000	0
	2011 Life Insurance	54,054	5,946		60,000	34,019	25,981	0	0
	2012 Disability Insurance	15,306	(8,106)		7,200	3,716	3,484	0	0
	2014 Sick Bank	45,000	0		45,000	12,431	0	32,569	0
		\$9,114,764	(\$7,630)	\$0	\$9,107,134	\$5,575,617	\$3,124,500	\$501,386	(\$94,368)
	Group \$ transfer in/(transfer out):				(\$7,630)	61.2%	34.3%	5.5%	
	Group change %:				-0.1%				
Professional & Technical Services (3000s)									
	3210 Contracted Services Educational	365,670	(106,053)	(65,000)	259,617	84,345	93,850	81,422	0
	3220/3221 Consulting Services	257,200	29,504		286,704	86,731	104,452	95,521	0
	3235 Testing	99,600	(5,160)		94,440	55,144	9,682	29,614	0
	3239 Other Pupil Services	182,075	(6,730)		175,345	84,179	72,904	18,262	0
	3303 Management Services	64,105	10,715		74,820	50,011	24,760	49	0

WESTON PUBLIC SCHOOLS									
FINANCIAL REPORT									
Jan-20									
Period: 7 of 12									
Object	Account	FY 20	Cumulative	Current Report	Adjusted	FY 2020	FY 2020	FY 2020	FY 2020
Series		Adopted Budget	Budget Adjustments	Budget Adjustments	Budget	Expended	Encumbered	Anticipated	Balance
3304	License Fees-Facilities	3,500	0		3,500	1,135	240	2,125	0
3306	Legal Fees	250,000	0		250,000	252,630	0	0	(2,630)
3308	Police/Fire	89,013	0		89,013	34,576	49,388	5,050	0
3309	Professional Technical Services	166,579	6,704	7,111	173,283	108,108	30,233	34,942	0
3310	Sports Officials	52,049	0		52,049	52,049	0	0	0
		\$1,529,791	(\$71,021)	(\$57,889)	\$1,458,770	\$808,908	\$385,508	\$266,984	(\$2,630)
	Group \$ transfer in/(transfer out):				(\$71,021)	55.5%	26.4%	18.3%	
	Group change %:				-4.6%				
Property Services (4000s)									
4200	Cleaning Services	756,109	0		756,109	447,931	308,178	0	0
4202	Rubbish Removal	55,020	(2,500)		52,520	24,954	27,469	97	0
4302	Equipment Repairs	125,960	(3,730)	4,500	122,230	67,090	31,442	23,699	0
4400	Equipment Rental	252,237	14,300		266,537	90,235	172,385	3,917	0
4401	Rental of Facilities	4,675	(200)		4,475	2,677	1,725	73	0
4500	Repair Allowance	204,400	80		204,480	115,330	19,662	69,488	0
4509	Septic Cleaning	40,000	2		40,002	28,017	11,984	0	0
4510	Asbestos Abatement	5,000	0		5,000	0	0	5,000	0
4514	Fire Alarm System	25,000	4,470		29,470	27,617	1,849	4	0
4518	Sewer System Plant Maintenance	93,162	0		93,162	54,403	38,759	0	0
4520	Service Contracts	142,688	(1,492)		141,196	80,916	42,321	17,960	0
4530	Parks & Recreation	64,372	0		64,372	25,016	39,356	0	0
4533	Glass Replacement	5,000	0		5,000	2,010	0	2,990	0
4534	Roof Repair	17,000	0		17,000	0	0	17,000	0
4535	Window Treatments	3,000	0		3,000	0	0	3,000	0
4539	Energy Management System	21,650	106		21,756	21,756	0	0	0
4540	Athletic Facilities Repairs	20,000	125,707		145,707	143,361	0	2,345	0
4541-4542/4550	Contracted Services	202,350	(7,864)		194,486	130,918	48,976	14,592	0
4543	Paving	11,300	0		11,300	4,800	0	6,500	0
4600	Special Projects	37,500	0		37,500	17,370	20,000	130	0
4602	Tree Service	7,500	5,230		12,730	12,730	0	0	0
4604	Snow Plowing	12,500	0		12,500	3,600	0	8,900	0
4605	Signage	2,500	(750)		1,750	280	800	669	0
4606	Sprinkler Repairs	3,000	6,574		9,574	8,011	1,231	332	0
4610	Playground Repairs	5,000	5,284		10,284	7,398	0	2,886	0
4701	Security System Monitoring	78,311	3,241		81,552	66,330	15,221	0	0
4702	Locks/Keys	8,500	1,693		10,193	8,558	1,490	144	0
		\$2,203,734	\$150,150	\$4,500	\$2,353,884	\$1,391,309	\$782,848	\$179,727	\$ -
	Group \$ transfer in/(transfer out):				\$150,150	59.1%	33.3%	7.6%	
	Group change %:				6.8%				
Other Services (5000s)									
5100	Regular Transportation	1,359,639	255		1,359,894	1,331,521	21,829	6,544	0
5101	SPED Transportation	478,530	19,626		498,156	481,833	287,015	0	(270,692)
5104	Athletic Transportation	90,520	0		90,520	27,146	61,454	1,920	0
5105	Extra Curricular Transportation	11,350	0		11,350	2,169	2,954	6,228	0
5200	General Liability Insurance	112,340	(41,735)		70,605	70,605	0	0	0

WESTON PUBLIC SCHOOLS									
FINANCIAL REPORT									
Jan-20									
Period: 7 of 12									
Object	Account	FY 20	Cumulative	Current Report	Adjusted	FY 2020	FY 2020	FY 2020	FY 2020
Series		Adopted Budget	Budget Adjustments	Budget Adjustments	Budget	Expended	Encumbered	Anticipated	Balance
5202	Athletic Insurance	29,939	(13,289)		16,650	16,650	0	0	0
5205	Property Insurance	104,375	(6,540)		97,835	97,319	0	516	0
5300	Communications	86,000	816		86,816	45,225	41,175	416	0
5400	Postage	23,467	10,366		33,833	19,056	14,776	0	0
5500	Advertising	8,000	(1,025)		6,975	2,915	0	4,060	0
5501	Printing	21,633	5,930	1,530	27,563	9,250	4,219	14,094	0
5600	Tuition	2,936,536	0		2,936,536	1,010,626	1,748,798	177,112	0
5605	Tuition-ESS	287,228	0		287,228	114,444	171,666	1,118	0
5800,5802-5880	Travel & Conference	63,182	3,862		67,044	36,743	9,033	21,268	0
5801	Mileage Reimbursement	12,355			12,355	3,890	1,455	7,010	0
5900	Other Purchased Services	6,700	900		7,600	2,528	1,898	3,175	0
		\$5,631,794	(\$20,834)	\$1,530	\$5,610,961	\$3,271,921	\$2,366,271	\$243,461	(\$270,692)
	Group \$ transfer in/(transfer out):				(\$20,834)	58.3%	42.2%	4.3%	
	Group change %:				-0.4%				
Supplies & Materials (6000's)									
6110	Materials	537,246	(11,345)	209	525,901	308,035	68,835	149,031	0
6120	Office Materials	39,510	(4)		39,506	13,806	10,700	15,000	0
6130	Maintenance Materials	178,500	(9,480)	(4,500)	169,020	82,879	69,144	16,998	0
6131	Custodial Materials	77,000	0		77,000	61,888	11,401	3,711	0
6132	Security Materials	20,100	(445)		19,655	15,827	288	3,540	0
6140	Software	512,469	0		512,469	449,619	27,896	34,954	0
6270	Diesel Fuel	91,031	0		91,031	54,021	30,195	6,815	0
6410	Books	171,269	(1,000)		170,269	120,236	28,942	21,091	0
6510	Heating Oil	392,894	0		392,894	181,967	210,927	0	0
6520	Electricity	710,317	0		710,317	359,311	351,006	0	0
6530	Propane gas	4,000	0		4,000	1,063	1,737	1,200	0
		\$2,734,336	(\$22,273)	(\$4,291)	\$2,712,062	\$1,648,652	\$811,070	\$252,340	\$ -
	Group \$ transfer in/(transfer out):				(\$22,273)	60.8%	29.9%	9.3%	
	Group change %:				-0.8%				
Equipment (7000's)									
7300	Equipment	390,027	0		390,027	336,467	5,332	48,228	0
		\$390,027	\$0	\$0	\$390,027	\$336,467	\$5,332	\$48,228	\$ -
	Group \$ transfer in/(transfer out):				\$0	86.3%	1.4%	12.4%	
	Group change %:				0%				
Other Objects (8000's)									
8100	Dues, Fees and Memberships	97,087	8,544		105,631	85,153	7,342	13,136	0
8900	Other Objects	27,395	0		27,395	16,593	8,221	2,582	0
		\$124,482	\$8,544	\$0	\$133,026	\$101,746	\$15,563	\$15,717	\$ -
	Group \$ transfer in/(transfer out):				\$8,544	76.5%	11.7%	11.8%	
	Group change %:				6.9%				
Revenues (9000's)									
9200	Technology Revenue	(103,101)	0		(103,101)	(57,106)	0	(45,995)	0

