

# Board of Education Regular Meeting

Monday, May 18, 2020 6:00 PM

Via Conference Call 443-671-8542 PIN: 867 500 956#, 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. RECOGNITION

- A. Recognition of Student Board of Education Representatives

## VI. APPROVAL OF MINUTES

VII. PUBLIC COMMENT - **\*\*To participate in Public Comment, please visit the District website at [www.westonps.org](http://www.westonps.org), and under the Board of Education tab-Public Participation Guidelines, view the procedures and guidelines for Public Participation in Remote Board Meetings.**

## VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

## IX. NEW BUSINESS

### A. Retirements

1. Recognize the Retirement of Dr. John Kingston, Weston High School Physics Teacher
2. Recognize the Retirement of Lorraine DiNapoli, Weston High School Transition Coordinator

### B. Resignations

1. Recognize the Resignation of Michael Rizzo, Assistant Superintendent of Pupil Personnel Services
2. Recognize the Resignation of Maria Caracuel, Weston High School Spanish Teacher
3. Recognize the Resignation of Kirsten Karlan, Weston Middle School Music Teacher
4. Recognize the Resignation of Ben Megna, Weston Intermediate School Special Education Teacher
5. Recognize the Resignation of Stacie Reisner, Physical Education Teacher
6. Recognize the Resignation of Mackenzie Robens, Weston High School Technology & Engineering/Project Lead the Way Teacher
7. Recognize the Resignation of Gary Webster, Art/Technology-District

- C. Discussion of Effective School Solutions and Contract

D. Annual Instructional Update

E. Distance Learning Update

F. Update on End-of-Year Events for All Schools

G. Fall 2020 Opening Update

H. Discussion and Vote on 2020-2021 Board of  
Education Meeting Dates

I. Tenth FY 2020 Financial Update and Approval of  
Transfers

J. Consideration of Additional Reductions to FY 21  
Operating Budget

**X. SUPERINTENDENT'S REPORT**

A. District Update

**XI. COMMITTEE REPORTS**

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CABE

I. Weston Education Foundation

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

A. Regular Session on June 15, 2020 at 6:00 p.m.

B. Review of Pending Agenda Items for Next Meeting

**XIII. ADJOURNMENT**

**Board of Education Workshop**

March 03, 2020 1:30 PM

Central Office Annex Conference Room

**Attendance Taken at 6:06 PM:**

Present Board Members:

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

Others:

Lewis Brey

**1. Call to Order and Verification of Quorum**

A quorum of the Board of Education was established by the presence of all members.

**2. Presentation by Lewis Brey, Director of Human Resources and Internal Counsel, Regarding Requirements of Freedom of Information Act**

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, provided a presentation to the Board of Education on the requirements of the Freedom of Information Act (FOIA).

**3. Adjournment**

The meeting was adjourned at 2:30 p.m.

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Chairperson

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Superintendent

**Weston Board of Education Executive Session**

March 03, 2020 2:30 PM

Central Office Annex Conference Room

**Attendance Taken at 2:32 PM:**

Present Board Members:

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

Absent Board Members:

Melissa Walker

Others:

Representative from CABE

**1. Discussion of the Performance of the Members of the Board of Education:  
Workshop with Representative from Connecticut Association of Boards of  
Education (CABE)**

Upon a MOTION by Ms. Albert, second by Dr. Pesco, the Board entered Executive Session at 2:32 p.m. for a discussion of the performance of the members of the Board of Education. The Board asked a representative from CABE to join the discussion.

Upon a MOTION by Dr. Pesco, second by Ms. Miller, Executive Session adjourned at 4:43 p.m.

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Chairperson

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Superintendent

**Weston Board of Education Special Meeting**

March 17, 2020 3:00 PM  
Via Conference Call  
252-689-8639  
PIN: 979 702 586#

**Attendance Taken at 3:03 PM:**

Present Board Members:

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

Absent Board Members:

Victor Escandon

**1. Discussion and Approval Regarding COVID-19 Waiver Application Form: 180-Day School Year Requirement**

Discussion:

Dr. McKersie reviewed the agenda with the Board regarding the approval for the COVID-19 Waiver Application. The need for a waiver was waived by the Governor and the District can begin digital learning. The administration would like the Board to review and approve the waiver, with the inclusions of the WTA and AFSCME memorandums of understanding. The District would like to begin distance learning on March 23.

Dr. Craw believes this is a realistic start date and has notified the staff as such. Meetings with the leadership teams and team leaders will begin in order to develop the structure of the learning day.

A distance learning handbook is being created, including professional development days (flex days) built in. Clarification was asked between the differences in Extended Learning Opportunities (ELO) and Distance Learning (DL).

Curriculum materials are being assessed between now and the end of the year in order to provide the most essential content. Distance Learning does take longer to deliver than in-person instruction.

Mr. Rizzo and the Special Education department are trying to continue with regular PPTs and will be using video and conference calls to stay on schedule as much as possible. No in-person evaluations will take place until we have additional guidance. Each special education teacher will be looking at each students IEP and see what we are able to provide in a distance learning atmosphere.

The Board asked questions of the administration regarding amount of material able to cover during distance learning, accountabilities in place for attendance of students and identification in PowerSchool between in-person and distance learning. The Facilities Department will have staff in each of the buildings cleaning and performing duties.

The school calendar was discussed, including April Recess. Equity amongst all employees was discussed. The administration is looking at the ways in which teachers of PFA's and paraeducators will deliver instruction in a distance learning environment.

All Board Committee meetings will begin meeting virtually.

**Motion Passed:** Move that the Weston Public Schools approve the submittal of the COVID-19 Waiver Application Form: 180-Day School Year Requirement; passed with a motion by Gina Albert and a second by Ruby Hedge.

**6 Yeas - 0 Nays.**

Upon a MOTION by Dr. Pesco, second by Ms. Miller, the meeting was adjourned at 4:20 p.m.

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Chairperson

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Superintendent

**Board of Education Regular Meeting**

April 27, 2020 6:00 PM

Via Conference Call

224-324-4465 PIN: 662 080 634#

**I. CALL TO ORDER, VERIFICATION OF QUORUM**

**II. EXECUTIVE SESSION**

**III. RESUME PUBLIC SESSION**

**IV. PLEDGE OF ALLEGIANCE**

**V. APPROVAL OF MINUTES**

**Motion Passed:** Move that the Weston Board of Education approve the minutes from March 26, 2020; passed with a motion by Melissa Walker and a second by Ruby Hedge.

**7 Yeas - 0 Nays.**

**VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS**

Discussion:

Graham Fay mentioned that Quarter 3 has recently ended and plans are to have no final exams. The grading system will be letter grades and no pass/fail option. For the AP exams, resources have been provided and teachers have been presenting lessons linked to exam content.

Chelsea Greenberg let the Board know that a Senior Experience has been designed by school administration and provided two options for students to choose from: create a portfolio of past work or create a DIY project and present.

The 50th anniversary of Earth Day was celebrated on April 23. A list of things we could do (even while in quarantine) to get involved or how to better our environment was shared. Graham also shared that two junior students created an Earth Day video, which received an honorable mention from C-SPAN.

Chelsea spoke about the outreach experiences that are still ongoing, even though they aren't on campus. Weston Against Cancer has reached out to Memorial Sloan-Kettering to see if students could send videos to children as a way of lifting their spirits. A fundraiser is in the planning stages to make and sell cards and friendship bracelets and deliver to recipient's mailboxes. Also tutoring services are being offered, with proceeds to be sent to MSK. As a reminder, Giving Tuesday is May 5.

The WHS Instagram account is being updated daily with both teacher and student content. The Music Department has been offering virtual concerts. The PTO has encouraged students and parents to send photos of their seniors in their college "gear" in preparation for a virtual "May Day."

Both Graham and Chelsea thanked the teachers, staff and administration for everything being done to give all students some sense of normalcy, even though distance learning is in place.

**VII. PUBLIC COMMENT-**

**\*\*To participate in Public Comment, please visit the District website at [www.westonps.org](http://www.westonps.org), and under the Board of Education tab-Public Participation Guidelines, view the procedures and guidelines for Public Participation in Remote Board Meetings.**

Discussion:

During the remote Board meetings where public comment is incorporated into the meeting, participation will be through an online form and acknowledged during the meeting.

Gregg and Jenn Haythorn, 6 Winthrop Hill - Public comments regarding the current FY 20 and FY 21 budget and how it relates to the Coronavirus pandemic as well as reductions-in-force.

## **VIII. NEW BUSINESS**

### **VIII.A. COVID-19 Update**

Discussion:

Dr. Craw mentioned that within distance learning, we are in the phase that will take us through the remainder of the year through live teaching and recorded videos. Each school has developed their own age-appropriate plan as to delivering curriculum. All four principals spoke, giving an update as to the effectiveness of distance learning in their schools as well as highlighting some positive outcomes.

Mr. Rizzo spoke to the Board regarding how the special education staff has been implementing services through the distance learning platform.

Dr. Pesco asked if it was known that emotional issues have been more acute during this time and perhaps the transition back to on-campus learning may be more difficult for our youngest learners.

### **VIII.B. Discussion and Vote to Reinstate the Coordinator of Information Technology Position for FY 21**

Discussion:

Dr. McKersie provided background regarding the original reduction of the Coordinator of Information Technology position and the reasoning behind the request for reinstatement. The request is to reinstate for one additional year, with a budget neutral cost to the District.

**Motion Passed:** Move that the Weston Board of Education approve reinstating the Coordinator of Information Technology Position for FY 21; passed with a motion by Gina Albert and a second by Victor Escandon.

**7 Yeas - 0 Nays.**

### **VIII.C. Discussion and Vote on Adds/Deletes/Changes to the 2020-21 Approved Calendar**

### **VIII.D. Discussion and Vote on Proposed 2021-22 Calendar**

**Motion Passed:** Move that the Weston Board of Education approve the proposed 2021-22 Calendar; passed with a motion by Melissa Walker and a second by Gina Albert.

**7 Yeas - 0 Nays.**

### **VIII.E. Ninth FY 2020 Financial Update and Approval of Transfers**

Discussion:

Mr. Cross presented the ninth FY 2020 Financial Update with seven transfers presented in excess of \$5,000.

**Motion Passed:** Move that the Weston Board of Education approve the ninth FY 2020 Financial Update; passed with a motion by Gina Albert and a second by Taffy Miller.

**7 Yeas - 0 Nays.**

### **VIII.F. Non-Renewal of Long Term Substitute Teachers**

**Motion Passed:** Move that the Superintendent of Schools is directed to notify the following long-term substitute teachers that their contract of employment will not be renewed for the 2020-2021 school year (see attached); passed with a motion by Ruby Hedge and a second by Gina Albert.

**7 Yeas - 0 Nays.**

#### **VIII.G. Non-Renewal of Long Term Building Substitute Teachers**

**Motion Passed:** Move that the Superintendent of Schools is directed to notify the following long-term building substitute teachers that their contract of employment will not be renewed for the 2020-2021 school year (see attached); passed with a motion by Ruby Hedge and a second by Melissa Walker.

**7 Yeas - 0 Nays.**

#### **VIII.H. Non-Renewal Reduction in Force-Teachers**

**Motion Passed:** Move that the Superintendent of Schools is directed to notify the following teachers that their contract of employment will not be renewed for the 2020-2021 school year (See attached); passed with a motion by Ruby Hedge and a second by Taffy Miller.

**7 Yeas - 0 Nays.**

### **IX. SUPERINTENDENT'S REPORT**

#### **IX.A. District Update**

Discussion:

Dr. McKersie thanked the Board of Education their work and expressing their appreciation for the staff. All regular Board and Committee meetings have resumed via video and conference call platforms. The District is trying to provide weekly updates to families and staff.

Every year, Dr. McKersie reads to each K-5 class. This year, he sent to each grade level, a video of himself reading the book he would have read in person.

Everyone has stepped up and is finding new ways to accomplish their work. We are being mindful to not lose everything that has and will be learned during this time.

### **X. COMMITTEE REPORTS**

Discussion:

Dr. Pesco shared his appreciation for the administration and staff that have met the challenges facing us, and for the Board of Education members in taking their jobs seriously and digging in on extremely critical issues.

#### **X.A. Communications Committee**

Discussion:

Ms. Hedge commented that the new District website is on schedule and highlighted the great work that Dr. Tunks is doing.

#### **X.B. Curriculum Committee**

Discussion:

as a District, all schools have moved into Phase 3 of distance learning.

#### **X.C. Facilities Committee**

**X.D. Finance Committee**

Discussion:

Ms. Albert would still like to schedule a budget process debrief and will look to do so when we are able.

**X.E. Policy Committee**

Discussion:

Ms. Walker mentioned that there will be no new policy initiatives and that the Committee's focus is keeping up with the current requirements.

**X.F. Negotiations Committee**

**X.G. CES**

**X.H. CABA**

**X.I. Weston Education Foundation**

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

**XI.A. Regular Session on May 18 at 6:00 p.m.**

**XI.B. Review of Pending Agenda Items for Next Meeting**

**XII. ADJOURNMENT**

Discussion:

The meeting was adjourned at 8:08 p.m.

**Motion Passed:** The meeting was adjourned; passed with a motion by Ruby Hedge and a second by Gina Albert.

**7 Yeas - 0 Nays.**

\_\_\_\_\_  
Chairperson

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Superintendent

**Weston Board of Education Executive Session**

May 11, 2020 1:00 PM

Via Conference Call

**Attendance Taken at 1:03 PM:**

Present Board Members:

Anthony Pesco  
Melissa Walker  
Ruby Hedge  
Gina Albert  
Victor Escandon

Absent Board Members:

Taffy Miller  
Hillary Koyner

Updated Attendance:

Taffy Miller was updated to present at: 1:30 PM  
Ms. Hillary Koyner was updated to absent at: 2:30 PM

Others:

William McKersie  
Kenneth Craw  
Michael Rizzo

**1. CALL TO ORDER, VERIFICATION OF QUORUM**

**2. EXECUTIVE SESSION**

**2.1. Matters Pertaining to Personnel-Interview of Candidate for Director of Digital Learning and Technology**

**Motion Passed:** Weston Board of Education moved to enter Executive Session; passed with a motion by Anthony Pesco and a second by Gina Albert to discuss matters pertaining to personnel-interview of candidate for Director of Digital Learning and Technology.

**6 Yeas - 0 Nays.**

At 1:33 p.m., the Board invited the candidate to join the meeting, continuing Executive Session.

**Motion Passed:** passed with a motion by Melissa Walker and a second by Gina Albert.

**6 Yeas - 0 Nays.**

**3. RESUME PUBLIC SESSION-Conference Call Information:**

**585-491-8394 PIN: 312 649 326#**

**Motion Passed:** Moved that Weston Board of Education enter Public Session; passed with a motion by Gina Albert and a second by Melissa Walker.

**6 Yeas - 0 Nays.**

**4. APPOINTMENT OF DIRECTOR OF DIGITAL LEARNING AND TECHNOLOGY**

**Motion Passed:** Move that the Weston Public Schools appoint Dan DiVito as the Director of Digital Learning and Technology, effective July 1, 2020, with a salary and contract to be approved by the Chairperson of the Board of Education; passed with a motion by Gina Albert and a second by Taffy Miller.