WESTON PUBLIC SCHOOLS									
FINANCIAL REPORT									
Jan-20									
Period: 7 of 12									
Object	Account	FY 20	Cumulative	Current Report	Adjusted	FY 2020	FY 2020	FY 2020	FY 2020
Series		Adopted Budget	Budget Adjustments	Budget Adjustments	Budget	Expended	Encumbered	Anticipated	Balance
9201	Participation Fees, Athletics	(83,097)	0		(83,097)	(60,515)	0	(22,582)	0
9202	Gate Receipts, Athletics	(16,000)	0		(16,000)	(15,914)	0	(86)	0
9205	Excess Cost SPED	(536,300)	0		(536,300)	0	0	(536,300)	0
9206	Pre School Tuition SPED	(100,000)	0		(100,000)	(76,500)	0	(23,500)	0
9207	Regular Ed. Tuition	(29,769)	(38,383)		(68,152)	(53,463)	(14,689)	0	0
9208	Revenue from Town for Fields	(55,580)	0		(55,580)	0	0	(55,580)	0
9209	Parking Fees	(45,000)	0		(45,000)	(26,000)	0	(19,000)	0
9210	Theater Receipts	(46,750)	0		(46,750)	(7,028)	0	(39,722)	0
9212	Facility Use Rental	(17,500)	0		(17,500)	(2,706)	0	(14,794)	0
9215	Medicaid Revenue	(15,000)	0		(15,000)	(2,599)	0	(12,401)	0
		(\$1,048,097)	(\$38,383)	\$0	(\$1,086,480)	(\$301,832)	(\$14,689)	(\$769,960)	\$0
	Group \$ transfer in/(transfer out):				\$ (38,383)				
	Group change %:				4%				
	Total:	\$53,073,710	(\$0)	\$0	\$53,073,710	\$29,264,455	\$ 22,627,325	\$ 1,549,621	(\$367,690)

JANUARY BUDGET TRANSERS

TO	HES - Office Materials	\$	85.00	
FROM	HES - Dues & fees			\$ 85.00

Materials for office

TO	C & I - Dues & Fees	\$	155.00	
FROM	C & I - Materials			\$ 155.00

TEAM Collaborative fees

TO	Theater MS- Printing & Binding	\$	1,530.00	
TO	Theater MS- Materials	\$	209.00	
FROM	Theater MS- Professional & Technical Services			\$ 1,739.00

Programs for theater production (Frozen)

TO	Theater MS- Printing & Binding	\$	1,732.00	
FROM	Theater MS- Professional & Technical Services			\$ 1,732.00

Lighting services for theater production (Frozen)

TO	Facilities - Equipment Repairs	\$	4,500.00	
FROM	Facilities -Materials			\$ 4,500.00

Repairs facilities equipment

TO	HES - Non certified salary	\$	2,454.00	
TO	WMS - Non certified salary	\$	3,034.00	
FROM	WHS - Non certified salary			\$ 5,488.00

Library para educators salary adjustment

TO	Theater WIS- Professional & Technical Services	\$	7,118.00	
FROM	Theater WIS- Stipends			\$ 7,118.00

Professional services for performance at WIS

TO	WIS - Paras, SPED	\$ 41,876.00	
TO	WMS - Paras, SPED	\$ 125,174.00	
TO	HES - Paras, Classroom	\$ 20,842.00	
FROM	HES - Sal Teachers, SPED		\$ 10,767.00
FROM	WMS - Sal., Acad. Asst.-Read		\$ 8,284.00
FROM	SPED Sal., Homebound Tutors		\$ 50,000.00
FROM	HES Custodians, Fac.		\$ 4,433.00
FROM	Facilities - Mechanics, Facilities		\$ 45,111.00
FROM	Salaries, School Van Drivers		\$ 4,297.00
FROM	SPED Contracted Instr. Ser.		\$ 65,000.00

Mitigation for paras (Regular & SPED)

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: February 24, 2020

Information Only

Action Requested

Agenda Item Subject: January Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

January 2020 Curriculum Committee minutes for Board Review

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Curriculum Committee Meeting

January 16, 2020 9:00 a.m.

Central Office Conference Room

1. Call to Order

The meeting was called to order at 9:00 a.m.

Present Committee Members:

Taffy Miller (Chairperson), Gina Albert, Hillary Koyner

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal

2. Update on WIS and WMS enrichment

Discussion:

- Committee members discussed the budget proposal recommending reductions to the enrichment classes at both WIS and WMS.
- At WIS, teachers are now able to differentiate instruction for math and provide enrichment to students on a more regular basis than the model that is in place now whereby the Project Challenge teacher provides math enrichment to each classroom every other week.
- The committee discussed the declining interest in the eighth grade Passion Project and alternative ways of delivering this project to the entire grade.

3. Grades 3-8 Project Challenge

Discussion:

- Committee members discussed two budget proposal options for reducing 1.0 FTE devoted to Project Challenge across WIS and WMS.
- The Committee agreed that each option has its benefits and challenges and agreed to continue to flush out more details and to refine the options.

4. Discussion of class size guidelines

Discussion:

- The Committee looked at class size comparisons in the DRG A chart.
- A question was raised last budget season as to whether the elementary classrooms could raise their cap to 25 students.
- Mrs. Falber expressed her concern at increasing the cap to 25 at WIS as the classrooms are only built for 24 students.

- Committee agreed not to recommend changing the classroom capacity at this time.

5. Update on Reading and Math SRBI proposal

Discussion:

- Ms. Wolak spoke about setting up a math enrichment program at the high school.
- This program would provide Tier 2 and 3 intervention.
- Intervention access would be based on data provided by the math data team.
- No additional FTE would be necessary for this program.

6. Information on K-2 Spanish curriculum

The Committee did not discuss this topic.