**6 Yeas - 0 Nays.**

**5. ADJOURNMENT**

**Motion Passed:** passed with a motion by Taffy Miller and a second by Melissa Walker.

**5 Yeas - 0 Nays.**

\_\_\_\_\_  
Chairperson

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Superintendent

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Effective School Solutions Update

**Submitted by:** Michael Rizzo

**Document Summary/Purpose and/or Recommended Action:**

**Mr. Rizzo and Cheryl Planten, Executive Clinical Director of Effective School Solutions, will present the attached update to the Board.**

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**

**2019-2020  
School Year**



**BOE Presentation**

May 18, 2020



**Effective School Solutions**

# Summary of ESS Impact

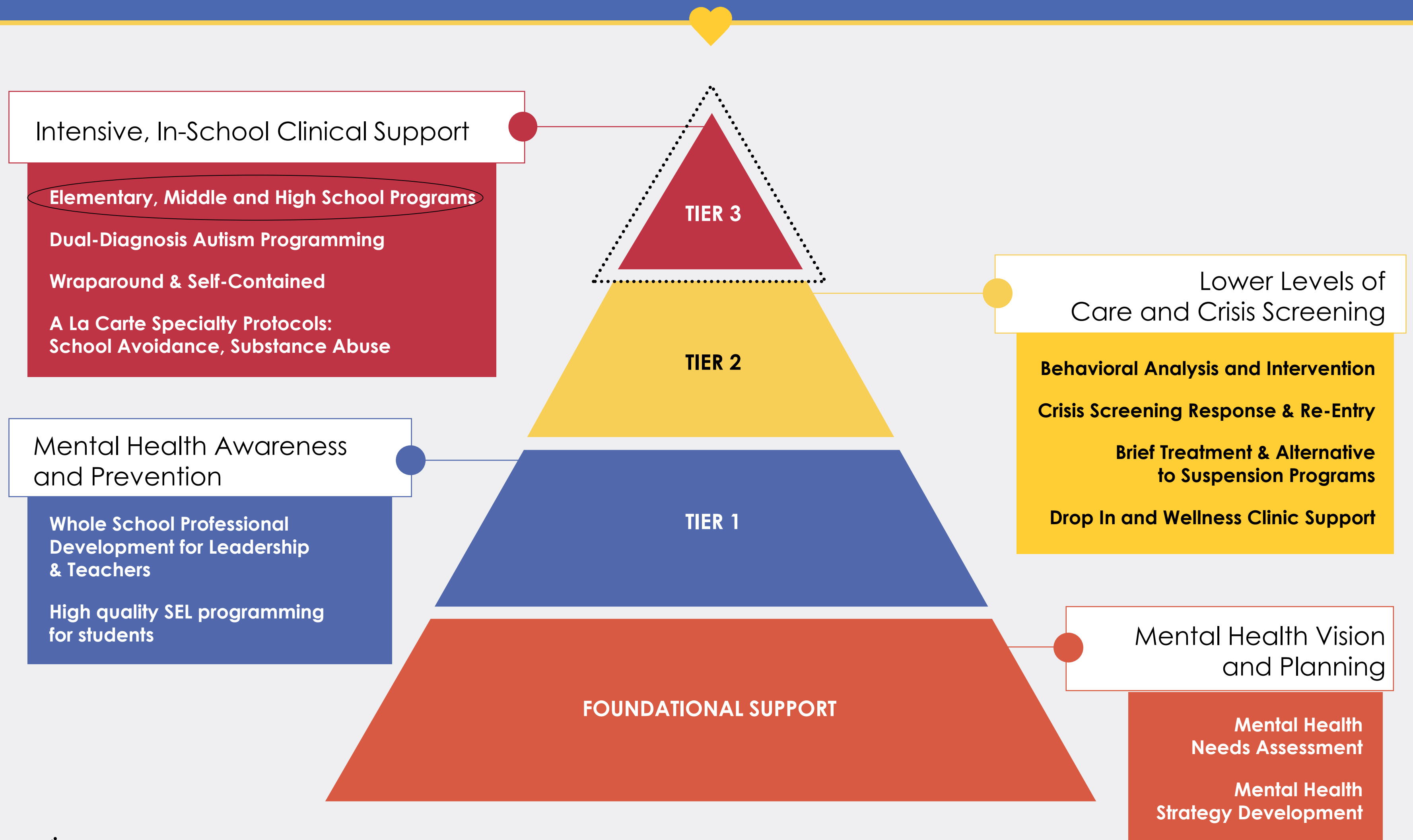



- The ESS Program is an intensive, “Tier 3” clinical program implemented by the district for the purpose of addressing the rise in student mental health challenges in the district and the financial challenge of out of district placements
- The main goals of the program are to 1) provide a higher level of therapeutic care, 2) improve grades, discipline and attendance for at-risk students, 3) give the district an in-district option to private therapeutic schools
- Despite this year’s challenges, the ESS program in Weston Public Schools is making a critical impact on mental health outcomes, with student grades increasing by 9% and absences decreasing by 44%
- In addition, ESS has been able to return 2 students to WPS from out of district placements and preventing an estimated additional 5 students from needing an ODP- this is saving the district a net estimated amount of \$400K
- Finally, ESS has been able to seamlessly shift delivery to virtual support during COVID 19 school closures, providing a needed source of continuity for at risk students

# Topics We're Going to Cover

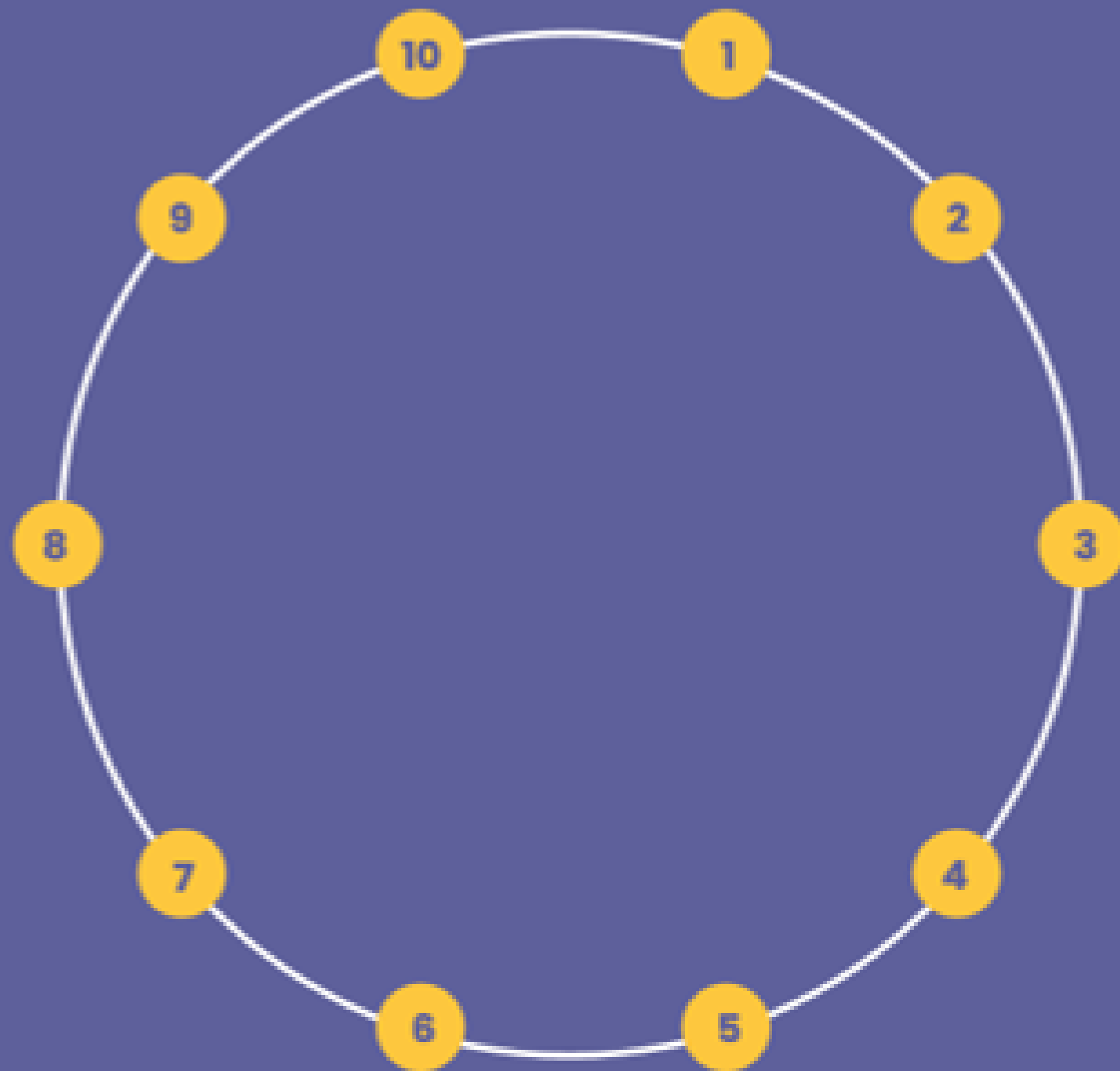
- 1.** About Effective School Solution Services
- 2.** Review MP 1 and 2 data and remote sessions data
- 3.** Cost Savings
- 4.** Remote Services / COVID
- 5.** What Parents are Saying

# RTI Framework for Mental Health Support



 Current area of focus of partnership with Centennial.

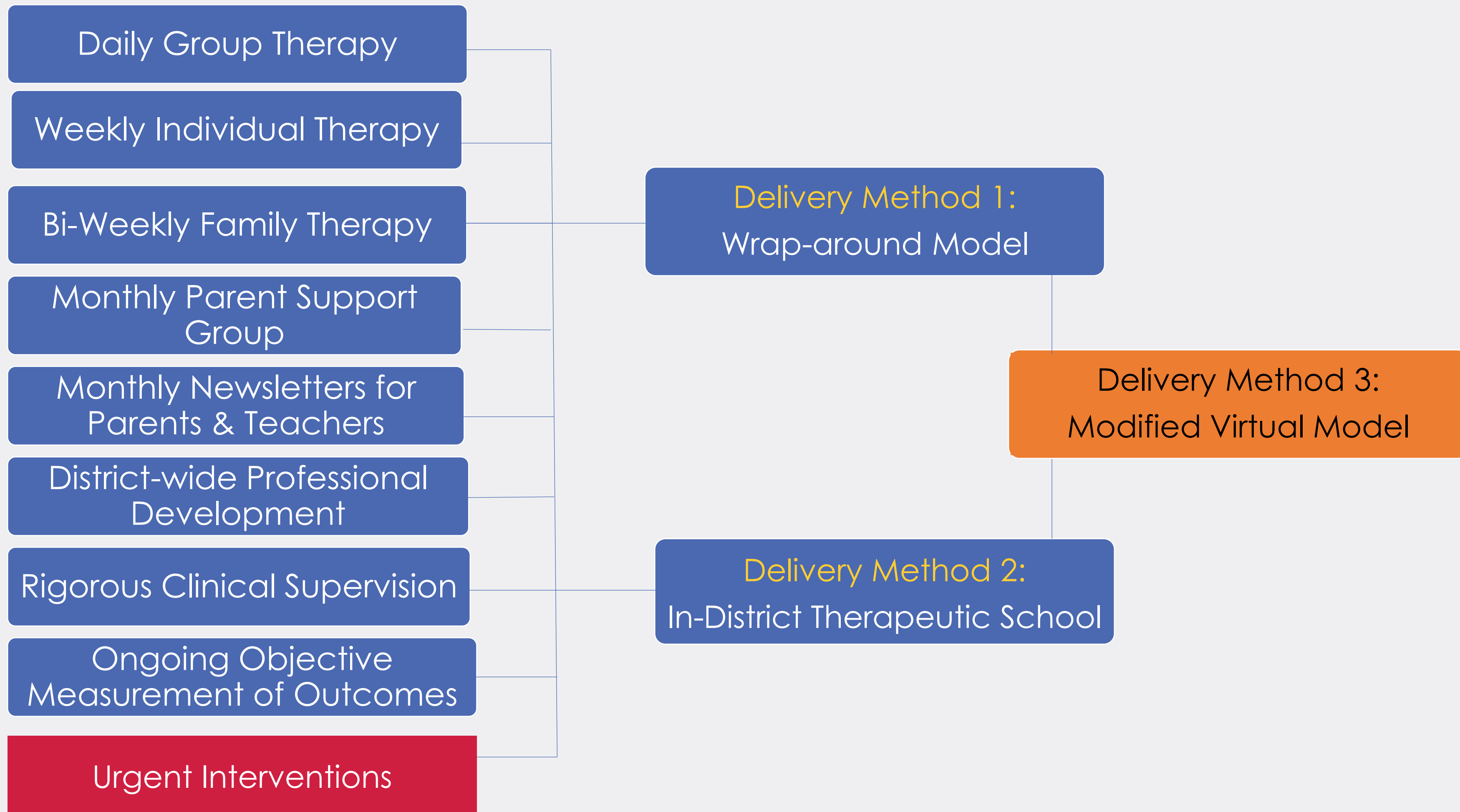
# Ten Essential Elements of the ESS Model



- 1** Comprehensive Program Protocols
- 2 School Avoidance Interventions
- 3 Behavioral Student Programming
- 4 Family Support
- 5 Multiple Layers of Supervision
- 6 Clinical Documentation
- 7 Quality and Risk Management
- 8 Professional Development and Psychoeducation for Educators
- 9 Objective Measurement of Performance
- 10 Highly Experienced, Highly Qualified Clinicians

**The ESS program is a “symphony” of interventions, proven and designed to work together to positively impact students**

# Comprehensive Structured Clinical Program: What It Looks Like



**The ESS program is a symphony of interventions designed to support students**

# Results Snapshot: Weston Public Schools

## 2019-2020-MP 2



### KEY STATISTICS

**Current Census:** 16

**Individual sessions conducted:** 134

**Family sessions conducted:** 36

**Group Sessions Attended:** 259

**PRN Sessions conducted:** 72

**Home Visits-** 11

Improved Student Outcomes	Improved Grades	Improved Discipline	Improved Attendance
	9 % increase in GPA from baseline	257% decrease in Disciplinary write-ups from MP1	44% decrease in absences from baseline
District Cost Savings	ODP Returner Impact		ODP Prevention Impact
	<p>Over the life of the program, the district has returned <b>3</b> student from ODP status, <b>0</b> of whom had to go back to ODP.</p> <p>We estimate that this has saved the district <b>\$600K</b> net savings.</p>		<p><b>100%</b> overall retention of students in the ESS program.</p> <p>The district has avoided up to <b>\$1.6M</b> in costs by enrolling students in the ESS program (assuming 20% of students would have been at risk for ODP)</p>
Staff Benefits	Staff Time Savings		Staff Professional Learning
	<p><b>72</b> urgent sessions conducted in the second marking period, freeing up estimated staff time of <b>36 hours</b></p>		

# Staff Time Savings– Weston Public Schools 2019-2020 MP 2



ESS provides comprehensive support and availability for enrolled students throughout the school day.

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The data below represents the total number of urgent non-scheduled sessions provided to ESS students during the designated time period.

Urgent Sessions with Students

**72**



Estimated Staff Hours Saved

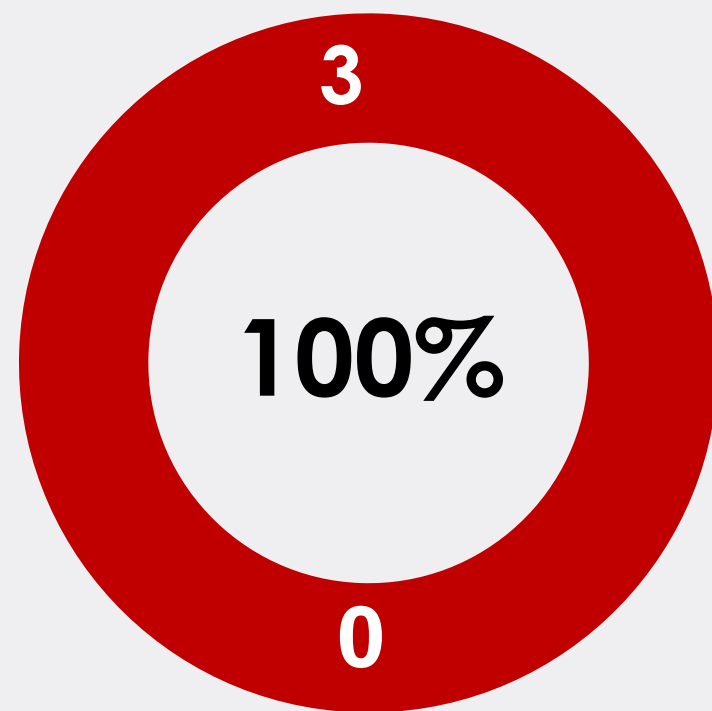
**34**



# ODP Returners: Weston Public Schools

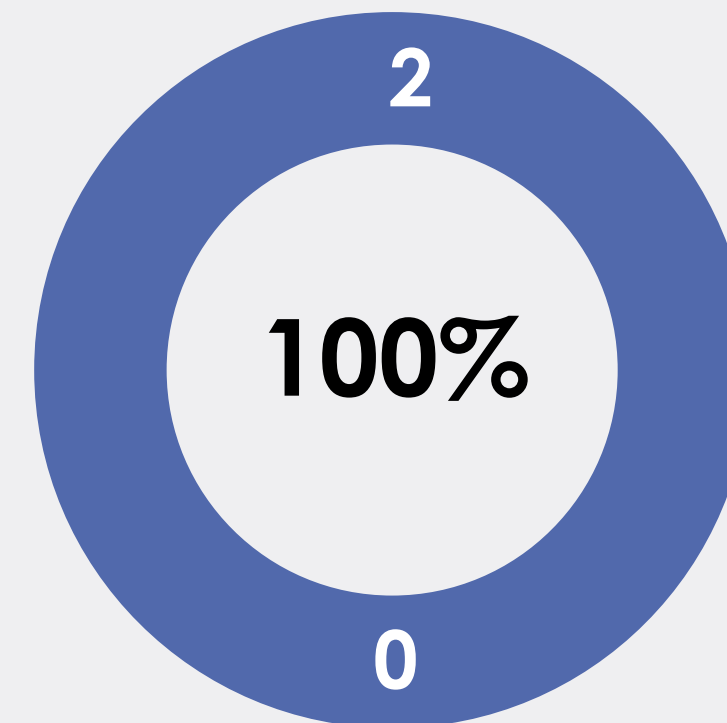


## Out-of-District (ODP) Returnees



- ESS Students Returned from ODP
- ESS Returnees Sent Back to ODP

## Home Instruction Returnees (HI)



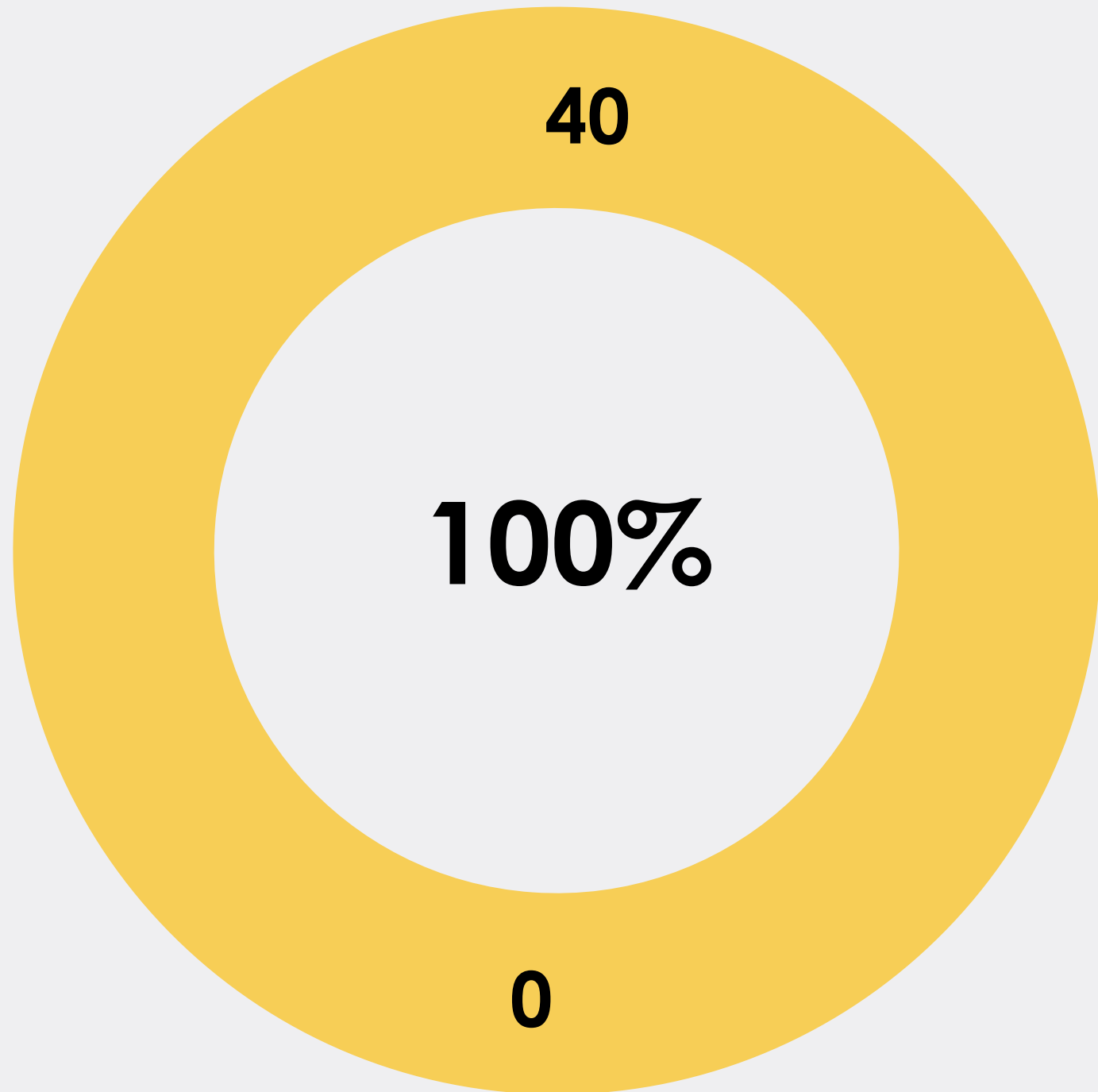
- ESS Students Returned from HI
- ESS Returnees Sent Back to HI

- Throughout the life of the program, the district has returned 3 student from ODP status, 0 of whom had to go back to ODP.
- We estimate that this has saved the district \$300K in total costs, so far.



- In addition, ESS returned 2 students from Home Instruction, 0 of whom returned to Home Instruction.

# ODP Prevention– Weston Public Schools



- Total ESS Students Enrolled
- ESS Students Sent to ODP

- Since the start of ESS at Weston 40 students have been treated. Of these 100% have been retained in district
- In addition, we estimate that 20% of students enrolled in ESS programming were prevented from a out of district placement. This amounts to approximately 8 students.
- This means the district has avoided up to **\$1.6M** in total costs over the life of the program by enrolling students in ESS\*
- Costs assume annual average ODP expenditure of \$100K per student for an average of 2 years.

# Cost Savings Score Card

	2019-2020
<b>ODP Returner Savings</b>	
<i>Students in program brought back from ODP (net)</i>	2
<i>Annual cost savings per student</i>	\$100,000
<b>Total savings from ODP returners</b>	<b>\$200,000</b>
<b>Estimate of Cost Avoidance from Preventing Additional Future ODPs</b>	
<i># of ODP Prevention (net)</i>	5
<i>Net cost savings per student</i>	\$100,000
<b>Total Additional Cost Avoidance from Future ODP Prevention</b>	<b>\$500,000</b>
<b>Grand Total of Total Surplus/(Cost) including both Savings and Avoidance</b>	<b>\$700,000</b>
<b>Cost to implement program</b>	<b>(\$286,110)</b>
<b>Net Surplus for District</b>	<b>\$413,890</b>

We estimate that the WPS implementation of ESS is largely paying for itself with students prevented from ODP. For 2019-20 SY, if just 5 students are prevented from ODP that would be a total net cost savings of over **\$410K**

# Traumatic Impact of COVID-19

## ACADEMIC STRESSORS

- Managing unstructured time
- Lack of motivation
- Challenges connecting with teachers

## FAMILY & ECONOMIC STRESSORS

- Challenging home environments
- Parent/Child Conflict
- Sibling Conflict
- Close Proximity
- Job loss
- Food uncertainty

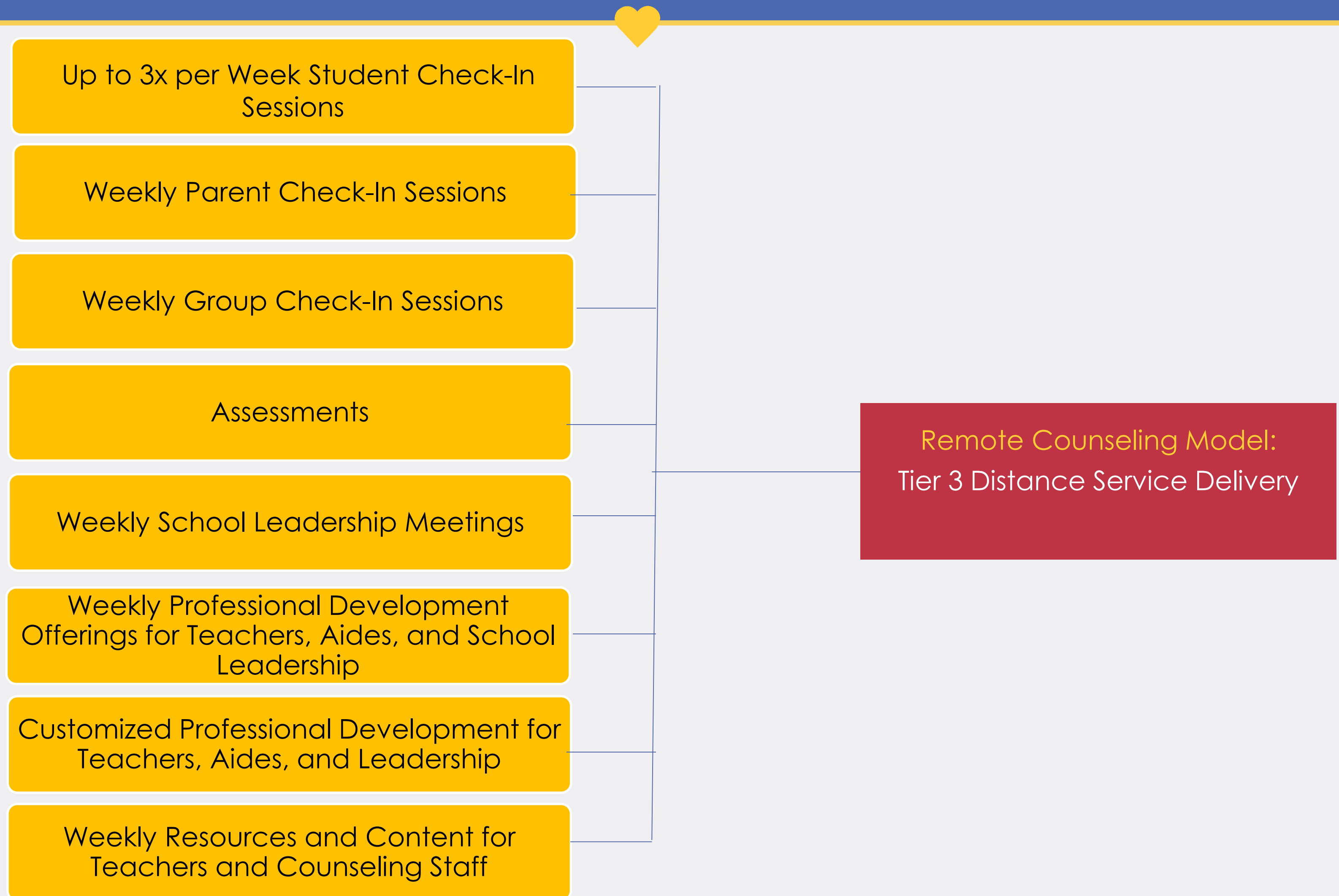
## SOCIAL ISOLATION

- Loneliness
- Lack of peer group support
- Separation from caregivers and mentors

## ANXIETY ABOUT COVID-19

- Fear of getting sick
- Fear of a loved one getting sick

# Anatomy of Distance Counseling Services



**ESS was able to instantly switch to remote delivery of services on March 16th**

# ESS Remote/Virtual Service Delivery Snapshot

Prepared for Weston

Time Period Covered: 3/16/20- 5/1/20



## Student Participation

Total Number of Students Enrolled in ESS:	16
Number of Students Who Have Engaged in Virtual Services:	13
% of Students Who Have Engaged in Virtual Services:	81%

## Student Therapy

Number of Student Outreach Attempts During Time Period	198
Number of Student Therapeutic Check-in Sessions During Time Period:	88

## Parent/Family Therapy

Number of Parent Outreach Attempts During Time Period	113
Number of Parent Therapeutic Check-In Sessions During Time Period:	67

## Other Therapeutic Support

Virtual Group 1x weekly (began 4/21):	6
Tele collaboration with School staff	25 hrs
Hours of school meetings	10.5 hrs
# of collateral contacts	19

# Coming Back to School

- The current crisis has served as a traumatic event in the lives of many students
- Trauma leads to mental health challenges, and it's likely we will see an uptick in frequency and intensity of mental health challenges when school resumes
- The fact that school is likely to look and operate very differently will only exacerbate this
- Of particular focus will be school avoidant students- while the anxiety of these students is often decreased during school closure, returning to school will be especially challenging

**We need to ensure that we have a flexible and powerful mental health safety net in the Fall**

# Parent Survey Results- Weston Public Schools

N= 5



Parent Survey Ratings (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)



# What parents are saying...



**ESS," you are a huge help. Had my child had access to you in Middle School, we all would not have struggled as much."**

**"Thank you for being a support and resource for my child during COVID"**

**The ESS staff has been extremely effective in helping my child and our family...We're fortunate to have a school system that provides such services with the caliber of those staffing it."**

**ESS saved the school year for us. It provided a safe place for my child, enabling a rebuild of trust and to become more open to therapy. The ESS therapists are so well trained and experienced [which creates] confidence in them dealing with our family issues, as well as being a tremendous help in finding the right resources. Thank you for the help and support that was desperately needed."**

**"ESS has been a positive and valuable experience for our family. Our child has experienced great emotional and behavioral growth since the beginning of high school, and ESS has been a key part of that change. In addition, the increased support provided by ESS over the past few months has helped us all better manage the transition to distance learning. To sum it up, I believe that ESS has provided a necessary higher level of in-school support that has allowed our child to safely remain in the Weston school district. Thank you for all of your help this year!"**

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Annual Instructional Update

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

2019-20 Annual Instructional Update 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  
Annual Instructional Update  
2019-2020

Presented to the  
Weston Board of Education  
Curriculum Committee  
May 13, 2020



William S. McKersie, Ph.D.  
Superintendent of Schools

Kenneth G. Craw, Ed.D.  
Assistant Superintendent of Curriculum & Instruction

# **WESTON PUBLIC SCHOOLS**

## **VISION STATEMENT**

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

## **MISSION STATEMENT**

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

## **OUTCOME – GLOBAL CITIZENS**

Global citizens have the necessary knowledge, skills, and attitudes to achieve their personal goals and contribute to society. Our goal is to empower students to be innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in an ever-changing world. These skills are commonly referred to as the four C's: Critical and Creative Thinking, Communication, Collaboration.