7. Information on Grade 3-8 Theater Coordinator position proposal

Discussion:

- The Theater Coordinator position would add new administrative time during the day.
- The role would have the teacher at .8 FTE for teaching and .2 FTE for administrative duties.
- With this proposal, the current \$8,000 Theater Coordinator stipend would be eliminated.

8. Information on Director of School Counseling position proposal

The Committee did not have any questions about this topic.

9. Approval of November 2019 Minutes

Motion Passed: passed with a motion by Gina Albert and a second by Taffy Miller.
2 Yeas - 0 Nays.

10. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 10:30 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

**Minutes
Facilities Committee
February 7, 2020**

Present:

Ruby Hedge, Committee Member
Victor Escandon, Committee Member
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Absent:

Tony Pesco, Committee Chair
Dr. William McKersie, Superintendent of Schools

Guests:

David Coprio, Weston Building Committee
Richard Wolfe, Weston Building Committee
Michelle Knapp, Weston Building Committee
Greg Haythorn, Weston Resident

The meeting was called to order by Ms. Hedge at 9:14 a.m.

The Committee discussed the following items regarding an update on the cleaning company:

- Mr. DelMastro reported that he has met with the management team from the new cleaning company (Affineco) a couple of times and they have definitely been improving. They have assigned additional staff, at their own expense, to the District and that has made a difference. There are still a couple of issues, such as lights being left on, but no cleaning issues have been reported.

The Committee discussed the following regarding an update on the intermediate school floor:

- Mr. DelMastro informed the Committee that he is still in the process of getting firm pricing for the portion of the floor that the District is responsible for paying for. Regarding the portion that Affineco damaged, he has a meeting scheduled with them on February 14th where he will review with them exactly what they will need to pay for. He also added that there is some flooring material left over from when the floor was

originally installed, and Mr. Wolfe added that the Building Committee would like to see the material. All work would most likely be completed over the summer.

The Committee discussed the following regarding the Sustainability Committee overview:

- Mr. DelMastro reported that the Sustainability Committee was formed by Michael Aitkenhead, a science teacher at the high school, and is composed of staff, residents, and a high school student as well. The committee's initial goal is to ensure that all recyclables such as plastic, paper and cardboard is being allocated to the proper location and going into the correct bins, which they are. They would also like to have a textile recycling bin installed on campus where used clothing, stuffed animals, etc. can be recycled. The District would receive five cents per pound/\$100 per ton of materials received, at no cost to the District. The bin would be emptied twice a month and will be installed by the end of the month. They are planning on getting information out to the community. Ms. Hedge suggested that it may be a good idea to bring this through the Communication Committee as well.
- Mr. DelMastro added that the Sustainability Committee is also looking into composting options as well as bio-degradable utensils. Mr. Cross added that the committee should keep in mind that bio-degradable products cost more.
- Ms. Knapp added that while all of these efforts are admirable and moving in the right direction, the cost benefits are negligible and the District should be looking at large scale projects that would deliver a larger operating expense payback such as energy efficiency and filtering that leads to better in-door air quality.

The Committee discussed the following regarding a FY21 capital project update:

- Mr. DelMastro reported that regarding the two ongoing FY20 capital projects, both are proceeding as planned. The hot water heaters at the elementary and high school were tested the previous week and results should be available by the following week. Regarding the replacement of the chiller at Hurlbutt, it is on schedule to be repaired during the summer. A contractor is coming in to work on the design of the chiller itself and the project will be discussed at the next Building Committee meeting scheduled for the following week.
- Regarding the roof repair project at the high school, a walkthrough was conducted with the engineer, but the Building Committee was not happy with the breakdown which was presented, so the engineer will be coming back for another walkthrough, but they may end up using a different engineer if they are still unhappy after the second walkthrough.

The Committee discussed the following regarding a maintenance check list:

- Mr. DelMastro reported that he had a call with the vendor which provides the District's maintenance tracking software and there is a way for the software to keep track of all maintenance projects that need to be scheduled and completed. Mr. DelMastro will work on getting all preventative maintenance jobs entered into the system over the next several months.

The Committee discussed the following regarding the December and January minutes:

- The Committee approved the December and January minutes.

There being no further business to discuss, the Committee adjourned at 10:24 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Minutes
Finance Committee
February 12, 2020

Present:

Gina Albert, Committee Chair

Ruby Hedge, Committee Member

Victor Escandon, Committee Member

Dr. William McKersie, Superintendent of Schools

Phil Cross, Director of Finance and Operations

Guest:

Tony Pesco, Weston Resident

The meeting was called to order by Ms. Albert at 9:06 a.m.

The Committee discussed the following items regarding the monthly financial update including internal services fund (for dental):

- Mr. Cross reported a projected fund balance for FY 2020 of negative (\$367,690). Encumbrances total \$22,627,325 against a budget of \$53,073,710. The current projected deficit is lower than reported in January as the District has been able to partially reduce the projected deficit through continued analysis of expenditures and opportunities for transfers.
- Mr. Cross added that legal expenses remain a budget challenge, and it has been an exceptional year for legal fees, and ongoing legal work will result in a higher than expected increase in legal fees for FY20. As of January, the budgeted amounts for legal fees for the year for both general and SPED counsel have been expended. It is difficult to estimate the remaining legal expenditures and as a result there is no amount encumbered for the remainder of the year. He estimates that the account may be over by \$100,000. Mr. Cross will monitor the fees and work on finding ways to mitigate upcoming expenditures and recommend monthly transfers as needed to cover costs.
- Mr. Cross informed the Committee that a second area of concern is health insurance, as there may not be enough money in the budget to cover the premiums. He will investigate this further.
- Mr. Cross informed the Committee that the report reflects transfers totaling \$208,709. Of these transfers, three are in excess of \$5,000. These include \$5,488 for library para-

educators salary adjustment, \$7,118 for professional services for the theater performance at WIS, and \$187,892 to cover the cost of mitigation for paras, both regular and SPED.

- Regarding the Internal Services Fund, which now only includes dental, Mr. Cross reported that the current fund balance is \$1,269,875. He added that dental claims are still trending above average.

The Committee discussed the following regarding theater participation fees:

- The Committee agreed to discuss this item at the March meeting, but asked for comparative fees from other districts.

The Committee discussed the following regarding approval of the January minutes:

- The Committee approved the January minutes.

The Committee discussed the following regarding other business:

- Mr. Cross reported that the District was expecting to be awarded a grant in order to help allay the costs of security initiatives which were implemented the previous year. Unfortunately, the District was not awarded the grant and the District is short by \$95,857. Mr. Cross recommended using funds from the enterprise fund to cover the cost. The enterprise fund consists of profits earned through the foodservice program. Funds from here are used to pay for any foodservice expenses – such as kitchen repairs and upgrades. This would be the first time that the District has used these funds for anything outside of the school lunch program. The second option to cover the security shortfall is to ask the Town for a special appropriation.
- The Committee agreed that Mr. Cross should draft a memo regarding using the enterprise fund, and then bring it to the full Board in March for approval.

There being no further business to discuss, the meeting adjourned at 10:34 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

WESTON PUBLIC SCHOOLS REPORT

February 24, 2020



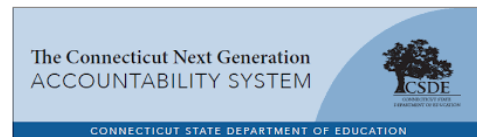
Weston High School

Lisa Wolak, Principal

*In this issue... Principal's Update
School Counseling
Professional Development
Academic Programs
Visual and Performing Arts
Co-Curricular Programs
Athletics
Awards and Recognition*

PRINCIPAL'S UPDATE

Our school has been recognized as a School of Distinction on its most recent Connecticut Report Card. WHS had the highest index score, 98.1 of any comprehensive high school in the state. We are very proud of this accomplishment.



Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

The 2020-21 Program of Studies and the Academic Pathways at a Glance slideshow is posted on the front page of the WHS website. Teachers used class time before or after midterm exams to discuss course options for 2020-21 with students. Students began to make preliminary 2020-21 course selection using the PowerSchool Student Portal and they met individually with their counselors during February to review and finalize their course selection.

On the evening of February 25, we will host our Ninth Grade Transition Night for eighth graders and their parents in the auditorium. There will be a presentation about our academic and co-curricular programs, and opportunities to speak with student representatives from our various clubs and athletic programs.

The Independent Study program has been reinstated for second semester. This program is open to all students who have the desire, interest, maturity, and skills necessary to pursue an in-depth study. It allows for topical investigations and enrichment opportunities. Students can earn academic credit for independent work beyond the existing high school curriculum. Independent Study credits may not count toward a GPA nor used to meet full time status. It is not permitted in an area that is offered as a course in the Program of Studies. All projects are graded for standard or honors credit. No letter grades appear on transcript. Students should see their school counselor for detailed guidelines. The

WHS Independent Study Application form is on the front page of the school website and hard copies are also available in the main office.

On February 10, the Save A Life Tour was at Weston High School. This program, coordinated by SRO Mogollon, is a comprehensive high-impact safe driving awareness program that informs, educates, and demonstrates the potentially deadly consequences resulting from poor choices and decisions made by the operator of a motor vehicle. The Save A Life Tour has traveled around the world to show firsthand the deadly consequences of unsafe driving practices and choices. This program has been presented to students at over 1,500 different colleges and universities and over 600 different high schools across the country.

The program specifically places emphasis on the following driving situations:

- Driver Experience – young drivers and driver behavior based on maturity.
- Improper Driver Behavior – careless driving habits- speeding, turn signal use.
- Safety Restraints – proper seat belt usage.
- Impaired Driving – alcohol usage, controlled substance, drowsiness.
- Distracted Driving – cell phones, passenger activities.
- Motorcycle – awareness, operation.



The Save A Life Tour utilizes several methods for educating and demonstrating the effects and consequences that are direct results of poor choices and/or decisions made by operators of a motor vehicle.

SCHOOL COUNSELING

On January 3, Ms. Green met with the Class of 2020 about the Senior Internship Program during Trojan Time. The application process is now electronic. All students received login credentials and began completing their online profiles during English classes. This allows sufficient time for parents to assist their students with locating a sponsor within the community, if needed. All Senior Internships will begin on Monday, May 18 and end on Friday, June 5 (subject to change depending on inclement weather days).

Individual post-secondary planning meetings for the Class of 2020 with Ms. Green and/or the school counselor began during December. We look forward to continuing to help students and their families navigate the many exciting possibilities!

During the week of December 16, Mrs. Starzyk and Mrs. Schirizzo delivered seminars during social studies classes to the Class of 2022. To explore this year's theme of "Who am I?," students took various assessments, including personality type/Myers Briggs testing as well as a Work Values Survey, the results of which will be shared in March when sophomores return for more in-depth career development activities. Freshman seminars will begin in April.

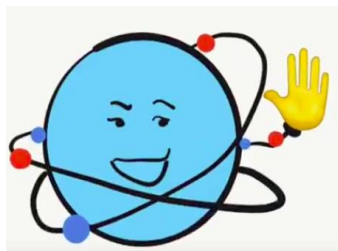
PROFESSIONAL DEVELOPMENT

The faculty continued to focus on differentiation strategies, specifically tiered unstructured flexibility groups, and differentiated questioning. The goal is to better meet all of our students' academic needs.

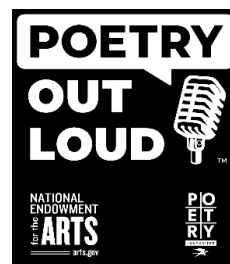
At our February 12 professional development workshops, the faculty continued to focus on differentiation strategies, specifically tiered instruction, and questioning techniques. Teachers reviewed their best practices in the classroom. Our goal is to better meet all of our students' academic needs. The faculty also analyzed the data from our school climate survey that was administered to staff, students and parents this fall. [Click here](#) for the link to our *Comprehensive School Climate Inventory* results.

ACADEMIC PROGRAMS

Students in Mrs. Hauser's and Mrs. Charles' honors biology classes took part in exciting and engaging project entitled, *The Journey of a Carbon Atom*, that also helped in preparing for midterms! As a wrap-up of the curricular concept "You Are What You Eat," students were tasked with tracking a carbon atom from its ingestion in a carbohydrate-rich food to its release from the body through respiration in a molecule of carbon dioxide. This provided the students with an opportunity to apply their understanding of digestion and enzymes, cell membrane transport, and cellular respiration, all of which were important concepts on the midterm exam. Each group of students was allowed to choose the final product they would create, allowing them to highlight their strengths and interests. Projects varied from posters, to blogs, travel journals, and music videos!



"Poetry Out Loud (POL) is a national arts education program that encourages the study of great poetry. Students participate in a dynamic recitation competition, which helps students master public speaking skills, build self-confidence, and learn about literary history and contemporary life. POL is a partnership of the National Endowment for the Arts, Poetry Foundation, and the state and jurisdictional arts agencies."



Two Connecticut-based poets/teaching artists visited with students on January 31. Tarishi Shuler and Abioseh Cole led our students through an energized afternoon of poetry readings, recitations, and writing. These poets, who are also mentors for the state POL competition, focused on supporting student self-confidence through recitation, while also encouraging students to be lifelong lovers and readers of poetry. Students received empowering feedback on their POL performances. They also had the opportunity to flash draft a poem on the topic of kindness, using five audience-generated words. All participants—students and staff—then shared their poems with the group. This type of community building gave everyone involved a sense of belonging. A senior commented, "There was a lot of positive energy. There was so much good constructive criticism. The poets made me want to go up there in front of the group and speak." Another student summed it up poetically: "The energy made me feel like I was in a sunflower."

VISUAL & PERFORMING ARTS



Weston High School Company will proudly present *Rodgers & Hammerstein's Cinderella* in the new Broadway adaptation of the classic musical. This contemporary take on the classic tale features Rodgers & Hammerstein's most beloved songs, including "In My Own Little Corner," "Impossible/It's Possible," and "Ten Minutes Ago," alongside an up-to-date, hilarious and romantic libretto by Tony Award-nominee Douglas Carter Beane. The timeless enchantment of a magical fairy tale will come alive on

the high school stage with all of the Rodgers & Hammerstein hallmarks of originality, charm and elegance and a little bit of theatrical magic! Be transported to the miraculous kingdom where dreams-come-true on March 26, 27, 28 and 29.

Students participated in the sixth annual “Teen Visions” art show, hosted by Sacred Heart University’s Department of Art & Design. It was sponsored by Jerry’s Artarama in Norwalk and all of our students received a goody bag of art supplies. It was a great experience for the students to see their work compared to the work of other students in Fairfield County.