## **WESTON DISTRICT GOALS**

Academic Excellence  
Healthy Learning Environment  
Digital Learning  
Gauging District Progress  
Resources for Learning

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# Introduction

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Weston Public Schools has had a long tradition of academic excellence and is viewed as a leading district in public education. Our high school has once again been recognized in the top band of high schools (#2) in the state by *US News & World Report* in the recent 2020 rankings. Sustaining high levels of academic excellence results from the collective efforts of a preK-12 system of educators dedicated to the continuous improvement of programs and services. The Annual Instructional Update highlights these efforts through a reflective analysis of established goals, key accomplishments and notable challenges faced.

Each year, Weston's Curriculum Council, a dedicated group of curriculum leaders and administrators, provides the Board of Education and community with a detailed progress report, as we plan for the upcoming year. The 2019-20 document represents a special edition of the Annual Instructional Update given the profound paradigm shift in how we deliver education in the midst of the COVID-19 global pandemic. It tells the story of the school year in three critical parts and how Weston has maintained a commitment to being a leader in educational innovation:

- 1. Pre-distance Learning** - The first section is a summary of the goals and accomplishments achieved, by content area, from August to early March. This section is similar to how we have reported out on progress in previous years.
- 2. Distance Learning** – This section highlights the accomplishments of each of our schools and the challenges they faced as they made a punctuated shift to distance learning.
- 3. Implications for Practice 2020-21** – In the concluding section, our instructional leaders summarize the qualitative impact of distance learning, by content area, in planning for the upcoming school year. Considering that 30% of the school year will have been conducted virtually, this is a critical section that accounts for the decrease in content coverage and change in pacing resulting from distance learning. The team will be using this information over the summer months to plan for the upcoming year.

Weston closed its school campus on March 11, 2020. Soon thereafter, the district embarked on several phases of a distance learning plan designed to maintain continuity of instruction and ensure that students were well supported socially and emotionally. Building upon a strong technology foundation, in many ways already integrated into the curriculum and instructional plans, our staff adapted plans, focusing on the most essential content, and matched the appropriate modality of teaching to engage students. This shift has an ongoing transition for our teachers and students as we continue to learn and grow in the delivery of education via distance learning.

There have been three phases of distance learning since our initial rollout, with each phase leading to an increased level of personalized instruction and social interaction for our students. Our teachers are becoming increasingly adept at facilitating small group activities and providing individualized support

in an online environment, thus maintaining Weston's commitment to ensuring that ALL students continue to grow as learners.

There certainly have been challenges in shifting to distance learning over the last three months of the year. It has been difficult to teach our youngest learners how to read remotely, and we anticipate that they will require more time to achieve the breadth and depth of academic standards. Further, the delivery of the curriculum has emphasized core academic subjects of reading, math, science and social studies, even though Weston has always had a strong commitment to teaching world languages, arts and wellness. Unfortunately, students have not been able to experience these subjects to the same depth as when they were in school.

In short, we know that our students will not have experienced the full curriculum and there will be great variability in what students know and are able to do come August. An important purpose of the Annual Instructional Update is to highlight and signal to the community that we will be developing plans to modify the pacing of curriculum to meet students where they are at the beginning of the new school year.

Finally, it cannot be overstated that our students and teachers have experienced great change in a short period of time in school and schooling. At the same time, the immense challenge has also opened up great possibilities for the foreseeable future in combining the best of distance learning with in-person schooling. Our instructional leaders are looking forward to blending learning in ways that will enhance student engagement, provide increased student choice, promote increased self-direction, and improve health and well-being.

**Note:** At the end of this report, be sure to visit the appendix consisting of a series of thumbnail videos created by our faculty. This section serves as a celebration of the innovative and creative work of our teachers.

## 2019-20 Goals and Accomplishments (August - March)

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### Mathematics, Grades K-5

#### Goals

- Continue to provide coaching and professional development, increasing the instructional repertoire of our teachers, especially in the areas of differentiation.
- Work with teachers to integrate their technology effectively into their math lessons.
- Continue the math mindset work with all grades K-5.
- Continue to explore ways to use the SBA target data with teachers from the beginning of the year when it becomes available.
- Continue to provide opportunities for parent education at all levels.

#### Accomplishments

- In grades 3-5, teachers examined SBA grade level data and target data specific to their own classes. They implemented personal and grade level plans based on this analysis.
- Technology integration became a huge focus during distance learning and teachers exceeded expectations in their learning.

### Mathematics, Grades 6-12

#### Goals

- Continue to emphasize planning for differentiation at both WMS and WHS.
- Explore the possibility of revising the structure of Math Lab at WMS to better accommodate students in need of SRBI support.
- Implement a new AP Computer Science Principles course, using the blended learning platform, Edhesive.
- Continue to explore our secondary mathematics pathways to consider options for students that allow them to achieve at the highest levels.

#### Accomplishments

- WMS teachers examined SBA data in order to identify groups of students for targeted differentiation, both for enrichment and remediation. Teachers developed personal goals based on this analysis.
- WMS established a data team to monitor the progress of students in Math Lab, as well as to identify students in need of support.

- WMS began to look at ways to better utilize the Math Lab time for targeted SRBI support, including adopting Freckle Education differentiation platform for online practice.
- WHS teachers engaged in a book study and professional development related to Carol Ann Tomlinson's, "The Differentiated Classroom", in order to expand their repertoire in differentiation practices in process, product and content.
- WHS teachers explored efficiencies for offering Multivariable Calculus, including both online and in-person options. It will be offered as a .1 FTE course for 2020-21. This will be evaluated on an annual basis.
- AP Computer Science Principles had a successful first year at WHS, and the course will be offered in the future on an alternating year basis with AP Computer Science A.
- Teachers at both schools contributed to the development of a YouTube Channel to warehouse teacher-created instructional videos.

## **Science, Grades K-5**

### **Goals**

- Provide the needed professional development opportunities for grades 3 and 4 teachers using both the internal capacity of CIL as well as Amplify consultants.
- Provide year two support and coaching for grades K-2 and 5.
- Complete curriculum documentation in Rubicon Atlas for grade 5.
- Create new progress report standards and corresponding rubrics for grades 3 and 4.
- Analyze the data available from the first NGSS assessment for any useful implications.

### **Accomplishments**

- In the first year students took the NGSS assessment, grade 5 students had the top score in CT.
- Grades 3 and 4 successfully implemented their first two NGSS science units.
- Intensive professional development, coaching, and support was provided for this transition. Continued support was provided grade K - 2 and 5 in their second year.
- Grade 5 curriculum was completed in Rubicon Atlas.
- New progress report standards and rubrics were completed for grades 3 and 4.
- The fifth grade NGSS assessment data validated our well thought out plan of scheduling, staffing, curriculum and pedagogical choices.

## **Science, Grades 6-12**

### **Goals**

- Continue to promote and support the Honors Science Research course to ensure increased enrollment and student success in future years.
- Continue to revise and implement NGSS-aligned curricular units in core sequence courses in grades 6-11.
- Continue to focus on effective methods of differentiation in science classes to better meet the needs of all learners.
- Continue to review and integrate new instructional materials into NGSS-aligned curriculum at WMS.
- Continue to promote STEM research opportunities available during enrichment periods for seventh and eighth graders and encourage participation in events outside of WMS, such as state-level fairs as well as the 6-12 STEM Expo held at the end of each year.

## **Accomplishments**

- In the first year the NGSS assessment was administered, the 8th and 11th grades scored among the top districts in CT.
- WHS and WMS teachers continued to promote the learning of science content and skills through the experience of actively engaging their students in the process of science.
- As part of a school wide focus on differentiation, High school teachers developed new ways to meet the needs of their students and challenge them in effective and appropriate ways. Examples of revised strategies included scaffolded lab experiments, various methods of grouping students when problem-solving, tiered assignments, and investigations that allowed students to pace themselves choose their own route to completing the activity.
- The Honors Science Research course completed its second successful year as 11 students independently explored topics, including 3D printing joint replacements, genetically engineering bacteria, heavy metal water pollution, and fungal remediation of soil pollutants.
- Thanks to the generous support of the WHS PTO philanthropy committee, the Trout in the Classroom program doubled in size as a new tank and all necessary equipment was installed in the high school science wing. This enabled all environmental science students to actively participate in raising and releasing trout into local waterways.
- In its first year of implementation, the WHS Academic Decathlon team (AcaDeca) placed first in the State of Connecticut and earned a trip to the national competition, which unfortunately had to be cancelled.
- The 6th grade science and social studies team revised their interdisciplinary project on Guardians of the Water Galaxy to allow for more student choice in the final product, including written letters, physical models, informative posters, and video messages.

## **Language Arts, Grades K-5**

### **Goals**

- K-2 classrooms will transition to full implementation to the Fountas and Pinnell Benchmark Assessment System.
- K-2 will transition to the use of the updated DIBELS 8 as a universal screening tool.

- Instructional read aloud, shared reading, and interactive writing as part of the reader's and writer's workshop will continue to be a focus in K-2 classrooms.
- K-5 teachers will continue to refine their practice in the use of multiple data points to inform whole class and small group differentiated instruction.
- Cross-building articulation visits will continue in the fall with second grade visiting third and fifth grade visiting sixth.
- Successfully modify curriculum, instruction, and assessment to best meet the needs of our special education population will continue to be a focus in all grades.

## **Accomplishments**

- Grades K-2 successfully transitioned to the Fountas and Pinnell Benchmark Assessment System.
- Grades K-2 embedded Beyond the Text inferential questioning strategies into their read-alouds, mini-lessons, and small group instruction to ensure that students expand their academic vocabulary in alignment with the Fountas and Pinnell Benchmark Assessment System.
- Grade 2 spent focused team time to examine targeted SBA questions to further develop teacher understanding of the assessment and to replicate the vocabulary used on the SBA assessment.
- Ongoing instructional coaching continued to provide differentiated support to teachers as they expanded their instructional repertoire when using data to plan and implement instruction.
- Grades 3-5 received ongoing professional development, provided by CIL and Teachers College consultant, on the use of assessment data to move students deeper into and across levels of text.
- Teachers in grades 3-5 established trajectories of growth in reading to ensure appropriate progress for all students, and designed small group instruction in alignment with those goals.
- The CIL, special education teachers, and classroom teachers in grades 3-5 collaborated on curriculum, instruction, and assessment to ensure adequate growth and progress for our special education students by prioritizing learning progressions within and across units of study.
- The K-12 Reading Committee is having a positive impact on Districtwide Reading Data Team meeting protocols, intervention program usage, and assessment systems.

## **English, Grades 6-12**

### **Goals**

- Form a group of stakeholders from various departments and evaluate the effectiveness of the WHS portfolio process and school-wide writing rubric. Make revisions to the portfolio process and update all materials, as needed.
- Work with WHS administration to create a plan to guarantee that all students receive the same support throughout the WHS Writing Portfolio process.

- Update the grade 6 English language arts curriculum to be more rigorous and ensure that teachers continue to meet the needs of the diverse learners in their classrooms.
- Provide meeting time for teachers involved in the grade 5 to 6 transition and the grade 8 to 9 transition. These meetings will help teachers align expectations and curriculum.
- Create a department goal regarding differentiation and then coach teachers as they continue to hone these skills so that all students, regardless of the course they enroll in, have the same opportunities to succeed.

## Accomplishments

- ELA and special education teachers, the CIL, and building administrators established regular data team meetings at WMS. These meetings, led by our WMS reading specialist, allows for the team to make informed decisions regarding student needs, differentiation strategies to benefit those students, and necessary interventions.
- The grade 6 ELA teachers focused on increasing the rigor with revisions and additions to their reading and writing curricula. Three new units were added in reading and two were added in writing, all done with support from our consultant from Teachers College.
- The WMS ELA department worked in collaboration with the social studies department, the reading specialist, and building administrators to focus on data analysis and the use of data to inform instruction. A focus on SBA and NWEA data allowed teachers a deeper understanding of student achievement.
- Teachers at WHS continued their professional growth through a departmental focus on differentiation. Through sharing best practice and participating in instructional coaching, the department is developing a repertoire of strategies to engage and meet the needs of all students.
- The Composition Seminar course supported juniors and seniors who did not meet the benchmark for writing proficiency in their sophomore year. Working closely with their classroom teacher, in addition to support from the Writing Center, 93% of students met benchmark with their revised portfolio submission.
- The Writing Center continued to be a robust resource at WHS. Student interventions are determined by portfolio data and classroom performance. Between September 1, 2019 and March 11, 2020, the Writing Center held 310 individual conferences and visited 76 classrooms to support writing. Teachers also regularly met with students in structured study to provide support.
- The WHS English department provided enrichment opportunities for students outside of the classroom. Thanks to support from WestonArts and Weston Youth Services, students participated in our first Poetry Out Loud competition. Writing Center/*Filament* (our literary magazine) sponsored the HumanKind: Be Both Writing Contest and an interactive workshop with poets/teaching artists. Students also participated in a National Writing Project field trip to Weir Farm. We strive to show students how to extend their writing life beyond the classroom walls.
- Teachers at WHS reviewed the texts taught in select courses and started to revise the curriculum to bring in more diverse authors in an effort to honor our students, their varied backgrounds, and their interests. We hope to continue this work when revising curriculum this

summer and throughout the 2020-2021 school year.

## **Social Studies, Grades K-5**

### **Goals**

- Ensure all social studies standards are taught with fidelity in all grades.
- Continue to integrate PBIS and Emotional Intelligence outcomes into social studies instruction.
- Balance needs across all curricular areas in all grades.
- Continue to refine curriculum and assessments in all grades.

### **Accomplishments**

- Grade 2 began a collaboration with the Weston Historical Society. As a kick-off to the integrated ELA and social studies unit, students learned about Horace Hurlbutt and Mort Schindel.
- We worked with the Director of the Weston Historical Society to explore and expand collaboration on curricular extensions to grades K and 1 during the 2020-21 school year.
- Grade 3 collaborated with the Weston Historical Society to plan for curricular needs, culminating with a field trip to the Historical Society in December to enhance their Weston History unit.
- Grade 4 continued to integrate reading, writing, and social studies content in certain units throughout the year.
- Grade 5 further integrated specific Language Arts units with social studies content in order to ensure instruction of social studies standards.
- Grade 5 schedules were created to ensure additional instructional minutes for social studies within the teaming model.
- Integration of PBIS, Emotional Intelligence, and social studies outcomes have been explored.

## **Social Studies, Grades 6-12**

### **Goals**

- Explore, evaluate, and begin the curriculum renewal process for social studies courses, grades 6-12.
- Continue to cultivate opportunities to integrate the inquiry model into coursework through the support of experts in the field.
- Support the continued efforts between ELA and social studies to align expectations, language, and instructional goals, especially regarding analytical writing at the middle school.

### **Accomplishments**

- The WMS Social Studies Department worked with the ELA department to improve data analysis procedures. With support from building administrators, the WMS reading specialist,

and CILs, the departments learned how to access, understand, and utilize NWEA and SBA reports to inform instructional practices.

- WMS social studies teachers worked with curricular partners to develop Common Formative Assessments. CFAs are based on previously identified literacy skills, are aligned to the social studies curriculum, and provide additional data points that teachers can use to inform strong literacy instruction.
- WMS social studies teachers attended multiple professional development sessions provided by the WMS literacy specialist. These sessions were extremely valuable in providing teachers with concrete instructional strategies to improve literacy outcomes for students in targeted literacy skills.
- WHS social studies teachers began the year by attending a professional development session led by Dr. Stephen Armstrong, who is the head of K-12 Social Studies at CSDE. Dr. Armstrong provided the department with best practices on teaching genocide in social studies. This session was part of the department's focus on teaching the Holocaust, and other historical genocides, according to research-based strategies, and in tandem with CSDE guidance.
- The WHS Social Studies Department expanded AP US Government from one semester, to a full year in length. This expansion provides students with valuable additional class time, which bolsters their preparedness for the Advanced Placement exam. Equally important, the course expansion allows for more student-centered discussions, and time for students to make real world connections to the content.
- WHS social studies curricular teams continued to develop inquiry based projects, as the drivers of each course. The inquiry structure is adopted from the C3 Framework, and provides students with critical skills such as questioning, conducting research, evaluating sources, and crafting evidence-based products. Inquiry projects are vertically aligned, with a short inquiry paper in 9th grade World Studies, and building toward large research papers and collaborative group presentations in American Studies and US Government courses.

## World Language, Grades K-12

### **Goals**

- Develop fifth grade Spanish curriculum and complete FLES (Foreign Language in Elementary School) program renewal.
- Complete world language K-12 curriculum renewal process for anticipated adoption in the fall of 2019.
- Provide coaching to support the new ELL teacher as the ELL program is bolstered.
- Develop a plan to increase student proficiency in all languages in identified areas of need after administering the standardized world language assessments to fifth graders and juniors for the first time in 2019.
- Monitor Spanish enrollment at WHS and develop a plan to increase student retention.
- Increase differentiation of instruction for world language learners.

## Accomplishments

- The FLES Spanish curriculum was completed, which concluded the 6-year renewal project.
- Much progress was made in the renewal of courses in French, Spanish, and Chinese this year but a few units will need to be finalized in order to complete the project.
- The ELL teacher devoted a great deal of time and effort into adjusting to her new role. It has been a year of tremendous growth for the teacher and program. The ELL teacher and CIL worked closely to identify professional development opportunities as well as resources and instructional strategies.
- As a result of administering external assessments last spring, WL teachers identified specific areas of focus. Fifth grade Spanish teachers focused on developing a plan for increasing students' interpersonal speaking; WMS teachers focused on improving writing skills; and WHS teachers developed specific goals to address areas of needed improvement as identified in the AAPPL and ALIRA assessments.
- For the first time, WHS seniors who have demonstrated proficiency requirements in a world language and the English requirements for graduation, will be awarded the Seal of Biliteracy.
- Secondary level teachers and CIL held conferences with students regarding their WL course options to stress the importance of continuing with the language.
- An honors level section of Spanish 6 was created at WHS to offer another alternative to qualifying seniors..
- Through a variety of professional development opportunities and curricular teams, WL teachers K-12 and the CIL have worked closely to increase differentiation for world language learners.

## Visual Arts, Grades K-12

### Goals

- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions
- Continue to foster creativity and utilize digital tools, as appropriate, to support district initiative.
- Continue to monitor instructional time at all levels; exploring opportunities to expand visual arts opportunities for students.
- Continue to implement the renewed visual arts curriculum with teachers, monitoring and adjusting classroom instruction and unit assessments to positively impact student learning.
- Begin the revision process for the K-12 visual arts curriculum in accordance with the ongoing curriculum cycle; implement and monitor changes to new and reworked courses for the 2019-20 school year.
- Continue to collect data in the visual arts classrooms to inform instruction and provide meaningful analysis of student learning.

## Accomplishments

- Successfully introduced two new courses at the middle school - Seventh Grade Art 2 and Eighth Grade Art 2.
- Four students were accepted in the Regional Scholastic Art & Writing awards - a gold medal, a silver medal and two honorable mentions
- Three junior students received an honorable mention in the CSpan video documentary.
- Four senior students placed in the CT DMV PSA video competition.
- Geoffrey Brencher successfully obtained funding to completely update the TV Production studio to industry standards. Class enrollment for the new Sports Journalism & Broadcasting increased significantly and will benefit from the new studio set up.
- The change from TV Production to Sports Journalism & Broadcasting resulted in a surge of enrollment. As a result, plans were made for an Advanced Sports Journalism & Broadcasting course for next year (and enrollment again was very high).
- Successfully updated and tested the high school ceramics and drawing course sequences this year, leading the way for more updates in our current curriculum revision.
- The National Art Honor Society held an extremely popular “Bob Ross Painting Night” at the high school, among other community projects.
- A junior student was shortlisted for the Inaugural Climate Changemaker Film Festival that took place on Earth Day.
- With a lot of dedication and hard work, the visual art teachers successfully transitioned their mostly hands on curriculum to online content.
- Art Jam 2020 was replaced this year with [online art galleries](#) showcasing student work during distance learning.

## Performing Arts, Grades K-12

### Goals

- Continue to provide music teachers appropriate professional development opportunities that are aligned with building comprehensive musicianship through performance and on the artistic processes as defined in the National Core Arts Standards.
- Provide support at the middle school for increased size of lesson groups in band and orchestra and decrease in instructional time for ensembles and music courses due to the new WMS schedule.
- Continue to provide guidance and appropriate time for arts teachers to transition to Canvas.

### Accomplishments

- All K-12 music teachers were involved in professional development workshops on *Developing Musicianship Through Performance*. The August sessions introduced the departmental goal and the areas of focus for music educators (Purposeful planning, Essential Questions and

Enduring Understandings, Differentiation and scaffolding, Student Centered, Student Connections, Repertoire and Programming).

- The full day in October provided additional time to unpack the areas of focus for music educators and introduce how to plan an extended unit with the DMTP organizational planner.
- K-12 music teachers created a library of 15 unique Developing Musicianship Through Performance (DMTP) units.
- AP Music Theory curriculum was successfully written and implemented at the high school.
- Prior to the start of the year, a solution for instrumental lesson times at the middle school allowed the instrumental lesson groups to remain the same size.
- Instructional strategies including utilizing the 1:1 Chromebooks and other technology resources allowed the full choral ensembles a moderate level of differentiation of instruction and some individual student assessment. Units in the choral ensembles and general music curriculum were revised and implemented with changes to music literacy and music projects.
- Three music courses AP Music Theory, Concert Choir and Chamber Singers were moved onto Canvas Learning Management System.
- High School Regional and All State Musicians: 23 students were selected by process of audition for the Regional Festival and six were selected for the All State Festival.
- Middle School Regional Musicians: 14 students were selected by process of audition.
- K-12 music teachers adapted their ensembles and classroom general music courses to the online learning format by creating smaller music studios and recording virtual ensembles.

## **Health and Physical Education, Grades K-12**

### **Goals**

- Successfully incorporate the new health units and lessons that were created to meet the new State graduation requirements.
- Integrate dialectical behavioral therapy DBT Steps-A program into our grade 9 curriculum, create supporting lessons in grades 10-12, and lead-up lessons in grades 6-8.
- Continue to expand “parent connection” opportunities for K-12 health.
- Incorporate caffeine effects and addiction into grade 7 and 8 substance abuse units.
- Integrate sleep needs and deprivation issues into all stress relief and emotional health units grades K-12.
- Present the renewed physical education curriculum to the Board of Education for adoption.
- Incorporate updated and/or newly created assessments in physical education.
- Explore the value of assessing physical skills at the K-2 level.
- Provide and/or facilitate more professional development for health and PE staff.
- Examine research based grading practices for physical education K-12.
- Incorporate Canvas Learning Management System into grades 9-12 and introduce it in grades 6-8.
- Explore and research the effectiveness of role-play in K-12 health education.

## **Accomplishments**

- Successfully integrated an additional quarter of grade 9 health, providing new units of instruction and learning experiences to meet the new State of Connecticut graduation requirements.
- Effectively delivered the first half of the DBT Steps-A program to grade 9 health students, and lead-up DBT lessons to grades 6-8.
- Certified two teachers as CPR instructors at the high school, one teacher as a lifeguard at the middle school, and one teacher completed a three day Project Adventure training at the Project Adventure headquarters in Beverly, MA.
- CIL attended the annual CTAHPERD (Connecticut Association for Health, Physical Education and Dance) conference, and several Southwest District PE/health coordinator meetings.
- All PE/Health teachers attended the Election Day CTAHPERD-sponsored Physical Education and Health Conference at Hamden High School.
- Fitness scores at the high school rose significantly as a result of data analysis and informed testing administration changes.
- Significant progress was made toward the renewal of the physical education curriculum, and is on-track to present in the spring of 2021.
- Successfully incorporated more “parent connection” opportunities and experiences in health education.

## **Technology Education, Grades 6-12**

### **Goals**

- Design and implement a strategy to promote interest and increased enrollment in high school level PLTW courses for the eighth grade students
- Continue to develop Canvas activities to better serve the high school PLTW population by utilizing more of the learning management system (LMS) features. Explore additional ways to incorporate the use of Canvas in middle school PLTW classes.
- Prepare for the comprehensive overhaul of Introduction to Engineering Design, which is anticipated to be presented at the start of the 2020-2021 school year. Additional teacher training and preparation may be required to adequately support our students and curriculum.
- Continue to support the growth and development of the high school and middle school robotics teams, including effective ways to manage the increase in team demands through one coach housed at the middle school.

### **Accomplishments**

- Weston Robotics successfully hosted its first regional middle and high school robotics tournament at the high school in February. The robotics teams competed with 63 other teams from New York, Connecticut and Massachusetts. As a result of their efforts, one Weston high school team qualified for the VEX Robotics Southern New England Regional Championship (which unfortunately had to be cancelled).
- The WHS Technology Department created a PLTW information brochure for distribution to

eighth grade students. This likely helped to increase the number of introductory PLTW classes from two sections in 2019-2020 to four sections in 2020-2021.

- The extensive use of Canvas and the online PLTW platform to organize and facilitate the curriculum and learning activities of the PLTW courses allowed for a seamless transition as a new teacher stepped in. Despite being the first time teaching high school technology classes, the instructor was able to deliver the curriculum in the same rigorous and interactive way as it had always been taught.

## **Special Education and Pupil Services, Grades PK-12**

### **Goals**

- Increase the effectiveness of our internal systems for program management.
- Develop the capacity of our building based teams to develop and implement student programs.
- Develop parent partnerships through increasing transparency and providing information regarding the special education process.

### **Accomplishments**

- Developed and implemented Individualized Education Plans (IEPs) for over 250 students.
- Conducted approximately 431 Planning and Placement Team meetings to date during the 2019-20 school year.
- Conducted approximately 30 comprehensive initial evaluations and 70 triennial re-evaluations during the 2019-2020 school year.
- Conducted monthly PK-12 department meetings to review complex students and best practices in program development.
- Continued districtwide capacity building in Physical Management Training (PMT) strategies by training 8 new staff and recertifying 18 staff from the prior year.
- Conducted district-wide professional development in the areas of Dialectical Behavior Therapy (DBT), transition and writing measurable goals and objectives.
- Presented workshops to families on the application of DBT skills in the home setting in fall 2019 and virtually in spring 2020 during the period of school closure.
- Applied DBT skills in IEP goal development, small group, and individual counseling sessions and developed tiered implementation plans by school.
- Provided distance learning plans aligned to students' IEPs and implemented IEPs to the greatest extent possible during the period of closure.
- Continued Special Education Roundtable discussions with families, including two virtual meetings during the period of school closure.

## Project Challenge, Grades 3-8

### **Goals**

- To implement refinements to the Project Challenge identification process.
- Review the scheduling of Project Challenge classes at WIS.
- To continue to refine the Project Challenge thematic units in grades 3-8 and to continue to enhance the Master Project.

### **Accomplishments**

- The Project Challenge committee discussed future plans to pilot the Torrance assessment as part of the identification process. There was a consensus that the Torrance would be a helpful tool in the identification process in the future.
- The teachers continued working on curriculum mapping in grades 3-8, determining where specific skills will be introduced and mastered.
- At WMS, the teacher has incorporated simulations into the curriculum as a highly engaging instructional strategy.

## **Distance Learning (March - Present)**



### Hurlbutt Elementary School

#### **Accomplishments**

- HES created grade-level Google Classrooms to post Extended Learning Opportunities during phase one of distance learning.
- Teachers created individual Google Classrooms for classroom teachers to facilitate distance learning during phase two.
- Teachers developed video lessons and held small group/individual live meetings with students as distance learning evolved.
- Teachers posted daily morning meetings to greet students..
- Launched online access to leveled reading material through Epic and RAZkids.
- Increased usage of Lexia for reading and language arts skill acquisition.
- Launched online access to leveled math lessons through Khan Academy.
- Increased use of leveled and adaptive math lessons through DreamBox.
- Provided video and audio math lessons and selections of printable practice material as appropriate for lesson delivery by teachers.
- Provided math options to further enrich or practice skills through games and activities.
- Launched online SRBI reading and math services through Google Meet.
- Provided science and social studies material for remaining content, offered as a choice for

families to access.

- WL teachers provided engaging activities and videos to students.