On January 17 and 18, 23 students represented Weston High School at the CMEA Western Regional Festival (four from the Band program, five from the Orchestra program, 13 from the Choir program, and one from the Jazz program). These students successfully auditioned in November and were selected through a rigorous scoring process to participate in this festival, which is made up of representatives from all of Fairfield County, plus a few neighboring districts. After just two short days of rehearsals on Friday afternoon and Saturday morning, (cut even shorter by interfering weather), the Regional Ensembles put on two exceptional concerts on Saturday afternoon. Weston representatives were: Maya Kallins, Keona Patel, Rhys Aron, Karl Schulz (Band), Charlotte Chen, Aidan Gomar, Jessica Li, Kaeli Mecca, Alejo Navarrese (Orchestra), Will Berger, Paige Bjerke, Brooklyn Boehme, Kennedy Boehme, Max Burdett, Momo Burns-Min, Robert Burns-Min, Tejal Dhiman, Erin Dillon, Konstantina Gotouhidis, Brian Lombardi, Jennifer Purcell, Remy Young (Choir) and Ryan Baker (Jazz). All of these students are now eligible to audition for the CMEA All-State Festival which will take place in April 2020.

CO-CURRICULAR PROGRAMS



Student government sponsored a "Souper Bowl" fundraiser to collect food items for Person-to-Person of Darien. Students collected canned goods both in-school and outside of Peter's Market. The items collected were donated to the Person-to-Person food bank. Members of each class also volunteered to sort clothing items that were also donated to Person-to-Person.

Weston High School's chapter of the National Honor Society organized a holiday cookie sale at the most recent band concert. The event raised \$200 for the Sandy Hook Promise.

Several other school clubs took part in the sale, including the Latin, Spanish, and French Clubs, Save the Children, Science Olympiad, Weston Against Cancer, Unified Sports, Gender Equality, Cultural Ambassadors, Warhorse, Cyberstart, and Recycling Club.



Weston Robotics hosted its first regional middle and high school robotics tournament at the high school on Saturday, February 1. Under the direction of head coach Mrs. Kaplan, students competed with and against 63 teams from around New York, Connecticut, and Massachusetts. The event drew many volunteers and spectators, including State Senator Will Haskell. The action-packed day required middle and high school students to execute the VEX Robotics Competition game, Tower Takeover. As a result of their efforts, Weston High School's Team #17814Z secured a spot at the VEX

Robotics Southern New England Regional Championship. The team is comprised of six students: seniors Rhys Aron (team captain), Charlotte Chen, Jack Orr, Timothy Redpath, and sophomores RJ Bos and Bert Burns-Min. Way to go Weston Robotics!

The Weston High School Science Olympiad team participated in the second annual Science Olympiad Invitational held at Sacred Heart University on January 25. Weston's team, led by captains Charlotte Chen, Zaman Khan, and Josh Moskoff, faced off against regional high schools from Connecticut and New York. As a preparation for the state championship being held at UConn in April, approximately 400 students competed in science and engineering tests and hands-on competitions including but not limited to code busting, engineering design process, machines, electronics, geological mapping, sounds of music, genetics, and anatomy.



On Saturday January 11, the Weston High School Debate Team hosted a Connecticut League debate for 160 guests—debaters, judges and officials. An army of “meet and greeters” along with an array of maps, delicious refreshments, gracious servers, and superb facilities elicited the comment from the Connecticut Debate Association managers that we had “set the bar” for hosting. Special thanks go out to Mrs. Snaith, the students, parents, theater department, custodians, high school administrators, and security team who made the event a

success. It was a massive effort.

After hosting two breakfast fundraisers, the Spanish Club used its profits to purchase ingredients to make a typical holiday meal from Dominican Republic. The meal was served at the Open Door Shelter in Norwalk, Connecticut. The meal consisted of pernil (Spanish pork), arroz con gandules (rice with pigeon peas), egg salad, a tomato and romaine lettuce salad, and, for dessert, flan (Spanish custard). The group cooked and served the food, and they were able to practice their Spanish-speaking skills in an authentic environment.



ATHLETICS

Despite the mild temperature, winter sports are in high gear and our athletes continue to strive for championship status. With SWC's, States and Nationals around the corner, our players are focused and committed.



Congratulations to our Boys and Girls Indoor Track teams who swept SWC indoor track titles. The girls won their 8th straight conference championship and our boys won their 4th championship.

Our boys and girls basketball teams started out slow, but both teams have quickly found their strides. The girls have already qualified for States and the boys are one win away, while both still work towards SWC Playoff berths.

Our ski program is in full swing with some exciting finishes. Emma Nelson, Chris Amato and Doug Phillips all qualified for the CT All State Team. Chris won the qualifying race putting him in the number one spot in the state. They will be representing Connecticut and WHS in the Eastern HS Championships at Cannon Mountain in New Hampshire in March.

Our wrestling program is proud of Breon Phifer, Evan Cavicchia, Daniel McGuire and Daniel Ortiz, who all placed and medaled at the Shelton Invitational Tournament. Breon won the gold medal and was awarded "Most Outstanding Wrestler" at the Tournament. Breon was also chosen by the WHS Athletic Department as a standout athlete representing sportsmanship for the CIAC PSA highlighting parent behavior and a reminder to respect athletes, coaches and officials. This PSA is aired throughout all CIAC schools and conferences.



Our Ice Hockey team, which is partnered with Joel Barlow and Abbot Tech, is having a fun season with five strong Weston players playing a huge role on the team. A special shout out to top scorer Daniel McKiernan from Weston.

Boys swim and dive and cheerleading are also preparing for their upcoming SWC and State competitions and both are working extremely hard to represent our school at those competitions.

AWARDS & RECOGNITIONS

Congratulations to sophomore Jessica Li! Jessica's flash fiction "Primroses and Posies" and her poem "Flight" were each awarded a Gold Key award in the [Hudson-to-Housatonic Region Scholastic Writing Contest](#). Out of the 1,700 works submitted to this contest, only 126 were considered the "most accomplished" to win a Gold Key.

Congratulations to senior Charlotte Chen, the winner of WHS's first annual [Poetry Out Loud \(POL\)](#) competition on February 3. Charlotte will represent WHS at the state competition on March 14. Congratulations also to sophomore Jay Evans, our runner-up. We would like to congratulate all of the competitors on their performances!



A special thank you to English teachers Ms. Cincotta, Ms. Holmes, and Ms. Opidee for all of the preparation work they did with students and for organizing both this event and the teaching artists' visit. We are most grateful to WestonArts for its generous support of this endeavor and for helping us to encourage the study of the literary

arts beyond the classroom at WHS.

The 30th annual Connecticut Regional Scholastic Art Awards is the largest juried student art exhibition in the state. It is a high level exhibition. As an affiliate of the National Scholastic Art Awards and The Alliance for Young Artists and Writers, the Connecticut region is proud to continue an annual tradition established in 1927. This national program was originated to honor the creative efforts of grade 7 to 12 students in public, private and parochial schools.

The 2020 Connecticut Regional Scholastic Art Awards exhibition features select work from 145 participating Connecticut schools in grades 7-12. Selected from approximately 3,000 total art entries, 620 works were accepted for exhibit at the University of Hartford. From that accepted number, there were 187 Gold key awards (including 12 Gold portfolios), 207 Silver keys and 213 Honorable Mention awards granted.

The art work of Weston High School students Aidan Delgass, Kenneth Kittelson, Noelle Mendelson, and Jonathan Eiler were all recognized at the Scholastic Art Awards. Below you will find the awards our students received and some images of their work, which was on display at the Slipe Gallery at the University of Hartford from January 13 to January 31.



Aidan Delgass- Honorable Mention in Painting | Kenneth Kittelson- Silver Key Award in Painting



Noelle Mendelson- Gold Key Award in Photography

Jonathan Eiler- Honorable Mention in Drawing



In this issue... National Geo Bee

WMS Kindness

Mrs. Kovac's Science lab

Notecards for Australian Animal Rescue

Jazz Cabaret

Winter Concerts

Short Wharf Production of "Frozen"

Robotics

Climate Survey

NATIONAL GEOBEE

WMS held its annual National Geographic GeoBee on January 17. Twelve finalists from the grade-level qualifiers represented their teams, and demonstrated fantastic geography knowledge. Social Studies classes, parents, administrators, and teachers were all in attendance for this exciting competition which was also live-streamed to the whole school. Congratulations to Joey Linker from Grade 8 Revolutionaries for winning, and a job well done to everyone who participated!



WMS KINDNESS: AT WMS 'KINDNESS' IS TOP OF MIND

During January/February all district schools are participating in events focused on kindness to support the #WestonKindness initiative. At the Middle School we are encouraging all students to read *New Kid*, by Jerry Craft. During a February Advisory, students will engage in discussion and complete an activity based on the themes (kindness, diversity, racism, and the struggle all kids feel to fit) presented in the book.

New Kid is an acclaimed graphic novel about life in a middle school, and it is the first graphic novel to receive the prize for the most outstanding contribution to children's literature. In January [*New Kid*](#) won the prestigious 2020 John Newbery Medal. Other awards include: the 2019 Kirkus Prize Winner,

Publishers Weekly Best Books–2019, and 2020 Coretta Scott King Authors Award. Having the Middle School read and reflect on this book together will have a positive impact on our learning community!

MRS. KOVAC'S SCIENCE LAB

Ms. Kovac's 6th graders are seen here using water to represent how the meeting of large air masses with different temperatures causes most of our weather. The complex patterns of the changes in the movement of water in the atmosphere determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.



NOTECARDS FOR ANIMAL RESCUE

Students in Mrs. Davi's art club, Mrs. Fogarty and Mr. Webster's art classes, and during ELT, made hundreds of notecards showcasing Australian animals. The cards were made available during lunch time to students for a suggested \$1 donation. Approximately \$550 was collected and sent to The International Fund for Animal Welfare. Students also used these notecards to write messages of encouragement to the firefighters in Australia.



JAZZ CABARET

On the evening of February 5, our middle school cafeteria was transformed into a jazz cabaret for a night highlighting our jazz students at WMS and WHS. The audience was treated to a night of bebop, swing and big band jazz standards by outstanding musicians in the WMS Jazz Lab, WMS Jazz Ensemble, WHS Jazz Combo and WHS Jazz Lab Bands. The cafeteria was dimly lit by candles while jazz students delivered warm drinks and delightful desserts to each table while they relaxed and enjoyed the night of jazz. Special thank you to Mr. Holmes, Ms. Soboleski and Mr. Fasoli for organizing such a unique concert experience for our students and a pleasurable night out for the parents.



WINTER CONCERTS (BAND, CHORUS AND ORCHESTRA)

December was a busy month for our middle school musicians. The band, chorus and orchestras showcased many wonderful winter selections on Dec 10, 11 and 17. Students rehearsed and prepared for their performances for many hours under the direction of Mr. Holmes, Ms. Soboleski, Mr. Grace, Ms. Karlan and Mrs. Stewart. Kudos to all for another successful winter concert season!



SHORT WHARF COMPANY WARMS THE HEART WITH *FROZEN JR!*

After months of hard work and dedication, Short Wharf Company ran three performances of *Frozen Jr* from January 24-26 at Weston High School. The production, which included 46 WMS students accompanied by dozens more students from WIS and WHS, was a huge success. With over 1,300 tickets sold, the kids impressed audiences with their amazing acting and vocal abilities, as well as their comedic timing. The Weston Theater Program, led by WPS faculty member Elizabeth Morris, provided our students the opportunity to work alongside a production crew of professionals in the industry, and to learn all facets of production. An incredible team of parent volunteers rounded off the incredible group that made this a wonderful experience for the students.



ROBOTICS COMPETITION



The Weston Robotics Middle School Teams are headed to the Southern New England Regional Championships in Framingham, Massachusetts on Saturday, February 20. While Team 1#7814C earned a spot as a Tournament Champion, other teams earned qualification based on driver skills scores through the season. The goal of the championship tournament is to meet and compete with top teams in the region, and try to earn a spot at the VEX Robotics World Championship.

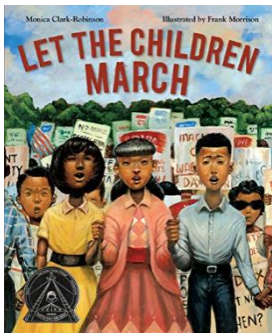
MEASURING THE CLIMATE FOR LEARNING

We recently received the results of The Comprehensive Climate School Inventory that students, staff and parents completed back in November. The staff has begun to analyze the results. You can view these results by clicking on the link below.

https://docs.google.com/document/d/1aSsk47Jnl3c2i7Ikfz4pWO_tiqz-LxNf/edit#

In this issue...Black History Month***Grade 3 Language Arts******Grade 4 Native American Multi-Disciplinary Unit******Grade 5 Science Unit on “Modeling Matter”******Grade 5 Language Arts******Winter Chorus and Orchestra Concerts******All-School PRIDE Assembly******Makerspace******Community Service Projects******PTO Sweetheart Dance*****BLACK HISTORY MONTH**

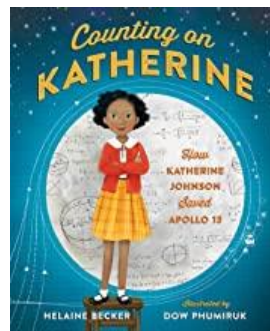
Black History Month is in full swing here at the WIS Library Learning Commons, with our students being encouraged to choose biographies of notable African Americans. Our collection ranges from Civil Rights leaders to inventors and sports figures to poets.



Specially featured this year is NASA mathematician Katherine Johnson. During January, in celebration of the life of Dr. Martin Luther King, all WIS students heard a reading of *Let the Children March* by Monica Clark-Robinson (Illustrated by Frank Morrison). This Nutmeg-Nominated picture book is an age-appropriate retelling of the story of the Children’s March of 1963 in Birmingham, Alabama. Led by Dr. King, this peaceful protest by the children of Birmingham became a turning-point in the fight against school segregation.

Prior knowledge of mid-century conflict over school segregation helped our students to better understand the historical context of Katherine Johnson’s life and the obstacles she and her family had to overcome simply to get a good education, decades before desegregation was even a possibility. The following books on Katherine Johnson’s life were book-talked this month in the WIS library:

Counting on Katherine: How Katherine Johnson Saved Apollo, by Helaine Becker (Illustrated by Dow Phumiruk). Recommended for grades 3 and 4.