## **Challenges/Limitations**

- Students at this age had limited to no experience with accessing and using Google Classrooms.
- Young readers need access to leveled reading material.
- Young students' ability to read on a screen versus reading a physical book was a challenge.
- The significant reduction in teacher interaction and available hands-on materials required adjustment of curriculum and pedagogy.
- The age of K-2 students requires a high degree of adult support in the home. Families are able to provide varying degrees of this support.
- While continuing intervention and support services, it was more challenging and less frequent in a distance learning framework. The delivery of the world language program was limited given that literacy and math were the priorities.

## **Weston Intermediate School**

### **Accomplishments**

- In the midst of an unprecedented situation, grade-level teams did an exceptional job balancing the priorities and challenges of online teaching with the needs of their own families at home in order to provide their students with continuity of instruction to the greatest extent possible.
- Teachers built in multiple opportunities to connect with students in engaging and fun ways throughout each week in order to foster student and class relationships.
- Through the use of the WIS Announcements on Google Classroom, the staff capitalized on opportunities to engage with students in fun and meaningful ways.
- Teachers continued using Google Classroom with fifth grade students in the move toward distance learning. Grade 3 and 4 teachers and students began to use Google Classroom to greater depth to facilitate distance learning.
- There was a high degree of teacher collaboration in modifying the curriculum and ensuring grade level consistency.
- Teachers learned multiple new digital platforms for delivering flipped instruction.
- Online access to math lessons through Khan Academy was launched.
- Increased use of standard specific and adaptive math lessons was delivered through DreamBox.
- Provided video and audio math lessons and selections of printable practice material as appropriate for lesson delivery.
- Provided math options to further enrich or practice skills through games and activities.
- Launched online SRBI reading and math services through Google Meet.
- Provided science and social studies material in an abbreviated yet engaging way.
- An online art gallery of student work was created in lieu of the cancelled annual Art Jam Exhibition.

- WL teachers provided engaging activities and videos to students. Fifth grade students participated in an online project.

## **Challenges/Limitations**

- Units of Study in reading, writing, and math are dynamic and facilitate a high degree of in-person differentiation. In an online format, some components of those units are unable to be taught.
- As we were unable to conduct spring assessments, we will not have as robust an indication of student progress and instructional needs at the end of the school year as we typically would.
- Teachers were unable to meet with students to provide individual or small group instruction with the frequency or intensity they would have if they were in the classroom.
- Students who are not accustomed to or comfortable with online learning were not completing the same amount or level of work they would have in the classroom.
- Not having concrete materials for math lessons necessitated heavier reliance on pictorial representation.
- The inability to use many hands-on materials, safety equipment, and lack of lab access required almost all science experimentation to be virtual or vicarious.
- The age of grade 3-5 students requires a degree of adult support in the home. Families are able to provide varying degrees of this support.
- Providing intervention support and services virtually cannot fully replicate in-school support.
- Distance learning makes it exceptionally difficult to continue strong gains in creating a positive, nurturing classroom culture and community necessary for strong social emotional learning and positive relationships.
- Efforts made to foster a positive school climate and social emotional growth of students through developmental guidance lessons, whole school assemblies, talent shows, family fun nights, etc. were not possible.
- Student participation was low in world language tasks.

## **Weston Middle School**

### **Accomplishments**

- As distance learning unfolded, WMS teachers incorporated a balance of synchronous and asynchronous learning into the daily schedule.
- Teachers engaged in live instruction in whole groups, small groups and individual settings to support the whole child.
- Teachers used a variety of digital platforms as alternative ways to deliver the essential content. Despite the lack of hands-on learning in the actual classroom, various digital resources were implemented to teach math, science and technology.
- Teachers regularly posted tasks, instructional videos, and supplemental resources so that students could continue to engage in rigorous learning activities.
- Grade-level partners devoted a lot of time to the planning, and release of deliverables, in order

to ensure that students on both teams had uniform and organized remote learning experiences.

- Teachers eagerly capitalized on their curricular partner time to share planning tasks and create materials and videos. Students in each grade level participated in assured experiences as assignments and assessments.
- Teachers expanded their technology literacy, including using online whiteboards and video tools to create instructional videos, facilitating the implementation of a flipped classroom model in the online environment.
- Teachers used a variety of online assessment tools like Google Forms, Quizziz, and Kahoot to engage their students and assess their learning in a meaningful way.

## **Challenges/Limitations**

- It was challenging for teachers to provide students with thorough feedback on student work, and to know that the feedback was understood by students. Formal and informal conferencing, which would typically take place in a classroom setting, was more challenging with digital learning platforms.
- Due to the highly interactive and collaborative nature of science learning in the classroom, the online learning environment made it challenging for science teachers to develop lessons that effectively engaged students in the experimental design process and interactive hands-on learning that existed in the actual classroom.
- Math teachers were concerned that going from five asynchronous lessons per week (phase 2) to two synchronous and one asynchronous (phase 3) will require them to have to sacrifice some content toward the end of the year.
- World language teachers faced challenges in engaging students in synchronous interpersonal communication in a platform that provides a safe learning environment. Having less contact with students was challenging in teaching all of the curricular content.
- The timing was difficult for visual arts classes being right at the end of the second trimester. Teachers found it challenging to engage students who they had never met in person.

## **Weston High School**

### **Accomplishments**

- From the onset of distance learning, WHS teachers held live, synchronized classes using a modified A and B day schedule.
- Teachers engaged in live instruction in a variety of grouping formats including whole class, small groups and individual settings, which supported students' social emotional as well as academic needs. The level of student engagement was maximized especially in the grouping format as students virtually collaborated with their peers.
- Teachers honed their skills in a variety of digital platforms to deliver the essential content. Despite the lack of hands-on learning in the actual classroom, various digital resources were implemented to teach math, science and technology.

- Teachers posted meaningful tasks, instructional videos, and supplemental resources that served to motivate students in rigorous learning activities.
- AP teachers stayed current with the changes made to the AP exams by the College Board. They joined live web chat sessions with the College Board and ran special review sessions so that students were well prepared for the new format.
- School counselors and our college and career counselor hosted several parent coffees and student seminars in an ongoing effort to keep families up to date on the college application process.
- The counselors, psychologist, and social worker continued running their groups as well as individual sessions in order to meet students' social emotional needs during this stressful time.
- The department also sent out a Google form to all students providing them with the opportunity to reach out to our mental health professionals for an individual appointment.
- Many teachers brought in a variety of guest speakers to their classes. These sessions, taking the form of performances, discussions, presentations, and Q & A sessions were a terrific addition to the distance learning program. These professionals enhanced student learning by sharing their craft/occupation through real world experiences.
- A Senior Experience was created to replace the Senior Internship Program. Seniors were presented two options that included virtual presentations.

Several examples of using the alternative instructional strategies in a distance learning environment are listed below, by department.

- Science teachers focused on various strategies to bring the engaging and exploratory nature of science to life. Lab experiments were revised to be safely performed at home. New digital resources were implemented that enabled students to explore authentic phenomena, design investigations, manipulate variables to gather and analyze data, and construct explanations. Scientists were brought into the online classroom through the Skype-A-Scientist program as well as virtual field trips from the Ripley Waterfowl Conservancy.
- Students in Project Lead the Way continued their learning in the online environment through a variety of ways, including using codeHS.org to explore programming and going on a virtual field trip to an automated manufacturing plant.
- Civil Engineering and Architecture students engaged in an authentic engineering learning experience that required them to locate a vacant lot in CT, research local regulations and needs in the area, and design a commercial building to be built on the site. This culminating project tied all their previous learning and skills together as they took on the role of real-world engineers, architects, and designers.
- The Writing Center and English CIL created a plan for distance submission and scoring of the WHS 10<sup>th</sup> Grade Writing Portfolio. The scoring process allows for identification of students who need additional support in writing. All students will receive writing goals appropriate for their current writing abilities.
- The Writing Center remained open for virtual support during our physical closure. Spring is a busy time of year for the Writing Center as students are completing their portfolio work.
- Math teachers have expanded their technology literacy, including using online whiteboards and video tools to create instructional videos, facilitating the implementation of a flipped

classroom model in the online environment.

- Math teachers experimented with different ways to generate discussion in the online environment, including using Canvas discussion boards, lesson preview activities that encourage thought-provoking questions, and small group online collaborative work opportunities.
- Math teachers used applets and other animations to substitute for the hands-on exploratory activities that would have taken place in a live classroom.
- WL teachers employed a variety of platforms to engage students in communication in the target language. Through small group discussions and teacher-student conferences, students were able to keep up with their interpersonal listening and speaking skills. WL students have participated in National Examinations and external assessments as scheduled.
- Visual arts teachers transitioned their hands-on studio art projects and digital arts to 'at home' versions using a variety of online instructional strategies presented on LMS platforms. These strategies included recorded demonstrations, slide shows, links to YouTube and online tutorials, downloadable/printable handouts, and face to face video conferencing and critiques.
- Students in social studies classes delivered individual and group presentations through the use of digital platforms, such as Screencastify, Google Sites, and Google Slides. Public presentation is a critical component of every social studies course, and teachers found innovative ways to assure that students continued to develop and hone their presentation skills.
- Social studies students engaged in collaborative, challenge-based activities, which would have otherwise taken place in the classroom. Using Google Meets, Google Hangouts, Big Blue Button, Canvas discussion boards, and Google Classroom, teachers provided students with opportunities to participate in high-engagement group activities.
- Social studies teachers hosted guest speakers, who shared unique perspectives as leaders in their fields. Some examples include: Mr. Paul Coniglio, owner of Colony Grill; Dr. Kiley Hamlin, Professor of Psychology at University of British Columbia; and Christine Kemp, Head Field Hockey Coach at Wesleyan University.
- WHS PE Teachers worked with their students on Fitness and Nutrition logs, helping to raise their level of awareness for proper nutrition and a healthy lifestyle. Their use of Kahoot, Quizizz, and many other programs kept the delivery of the information fun, engaging, and informative.
- Grade 12 Health used distance learning to hone their students' CPR and first aid skills. Grade 11 Health teachers guided their students in preparing and delivering research presentations on a health related topic of their choice.
- Spring coaches created ways to keep spring athletes engaged and active with "Minute to Win It" challenges, fitness workouts, and fun sport-specific skill challenges.

## **Challenges/Limitations**

- The reduced number of live contact hours posed a challenge for AP teachers. Teachers offered voluntary test prep sessions outside of class hours to ensure that students would be ready for their exams in May.
- Social studies teachers found it challenging to provide students with the same degree of

thorough feedback on written work, and to be sure students understood the feedback. This challenge reinforced the importance of daily, in-person communication between social studies teachers and students.

- For world language teachers, it was challenging to maintain the same level of communication in the target language and address all curricular content and skills in the same depth. This will impact future units of study this fall and will require increased collaboration to ensure that the vertical articulation of the program remains strong.
- The online learning environment limited the ability of science teachers to engage their students in the hands-on exploration of science concepts through experimentation, modelling and collaboration. Despite several new methods being introduced to digitally incorporate these skills and opportunities, there were lab experiments and projects that were missed that help to reinforce curricular concepts and skills.
- Math teachers have had to modify units of study to be more conducive to the online environment, and are finding it difficult to go into depth on certain topics. As such, the beginning of certain courses in the fall will require some minor adjustments.
- Visual Arts courses are dependent on materials and supplies students have available at home. Digital learning technical difficulties are sometimes very challenging to troubleshoot long distance.

## Implications for Practice 2020-21

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### Mathematics, Grades K-5

- There will need to be an increased emphasis on pre-assessment and formative assessment throughout the year.
- The plans to differentiate based on this data and the variation in students' distance learning experiences will need to be well thought out.
- More CIL time will need to be devoted to math versus science for 2020-21 to assist with this analysis and differentiation. Since the science renewal has been completed, this will allow the CIL the flexibility to focus on math.

### Mathematics, Grades 6-12

- Teachers will likely be more inclined to incorporate meaningful technology as part of their regular classroom practices.
- Due to the lack of reliable and current data points, math acceleration will be postponed until seventh grade for the Class of 2027 (current fifth graders). We plan to use a portion of our math intervention FTE as enrichment for those students who likely would have been placed in Pre-Algebra for sixth grade, but with the limited data we have, we do not want to preclude other students from earning that placement. We will monitor all students closely throughout sixth grade for potential acceleration to Algebra in seventh grade.

- Each grade level (WMS) and course (WHS) team have met to discuss and prioritize the essential concepts to expose students to prior to the end of the school year. We recognize that certain adjustments will be necessary at the start of successive courses. In particular, students currently in Math 6, Honors Algebra 2 and Standard Pre-Calculus will have some deficiencies in depth of specific content topics that will need to be addressed in the following course.

### **Science, Grades K-5**

- Grades 3 and 4 were not able to receive professional development for or fully implement their final science units in their NGSS transition. This will need to be a focus carried over to next year.

### **Science, Grades 6-12**

- MS and HS teachers are now much more adept at using a variety of digital resources to support teaching and learning. As such, there are more opportunities to utilize a flipped classroom approach to allow for more differentiated and personalized instruction during class time.
- Specific science standards and curricular units outlined in the NGSS will not be covered prior to students taking the NGSS science assessment in 8th grade and 11th grade due to the loss of instructional time. Due to the rigid curricular schedule in each class, it is not feasible to add these missed units to upcoming courses.
- Specific AP courses may need to spend additional time on content that was not covered in previous classes due to the loss of instructional time during this distance learning. This will then require additional planning to ensure that curriculum in the next AP level is covered in those particular courses.

### **Language Arts, Grades K-5**

- Teachers will need additional time in the fall to assess students and provide instruction on any standards from the spring that students may require reteaching and/or reinforcement.
- Depending on fall assessment data, units of study throughout the year may need to be enhanced in order to bridge grade-level standards and expectations.
- We will likely have a larger number of students than usual who are reading below benchmark, therefore we will need to focus more explicitly on professional development for classroom teachers and paraeducators to provide enhanced, differentiated Tier 1 instruction.
- Reading intervention may be larger in order to service a larger number of SRBI students.
- If/when we have students who need to be out for extended periods of time due to illness, teachers have greater ability to provide flipped instruction in order to maintain some continuity for those students.

### **English, Grades 6-12**

- Teachers are anticipating needing to do shorter and more frequent writing assignments in the

fall to most clearly determine the needs of their students since we are lacking consistent data from this spring. These assignments can be integrated into the first units of the year.

- Teachers will need scheduled time to meet with each other, particularly with the sending grade teachers (e.g. 8th grade teachers meet with 9th grade teachers), to determine the overall gaps and needs in each grade level. Devoted time will also be needed to make necessary revisions to the curriculum so we could best support all learners.
- Similar to K-5, our WMS teachers and reading specialist will need time to assess students upon our return to Weston. Once that data is gathered and gaps are determined, more specific plans will be created to meet the needs of students. All students who were on the cusp of needing specific interventions may need greater support in the fall.
- Teachers in grades 6-12 have been responsive to the social-emotional needs of their students, and have crafted lessons to address these needs, while being responsive to what is happening outside the confines of their homes. This sort of thoughtful instruction can become a shared practice throughout the department.