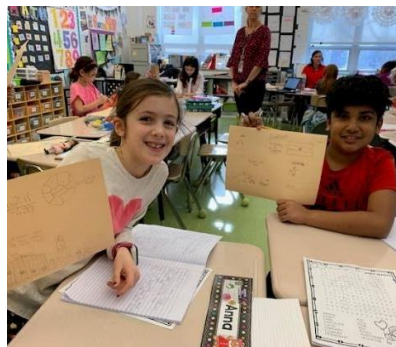
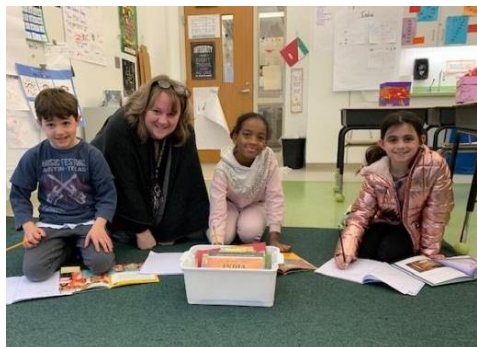


And her remarkable autobiography, ***Reaching for the Moon: The Autobiography of NASA Mathematician Katherine Johnson***, by Katherine Johnson. Recommended for Grade 5 and up.

GRADE 3 LANGUAGE ARTS

This month, third grade readers have embarked on a research study of countries around the world. Students are working in collaborative teams to research, take notes, and teach one another about the culture, food, celebrations, people, and geography of either Japan, Brazil, Mexico, India, South Africa, or Greece. This engaging unit focuses on broadening cultural awareness while also providing readers the opportunity to learn organized note-taking skills and the importance of being

more than “fact collectors,” but rather to grow ideas and make inferences about the information they learn. During the unit, students will research two countries and then compare and contrast the cultures they have learned about to make connections between them, learning that just as we are all different, there are many ways we are all the same.



GRADE 4 NATIVE AMERICAN MULTI-DISCIPLINARY UNIT



In Readers Workshop, fourth grade students are becoming experts on Native American tribes of the United States. Students will be connecting their learning about the Mashantucket Pequot tribe in social studies to a study of the Pueblo, Cherokee, Sioux, and Nez Perce. By learning how to take more meaningful and structured notes on their topic, students synthesize information across multiple sources, including primary source documents. Students will research the tribe’s traditions and beliefs, relationship with the land, interactions with European settlers, as well as current issues they face. A significant outcome of this unit is for students

to develop understanding of multiple perspectives and points of view in order to debate an issue the tribes have faced. Alongside this unit, fourth grade writers are writing mini-books on their Native American research. Students will bring together their research and all of their learning about text structures and elaboration to write focused, organized, and elaborated pieces of writing about two different Native American tribes. Overall, this unit is a highly engaging multi-disciplinary research unit that supports students as readers, writers, and social scientists. The learning they will take away will help our students to become stronger global citizens.



GRADE 5 SCIENCE UNIT ON “MODELING MATTER”

As grade 5 students returned from the winter break, they began a new unit in science entitled, Modeling Matter. In this unit the students are learning that there is a connection between the observable properties of materials and the properties of the molecules of which those materials are composed. This month they have been focusing on separating mixtures and identifying the substances. They have taken on the role of food scientists working for “Good Food Production, Inc.” In the first chapter, student scientists engaged in creating chromatography tests to learn about a

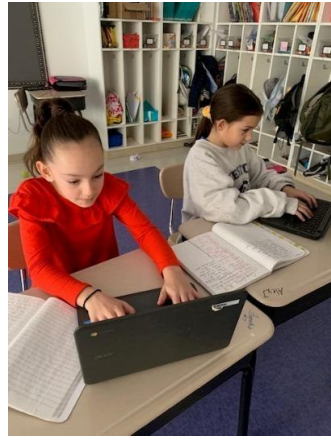
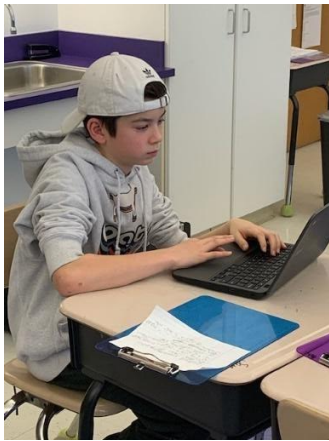


variety of substances with different properties. They learned that molecules can have different shapes, sizes, weight, and attraction to other molecules and that these properties are important in understanding how the process of chromatography works to separate mixtures of molecules.

The students are now applying their knowledge to a new problem - creating a new salad dressing for Good Food Productions, Inc. with a flavor, texture, and appearance that

appeals to consumers. They are figuring out how to make a salad dressing without sediments. As they are doing so, they are using their understanding of the properties of molecules to explain why some solids dissolve, and others do not. The student scientists will continue to research soluble flavor ingredients in order to prepare to make their own salad dressing. Throughout their study, student scientists are using computer simulations, hands-on investigations, non-fiction and fictional texts, as well as creating digital and hand-drawn models in order to write scientific explanations as to why some salad dressings have sediments and others do not.

GRADE 5 LANGUAGE ARTS



In language arts last month, the grade 5 students were engaged in researching real-world debatable issues. Students read a variety of complex texts on both sides of an issue while taking notes on the most important arguments being made. Then they took a side on the issue and engaged in rounds of debate. As debaters, students must choose the strongest and most supportive pieces of evidence and rebut the claims of their opponent. They must listen carefully to the claims and evidence their opponent is using, and make decisions on how to rebut or counter

those claims and evidence. To do this, students must engage in principled argument that is grounded in compelling, valid, and reliable research. Real-world issues students researched included: Zoos or no zoos; Should animals be kept in captivity; Are humans more dangerous to sharks or are sharks more dangerous to humans; Which is more important - underwater exploration or space exploration; and Should plastic bags and plastic water bottles be banned? In this engaging unit, students learn about important issues in their world as well as the power of their voice in advocating for those issues.

WINTER CHORUS AND ORCHESTRA CONCERT

On Thursday evening, January 9, the fourth and fifth grade choruses and the fifth grade orchestra presented their winter concert. The fifth grade orchestra started off the evening with an upbeat piece entitled, "D String Boogie." They followed with two more pieces that showed off the developing skills and musicianship of the students. The Out of the Box Orchestra, a smaller string ensemble, performed

with an engaging series of songs. The fourth and fifth grade choruses took to the stage where they too presented a highly engaging program, which included the classic song, “Velvet Shoes,” by Randall Thompson and “My Favorite Things” from *The Sound of Music*. The evening concluded with a rousing “No School Tomorrow (If It Snows).” It was a joyful evening and all students should be proud of the wonderful work they did.



ALL-SCHOOL PRIDE ASSEMBLY



This month, our school assembly continued to focus on kindness and gratitude. Students were introduced to our “Cozy Up with Kindness” initiative, which is part of the district’s initiative - #Weston Kindness. We introduced the book, *Wishtree*, by Katherine Applegate, which is the book we chose as our school-wide read. *Wishtree* is a beautifully written book on kindness and acceptance, and whose main character, a red oak tree named the “wish tree,” shares the knowledge that this country has always been shaped by newcomers. The students also listened to Hurlbutt’s all-school read,

A Little Spot of Kindness, by Diane Alber, and were then asked to share ways that they could show kindness to each other and their families. In each assembly, grade levels take turns to share highlights of the month. This month, several fourth grade students shared their drawings of what kindness looks like and feels like, which came from the developmental guidance lessons that have been taking place this month with Mrs. DeLuca in the classrooms. Towards the end of the assembly we shared that a school-wide pajama day would be held as part of “Cozy Up with Kindness,” and time would be given for students to cozy up with a book and read.

MAKERSPACE

To celebrate the arrival of winter, third graders gathered in the WIS makerspace to create 3-dimensional snowflakes using paper bags, scissors, glue sticks, and optional glitter. Students worked in collaborative teams of four, making decisions about how to divide the work to best accomplish the task. A fabulous time was had by all and, as you can see, students took great pride in their final products, which are displayed in each third grade classroom.