### **Social Studies, Grades K-5**

- If/when we have students who need to be out for extended periods of time due to illness, teachers have greater ability to provide flipped instruction in order to maintain some continuity for those students.

### **Social Studies, Grades 6-12**

- Social studies teachers will use common Reading For Information (RFI) assessments, and Document Based Questions (DBQs) in the fall to identify areas of strength and need among students. This will be extremely important due to the break in instructional time during spring 2020, and will inform literacy and writing instruction in fall 2020.
- Vertical groups will meet to discuss skill and content needs, which may be expected by receiving teachers. These planning meetings will be particularly important in grades 6-7, and 9-10 due to continuity of content between courses.
- Social studies teachers will be able to use in-class instructional time more efficiently by pushing out clarifying instructional videos, and extension activities using digital platforms. Teachers and students will both be more well-versed in the use of multiple digital learning tools as a result of remote learning.
- Teachers will use insight gained during remote learning in the development of meaningful assessments. They will continue the usual process of reevaluating and revising assessments in curricular groups, with added experience constructing substantive non-classroom assessments.

### **Technology Education, Grades 6-12**

- As a result of distance learning, teachers are now much more adept at using a variety of digital resources to support teaching and learning outside of the classroom. When relevant, this may afford more opportunities to utilize a flipped classroom approach to allow for more

differentiated and personalized instruction during class time.

- As many of the curricular units for the technology education classes are still being addressed through distance learning, teachers do not expect to see significant deficiencies in skills or understandings as students move forward in the technology classes.

### **World Language, Grades K-12**

- Some curricular content and skills will require special attention in the fall of 2020 as they could not be properly addressed during distance learning.
- Teachers will have a variety of new digital instructional resources and activities available as they were recently created to adjust to distance learning.
- Teachers will have the expertise on the use of new digital platforms to continue to create new lessons and enhance and update previous ones.
- More resources will be available for all students to facilitate their learning at home, but more importantly, for those who have special needs and require a variety of supports.

### **Performing Arts, Grades K-12**

- K-5 general music and 4-12 music ensembles are performance-based classes that require daily teacher directed group classes as well as individualized technique. A significant portion of our content can't be covered in an online model including aural/oral skills and ensemble techniques and musicianship. We anticipate that this will have an impact on the foundation of our music program and the music literacy strand of the music curriculum.
- Grade 4 and 5 chorus, band and orchestra participation rates are low in the Google classrooms as well as the completion of practice assignments in Smartmusic. Students have been provided weekly teacher-directed instruction via video but have not had any ensemble work and part work for a significant amount of time.
- WIS new instrument sign ups may need to be put on hold until the fall and could have an impact on next year's enrollment.
- All ensembles in 4-12 have been missing ensemble work including part singing and playing, intonation, vocal production and instrumental techniques.
- There is a concern with the impact of online instruction with the overall ensemble enrollment in grades 4-12 and the future of our ensembles in general.

### **Visual Arts, Grades K-12**

- Teachers found that much of the online content they turned to during distance learning (videos/Google doc critiques/digital handouts/resources) will also be valuable once we return to the traditional classroom next year.
- Some advanced courses will need to include 'review' or 'catch up' units to ensure that all students are receiving the same content; some courses have lost content in distance learning.
- K-5 art participation is low. As a result, curriculum planning for next year will need to include the review of or inclusion of skills missed this year.

## **Health and Physical Education, Grades K-12**

- Teachers have been collaborating more than they ever have and are seeing the benefits of doing so. Units of instruction, lessons, and assessments are being created together and the level of rigor has risen. Collegial relationships have improved, which has had a positive impact on both students and staff.
- The focus on physical skills has been challenging in the PE digital environment. There will need to be locomotor as well as fine and gross motor skill review and reinforcement at the K-5 level in the 2020-2021 school year. K-5 students have also had a lower distance learning participation rate in PE. In addition, all students K-12 will need more instruction and practice than usual to prepare for the CT Physical Fitness Test.
- Teachers are incorporating more technology and seeing the benefits of using it as a tool for management and instruction in both health and PE. This technology has been used for research, instruction, and application, much of which we were not doing, and/or able to do, prior to distance learning.
- In PE, using the flipped classroom approach has allowed us to target the cognitive aspect of our discipline. The gymnasium is a large, loud, and purposefully physical environment, which makes focusing on this domain a challenge. Some teachers have expressed intent to continue with this in our traditional setting. Health teachers have also shared that using the flipped classroom approach has been beneficial.

## **Special Education and Pupil Services, Grades PK-12**

- Meeting student needs in prolonged periods of school closure is very challenging; the present levels of performance for students will need to be assessed upon the return to school.
- While we have been able and will continue to hold PPT meetings, there will be a significant number of meetings required in fall 2020 for program review and adjustments.
- The mental health needs of students upon return to school will require a schoolwide response with varying levels of intensity based on individual needs.
- Conducting student evaluations is impossible when school is not in session; these will need to be completed upon return and will significantly impact staff time.
- The delivery method for Extended School Year services for summer 2020 is uncertain at this time; we are planning as if we will be in school, knowing that we may need to adjust those plans and provide distance learning.

## **Project Challenge, Grades 3-8**

- Incoming third graders received both the OLSAT and the NNAT3, so the identification process will proceed as usual for the HES to WIS transition.
- While we have OLSAT scores for the current fifth grade, we will not have NNAT3 scores. The NNAT3 was due to be administered in the spring to fifth graders, but could not be administered in a distance learning environment. One possible solution might be to assess 6th grade students when we return to school.
- Students new to the district will be evaluated for Project Challenge on a case by case basis.

# APPENDIX

## Distance Learning Videos and Flipgrids:



[Grade K Spanish](#)



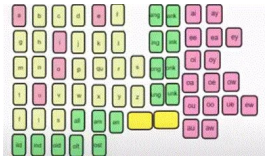
[K-2 PE](#)



[Grade 1 Morning Message](#)



[Grade 2 Math](#)



[Grade 2 Foundations](#)



[3rd Grade Reading](#)



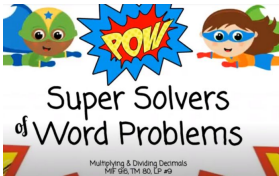
[Grade 3 Science](#)



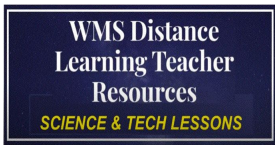
[Grade 4 Lava Lab](#)



[Grade 4 Volcano-Rock Cycle](#)



[Grade 5 Math](#)



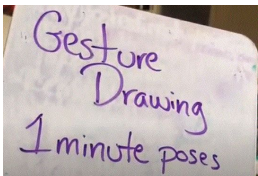
[WMS Science Montage](#)



[Grade 8 Social Studies](#)



[WHS Science Montage](#)



[WHS Art](#)

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Distance Learning Update

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**Dr. McKersie and Dr. Craw will provide a verbal update to the Board regarding distance learning throughout the District.**

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

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Update on End-of-Year Events for All Schools

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**All principals will share with the Board the plans for each school's end-of-year events. Attached are plans that have been reviewed and approved by the Town of Weston Emergency Operations Center (EOC) and the Westport-Weston Health District, and align with the guidelines from the Governor and Commissioner. The principals will be notifying all families of these plans on Monday, May 18, 2020.**

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



# STATE OF CONNECTICUT

## STATE DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: CT State Department of Education  
CT Department of Public Health

DATE: May 14, 2020

SUBJECT: High School Class of 2020 Graduation Ceremonies During May and June

The purpose of this memo is to provide guidance with respect to the planning of high school graduation ceremonies during May and June of 2020. While we are aware of the significance of honoring our seniors and commemorating this achievement, options available at this time must respect the public health and safety rules in place to protect our students and families.

Due to the significant ongoing public health concerns relating to the coronavirus, the Connecticut State Departments of Education (CSDE) and Public Health (DPH) remind you that any in-person gathering to commemorate student graduation in May or June must be consistent with the applicable Executive Orders restricting social and recreational gatherings (including community events and similar activities) and use of face coverings. Executive Order No. 7X, which is currently in effect, prohibits social and recreational gatherings of more than five people. Any district choosing to hold creative variations of outdoor gatherings for graduations that involve any in-person congregation must receive approval from their local health department.

The CSDE took seriously and shared the sentiments communicated with us by students and families with the Office of the Governor, and also brainstormed with DPH and our public health experts to maximize the options provided here for May and June. Nothing in this guidance would prohibit a delayed graduation ceremony later this summer, although you are encouraged to consider that there may be public health restrictions applicable at that time as well.

Superintendents should also consult with their staff and local Board of Education to weigh current health and safety considerations when making any decision.

As you plan your approach, it will be important to communicate the expectations to all participants in advance, and registration is encouraged so you can properly anticipate the number of students and families to expect and ask them to acknowledge the rules around social distancing. Some creative options that have been shared and follow Executive Order 7X include:

1. **Example 1:** A stage is set up on school property for a school official to call the names of graduates. Graduates and their families are lined up in their cars in front of stage (should be staggered based on size of graduating class). Staff and student speeches are done virtually before the diplomas are distributed. To distribute diplomas, when a graduate's name is called, the student may leave their car to receive their diploma while practicing safe social distancing, have a picture taken, and return to their vehicle. This process is repeated for all graduates. Other than receiving the diploma, no individual should leave a car. Nothing throughout the ceremony should violate EO 7X or the most current guidance regarding gatherings of groups and use of face coverings.

2. **Example 2:** Similar precautions are taken as described in Example 1, except students stay in their vehicles when they receive their diplomas. Students' names are announced as they drive by the person distributing diplomas, and they receive the diploma while practicing safe social distancing (i.e. diploma is placed on table), and have a picture taken. Students and families remain in their vehicle during opening ceremony which may include speeches from students.
3. **Example 3:** Virtual graduations where speeches are broadcast via Zoom or similar platforms; graduate names and photos are displayed in alphabetical order – similar to what was recently done by the University of Connecticut.

Thank you for your attention to this important information.

# Weston High School



115 School Road  
Weston, Connecticut 06883

Lisa Wolak, Principal  
Matthew Filip, Assistant Principal  
Juliane Givoni, Assistant Principal

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

TO: Joe Miceli, Weston Police Sergeant  
Mark Cooper, Director of Health, Weston/Westport Health District  
FROM: Lisa Wolak, Weston High School Principal  
CC: William Mckersie, Superintendent of Schools  
Ed Henion, Weston Chief of Police  
Matt Brodacki, Weston Police Captain

DATE: May 13, 2020

Greetings. I appreciate Sargeant Miceli and Captain Brodacki meeting with Assistant Principal Matt Filip and me on Tuesday. I know that we all share our most important goal, which is to keep the community safe by following social distancing protocols during our celebration for the Class of 2020. This is an unprecedented time with safety and physical wellbeing the lens by which we organize our program.

The following is a draft of our plan for a graduation procession. It has not been shared with the public. We believe that it is critical that the Weston/Westport Health Department review this plan and provide any feedback. Thank you in advance for your help.

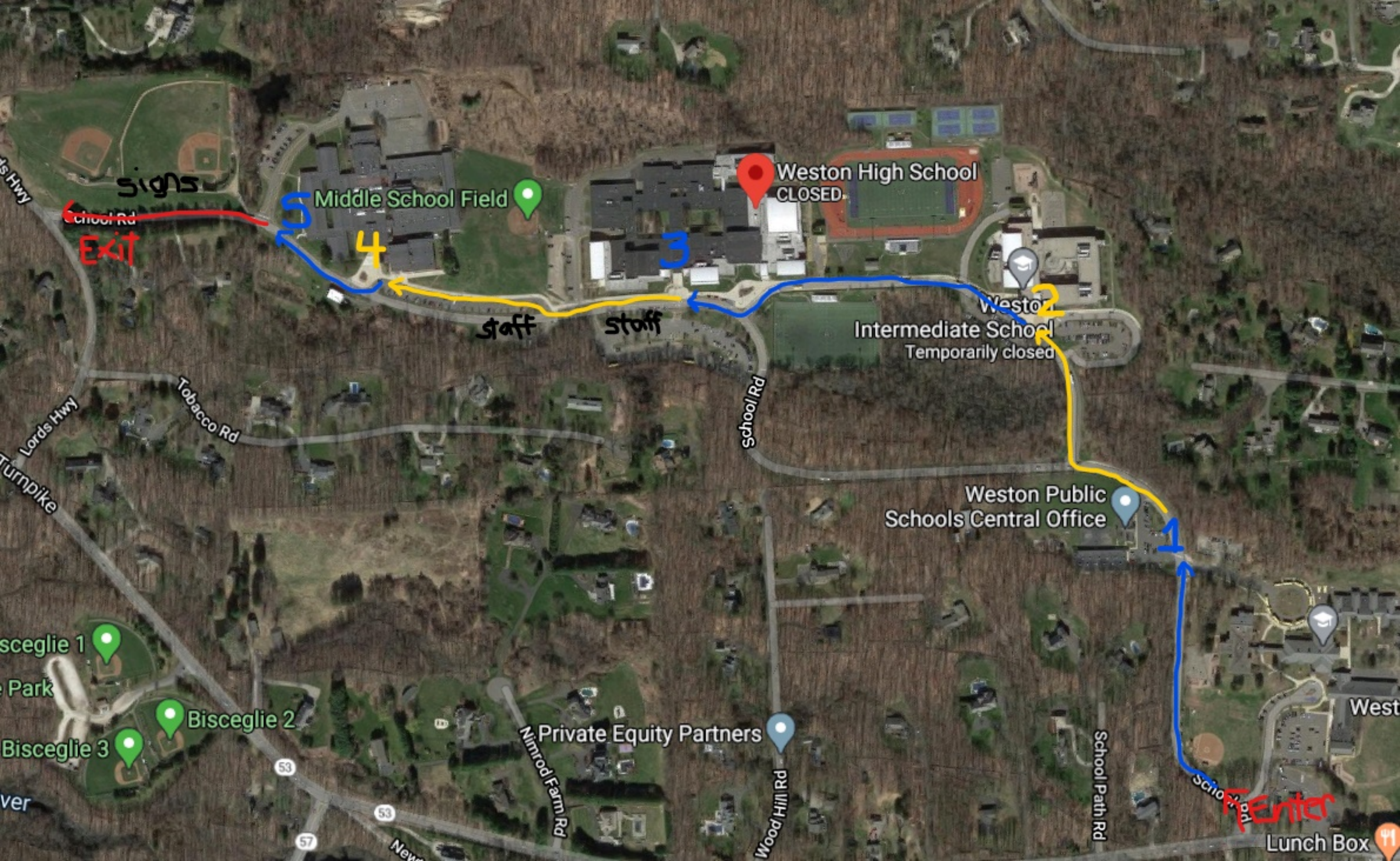
1. The graduation is scheduled for Friday, June 12th at 3 PM. That morning the set up will be done by district staff following social distancing protocols. It will be supervised by our Director of Facilities. This includes yard signs for every graduate lining School Road near the high school.
2. Cars will line up in two rows going one way entering from Weston Road. (see attached map) Cars may be decorated. Graduates must wear their masks and should be in their cap/gown.
3. Every graduate will arrive in one car with family members in their social distancing circle. District personnel, wearing masks, will direct traffic/assist in flow of procession. Graduates will not drive their own vehicles.
4. Only the graduates will step out of their cars and pick up the items at the following stops. Personnel monitoring the stop will have masks and gloves. Social distancing protocols will be followed. Personnel will distance themselves from contact with graduates. They will not hand items to graduates. Their task is to ensure that items on tables continue to be "stocked" separately- not in piles
5. There will be five tents with tables (in cases of rain) along the route (see map) with items for the graduates.