COMMUNITY SERVICE PROJECTS

This month, WIS students and staff participated in two very successful community service projects. In



January, to honor and remember Martin Luther King, Jr., we partnered with Lachat Town Farm who had designed a service project to create care packages for children being hospitalized at YALE New Haven Hospital. We explained to the students that in addition to being recognized as a federal holiday, Martin Luther King, Jr. Day has also been designated as a national day of service. Students helped out by bringing in items such as crayons, art supplies, cards, and Legos that were then put together in gift bags to help lift the spirit of sick children, ages 2-18.

In late January, we held our second community service project. In honor of the “Puppy Bowl” during the Super Bowl weekend, students were asked to bring in pet food that would be donated to the Weston Food Pantry. Students brought in a wide range of pet food that will go to helping families in need in our community.

PTO SWEETHEART DANCE:

On Friday evening, February 7, the PTO held a “Sweetheart Dance” for WIS students and their “adult sweetheart” – parents, grandparents, etc. Almost 300 students and family members participated in this fun event. The night featured a D.J., photo booth, crafts, and a delicious assortment of snacks.

Everyone danced the night away while taking time to get a memorable photo of the evening. It was a lot of fun, and one that we hope will continue to be an annual event at WIS!



*In this issue...Positive School Climate
Teaching and Learning
HES Holiday Community Service
Emotional Intelligence*

POSITIVE SCHOOL CLIMATE



We filled our Mosaic! The November/December Report highlighted this kindness initiative at Hurlbutt. The goal was to show students that each sticker made a difference in creating our mosaic just like each act of kindness creates a kinder world! A total of 3,996 tiles created this work of art representing 3,996 acts of kindness! Great job Hurlbutt students!

TEACHING AND LEARNING

Hour of Code



Hurlbutt students participated in the Hour of Code global movement during the week of December 9 in the LRC with Mrs. Rodko. This global initiative is designed to promote computer science, and coincides with Computer Science Education Week in recognition of the birthday of computing pioneer, [Admiral Grace Murray Hopper](#). All students had the opportunity to program our robots using coding skills. Kindergarteners were challenged to create a program that would move BeeBot through a maze. First graders used their knowledge from a math unit on shapes to program the Dash robots to move in a square. Once successful, they added a marker attachment so Dash could draw the squares. Next, students modified their programs to draw squares of different sizes. Second graders worked collaboratively to create a program

that would make the Dash robots dance. They needed to meet several coding challenges for their robot to be invited to the final dance party complete with music and a disco ball! All students also practiced coding skills during Computer Class with Mr. Webster. To learn more about The Hour of Code, visit www.hourofcode.com. We are so proud of our budding computer engineers.

Charter Oak Children's Book Award Election

Students were invited to participate in the 9th Annual Statewide COCBA Election. The program is designed to provide real life opportunities to study and critique books and form and express opinions. The election is open to all kindergarten through third grade students in Connecticut. This year there were eight titles nominated. Our students were very excited to read the books and make decisions about which book they thought should win the award. Some classes created campaign posters, wristbands and bookmarks including evidence as to why they thought the book they chose should win.



Other students recorded themselves explaining why they thought a book should win using the Flipgrid app. We are finding so many creative ways to use our technology to enhance the learning experiences for our students. Students received an "I Voted" sticker and selected one of the student-made wristbands or bookmarks after casting their ballots. Through this activity, our amazing LRC teacher, Sharon Rodko combined civics, language arts standards, communication, and

technology skills into an experience with real life application for our students.

Spot of Kindness

Author Diane Alber video-conferenced with our student body to discuss her book *A Little Spot of Kindness*. As part of a town and district initiative to read about and focus on kindness, all Hurlbutt students read the book and were so excited to meet the author.

To Diane's surprise, our staff and students were dressed in clothing covered in polka dots and wore headbands covered in spots as well. She loved our creativity! On that special day, everyone wore "spot of kindness" stickers to remind us to be kind. Students also brought home stickers to share with family members. We hope we inspired our students to spread kindness to their families and the greater community.



In our LRC, students also created spots of kindness using the Chatterpix app. Thank you to the Hurlbutt PTO for purchasing the books and the spot supplies!

World Read Aloud Day

On February 5, Hurlbutt participated in World Read Aloud Day. According to studies and statistics compiled by LitWorld, "Reading aloud not only helps develop literacy skills like word mastery and grammatical understanding, but it also builds community and connects us to each other. On World Read Aloud Day, people all around the globe read aloud and share stories to advocate for literacy as a human right." Read Aloud is an important component of our balanced literacy program. Teachers read aloud books to their classes and the LRC was open at night for families to come and share the joy of reading together. We had a great turnout for our first ever Open LRC Night.



100th Day of School



In celebration of 100 days of learning together, students visited the LRC Hive (our makerspace) to use their teamwork and engineering skills to complete challenges with 100 items. They played with dominos, engineered structures using 100 cups, played with 100 Legos and sticks, to name just a few of the engaging activities. Some of the students even dressed up to show us what they think they will look like when they are 100 years old!



HES HOLIDAY COMMUNITY SERVICE



Exactly 461 pairs of mittens were collected by our Hurlbutt students this year and donated to a local school in Bridgeport. This activity supports our PBIS program at Hurlbutt and helps our students connect to communities outside of Weston. The district goal for developing global citizens begins right here at Hurlbutt with our youngest learners. A big thank you to our volunteers for making the Holiday Food and Gift Basket Drive a huge success! Combined, HES and WIS prepared 38 Baskets (117 grocery bags) to support our neighbors in

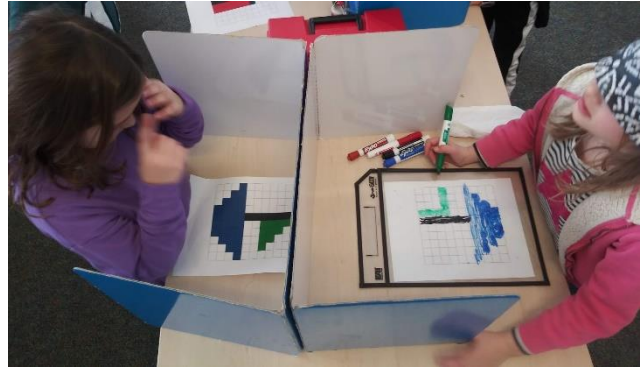
Weston. HES collected \$1,670 in gift cards (doubling what was collected last year) and \$276 in turkey money. Weston is so fortunate to have such caring and generous families.



EMOTIONAL INTELLIGENCE

Classes have the opportunity to come to the Hive to practice emotional intelligence skills needed to persevere, problem solve and collaborate. Mrs. Santorella's 2nd grade class completed an activity to foster their active listening skills. One partner needed to explain a drawing to the other partner so he/she can recreate it without looking. Our students loved working together to create these images. If they completed three puzzles, they uncovered the combinations to open locks on a box as part of a Breakout EDU exercise.

Filling the Hive has been an easy task as our students have been showing safe, kind and responsible behaviors in the classroom, cafeterias, and during outdoor recess. We first celebrated filling the hive with an *All School Pajama Day!* Having the entire staff and student body in PJs made for one very fun day at Hurlbutt. The students also received extra recess and we played an all-school bingo game. The winning class received wristbands to decorate!



Hurlbutt welcomes a new custodian, Mike Santacroe.