Weston Public Schools

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

6. Stop One: Graduation Program distribution - one per car. Personnel: maximum of 2 people)
7. Stop Two: Yearbook Distribution- Personnel: maximum of 4 people
8. Stop Three: Awarding of diplomas at the front of the school. Graduates' names will be announced. Students take their diploma cover. Actual diplomas will be mailed home. No one else is allowed out of cars. Board of Education members and WPS administration will be in masks spaced according to social distancing protocols. No handshakes/hugs/physical contact. This will be video recorded with personnel at a minimum of 6 feet away.
9. Stop Four: Picture by professional photographer. Photographers will have masks and follow social distancing protocols. No one but the graduate gets out of the car to be in the picture. Personnel: maximum 4 people
10. Stop Five: Gift Distribution. Personnel: maximum 4 people. Cars exit onto Lords Highway.
11. Weston faculty will stand along School Road waving and cheering for the graduates. Social distancing protocols will be followed with every participant in a mask at a minimum of six feet apart.

The week of graduation - June 8th- caps and gowns and masks will be distributed at specific windows of time by students' last names in front of the school. This will be a "drive through" with the packages on tables. It will be monitored by a minimal number of school personnel who will be wearing masks and gloves. The goal is have it ready on the tables- lined up separately not in piles- with minimal staff touching the packages.



Weston High School  
CLOSED

Middle School Field

Weston Intermediate School  
Temporarily closed

Weston Public Schools Central Office

Private Equity Partners

signs

Exit

staff

staff

Enter

Lunch Box

Lords Hwy

Tobacco Rd

School Rd

Nimrod Farm Rd

Wood Hill Rd

School Path Rd

Scio Rd

53

53

57

New

W. Hwy

Turnpike

Bisceglie 1

Park

Bisceglie 3

ver

West

End of Year Events  
Hurlbutt Elementary School, Weston Intermediate School, Weston Middle School

This draft contains the end of year event plans for HES, WIS, and WMS. The focus is on celebrating the students who are transitioning to the next school in a safe and appropriate way. High School graduation plans are not included in this document.

**Hurlbutt Elementary School**

June 11, 2020 9 AM- 11 AM

This event is for second grade students. Teachers will arrive at 9am. Teachers will park in the north house parking lot. Teachers of second graders and administrators will stand in the bus loop at least 6 feet apart wearing masks following social distancing guidelines. Starting at 9:30 families will start driving through the bus loop to say farewell to their teachers. Classes will be scheduled so that cars arrive in waves and will enter campus from Weston Road only. One car per family will be allowed. Cars will not be allowed to stop and at no time will families be allowed to exit their cars. They must drive through the bus loop without stopping. After driving through the bus loop cars will exit the bus loop and turn right. They will drive through campus on school road and exit onto Lords Highway so that no traffic is crossing at any point on school road or at the Hurlbutt bus loop.

Chamoures 9:15-9:45

Greenberg 9:15-9:45

Guertin 9:45-10:15

Malone 9:45-10:15

Santorella 10:15-10:45

Weir 10:15-10:45

**Weston Intermediate School**

June 11 12 PM- 3 PM

This event is for fifth grade students. Teachers will arrive at 11:45am. Teachers will park in the WIS parking lots. Grade five teachers and administrators will stand along the front of the building at least 6 feet apart from each other, wearing masks to follow social distancing guidelines. Starting at 12:15 families will start driving down the pick-up/drop-off lane, passing by the front of the building to wave farewell to their teachers. Classes will be scheduled so that cars arrive in waves and will enter from School Road via Weston Road only. One car per family will be allowed. Cars will not be allowed to stop and at no time will families be allowed to exit their cars. After driving past the Intermediate School they will continue toward the high school and turn right onto School Road. Once they drive past the High School and Middle School they will exit onto Lords Highway so that no traffic is crossing at any point on School Road.

Brod: 12:15-12:45

Huynh: 12:15-12:45

Dunn: 12:45-1:15

Verdi: 12:45-1:15

Balzi: 1:15-1:45

Smith: 1:15-1:45

Miller 1:45-2:15

Schlotter: 1:45-2:15

**Weston Middle School**

June 12 9 AM-11 AM

This event is for eighth grade students and parents only. Teachers arrive at 9 am. Teachers and administrators will park in the Revson lot with any overflow parking in the back lot of the middle school. Eighth grade families will arrive beginning at 9:30. One car per family will be allowed. Cars will not be allowed to stop and at no time will families be allowed to exit their cars. Parents should drive their cars onto campus via Weston Road and drive past the high school towards the middle school, through the bus drop off, exiting via Lords Highway. Middle school staff will stand along the sidewalk between the high school and Revson Field, maintaining a minimum of 6 feet of social distancing and wearing masks, holding signs to congratulate the 8th grade students.

## WESTON BOARD OF EDUCATION

Weston, CT

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Fall 2020 Opening Update

**Submitted by:** William McKersie

### **Document Summary/Purpose and/or Recommended Action:**

Dr. McKersie will update the Board on Fall 2020 opening plans. Attached are the emails sent to WPS families and staff on May 13, 2020 and May 17, 2020, along with the master planning framework developed by the Fall 2020 Task Force. The following attachments are chronological. The most recent listing of Fall 2020 Task Force members is included in the last document in the packet (Fall 2020 Framework, May 18, 2020 version). The members are:

- Bill McKersie, Superintendent
- BOE Officers
  - Tony Pesco, Chair
  - Melissa Walker, Vice Chair
  - Ruby Hedge, Secretary
- Cabinet
  - Ken Craw, Assistant Superintendent for C&I
  - Mike Rizzo, Assistant Superintendent for PPS
  - Phil Cross, Director of Finance & Operations
  - Craig Tunks, Director of Digital Learning & Technology
- Principals
  - Lisa Wolak, High School (Upper School perspective)
  - Pattie Falber, WIS (Lower School perspective)
- Sheryl Zulkowski, Nursing Supervisor
- Joseph Miceli, Sergeant, Weston Police Department, Emergency Operations Center (EOC)
- Teachers -- (WTA Selected)
  - Elizabeth Davies, High School (Upper School perspective)
  - Kate Graham, WIS (Lower School perspective)
- Staff -- (AFSCME Selected)
  - Jodi Sacchetta, High School (Upper School perspective)
  - Kristin McCarthy, HES (Lower School perspective)

- Parents -- (PTO Selected)
  - Upper School Parent TBA
  - Lower School Parent TBA

The updated framework also highlights the basic guidelines for the Task Force:

- Advisory body to the Superintendent, who will make final recommendations based on input from the Task Force.
- All final decisions on recommendations, highlighted opportunities or concerns will be determined through consensus (this a non-voting Task Force).
- Members will be required to bring to the Task Force the broad perspective of their respective roles (they should strive to not speak or act solely for their individual perspective).
- Members will be required to be present for all Task Force meetings and public forums. Focus groups are likely to be held; for those, we will determine which Task Force members need to be present.
- Work within the priority criteria set forth in this framework, with public health as first priority, and an understanding that final decisions will be dependent on state and local public health requirements.

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  
Office of the Superintendent  
William S. McKersie, Ph.D.

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## MEMORANDUM

To: WPS Families and Staff  
Date: May 13, 2020  
Subject: Update on Fall 2020 Planning

### **Background**

The district has launched planning for Fall 2020. We are dealing with two conflicting truths: while we know teaching and learning will be in full swing this fall, we do not know the format. Will we be back to school as normal, or blending in-school delivery with distance learning, or continuing in full-on distance learning? Even with many unknowns, it is vital we begin analyzing options and planning for several possible educational approaches in the 2020-21 school year and that we share our process with you.

I am writing now to underscore fundamental aspects of the planning process. All families and staff need to know the essential criteria and guidelines that will govern the planning process and decisions about the format and delivery of education this fall.

### **Purpose of the Planning Process**

We have set a clear purpose for planning: *prepare and implement plans for the 2020-21 school year that ensure healthy, safe and effective teaching and learning for all students, and ensure all staff are working in healthy and safe environments.*

### **Governing Criteria**

Three criteria will guide planning and decision making. Please note that public health is first. We cannot move on the final two criteria if we are not assured of success with the public health priority.

First and foremost, public health requirements will determine what is possible for opening schools. We will base our decisions on this central question: *to what extent can the health of students, families, staff and the general population be safeguarded while opening schools?* We will make sure we have the capacity to implement and monitor health and safety measures. In particular, we need to be confident that all members of the WPS community (staff, contractors, and families) are trained, supported and ready. The district also will need the financial capacity to afford required health and safety measures.

Second, what is the effect on Student Learning? We will constantly ask two related questions. *To what extent is student learning negatively affected and inequities expanded when schools are closed? To what extent can Distance Learning mitigate negative effects and inequities?* The brevity of these questions belies how much attention they will receive in our analysis, planning and implementation.

Third, we will consider the economic hardship on families. We will ask, *to what extent does school closure contribute to loss of income and unemployment in Weston?*

### **Reopening Scenarios**

Broadly defined, there are three possible scenarios for reopening schools in Fall 2020. Each scenario entails attention to an immense range of details, which will be the focus of intensive planning over the summer. (A detailed planning framework has been developed, which will be shared with the Board of Education and community on May 18, 2020.)

1. Normal Model
  - District and schools reopen as scheduled and in standard fashion.
  - Draw on best of Distance Learning into a normal school year.
  - Be prepared to shift to Hybrid Model or Distance Learning Model as public health demands.
2. Hybrid Model
  - Will be a blend along continuum from ***On Campus In-Person through Full-on Distance Learning***.
  - District and schools reopen with students on campus part-time in shifts (guided by public health considerations).
  - Distance Learning provided for the balance of teaching and learning time each day.
3. Distance Learning Model
  - District and schools continue full-on Distance Learning, as has been the model in Spring 2020.
  - Modify Distance Learning for 2020-21 to maximize pluses and minimize minuses of Spring 2020 experience.

### **Fall 2020 Task Force**

A lean Task Force will guide the planning process. Task Force members:

- Bill McKersie, Superintendent
- Tony Pesco, BOE Chair
- Melissa Walker, BOE Vice Chair
- Ruby Hedges, BOE Secretary
- Ken Craw, Assistant Superintendent for C&I
- Mike Rizzo, Assistant Superintendent for PPS
- Phil Cross, Director of Finance & Operations
- Craig Tunks, Director of Digital Learning & Technology
- Lisa Wolak, WHS Principal
- Pattie Falber, WIS Principal
- Sheryl Zulkeski, Nursing Supervisor
- Joseph Miceli, Sergeant, Weston Police Department, Emergency Operations Center (EOC)

Many staff will be involved as the planning process expands. In addition, the Task Force will consult closely with the Governor's Office, CT State Department of Education, CT Department of Public Health, the Weston/Westport Health District, regional districts, Weston's staff and administrator associations, parents and families, and our older students.

**Most important, neither the BOE, Superintendent, or the Task Force will make unilateral decisions about the requirements and guidelines for successfully achieving the public health criteria. We will depend on and adhere to the requirements and guidelines provided by State authorities, the Weston/Westport Health District and Weston EOC.**

In plain English, the Weston Public Schools cannot implement the Normal or the Hybrid models if we are not assured of health and safety for all students and staff. If we determine that the public health criteria cannot be met, we will focus on intensifying Distance Learning for Fall 2020.

**Regular Updates to Follow**

We will regularly update all WPS families and staff as planning proceeds. Details on the planning process will be presented to the Board of Education on Monday, May 18, 2020 and at subsequent monthly meetings.

Staff will be actively engaged in planning via their respective principals. We also will reach out to parents and families via surveys and other inquiry methods to gather input.

In closing, please remember that the health and safety of all students and staff will be our top priority. It will govern any decisions about the format and delivery of education in Fall 2020.



Weston Public Schools  
Office of the Superintendent  
William S. McKersie, Ph.D.

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## MEMORANDUM

To: WPS Families and Staff  
Date: May 17, 2020  
Subject: Weekend Update 5.17.20

I am sending a brief Weekend Update (albeit not of the Saturday Night Live variety). I hope this glorious weather is finding you relaxing in the sun and warmth. I have two updates, which I wanted to share ahead of Monday.

### Fall 2020 Task Force Membership

Midweek, I wrote to you about the start of planning for Fall 2020 and the formation of a guiding Task Force. We will be adding teacher and parent representatives to the Task Force (two apiece), selected respectively by the WTA and PTO. (This approach worked well when we established the School Start/End Time Task Force.). With these additions, the Task Force will be representative of the full district and community. I want to stress that the vast majority of planning and work for Fall 2020 will occur well beyond the Task Force and will have to be broadly inclusive.

### End-of-Year Plans

On Monday, the principals will be sending to all families final plans for the end of year celebrations at each school. The principals and their school teams have been remarkably creative in working within necessary public health requirements. The plans have been approved by the Weston Emergency Operations Center (EOC) and the Westport/Weston Health District. They also align with guidelines for graduations received Thursday from the Governor and Commissioner.

I simply want to emphasize that we must all follow social distancing requirements during these celebrations, including the use of masks by all participants. The plans you will receive make the requirements crystal clear. In a statewide call with the Commissioner on Friday, superintendents were asked to underscore with all staff, families and students that social distancing is critical—especially as we attempt to provide opportunities for interactions to bring the school year to a fitting close.

Lastly, many of you are asking about plans for retrieving personal belongings and materials from classrooms before we end school on June 12. As I noted several weeks ago, we will share plans in early June. We have been awaiting guidance from the State, and any plans have to be approved by the EOC and Westport/Weston Health District. The WTA will be sharing suggestions for safety protocols based on guidance the Connecticut Education Association has developed. We now hope to have plans announced by June 1.

Now, back to our weekend of sunny relaxation.

Be well.

**Fall 2020 Reopening Planning Master Document**  
**WORKING DOCUMENT**  
Updated May 18, 2020

**Overarching Points:**

- This is a Working Document and will be updated frequently. Consider it a checklist of purpose, process, criteria and major priority areas for planning and implementation.
- It is based on “WPS minds,” as well as the thinking and materials of leaders in other SFSCA districts (i.e., Wilton, Westport...with more to follow).

**I. Purpose of Reopening Process**

Prepare and implement plans for the 2020-21 school year that ensure healthy, safe and effective teaching and learning for all WPS students, and ensure WPS staff are working in healthy and safe environments.

**II. Reopening Process Structure**

1. Overarching Task Force -- Plan and guide the Reopening Process

Task Force Basic Guidelines:

- Advisory body to the Superintendent, who will make final recommendations based on input from the Task Force.
- All final decisions on recommendations, highlighted opportunities or concerns will be determined through consensus (this a non-voting Task Force).
- Members will be required to bring to the Task Force the broad perspective of their respective roles (they should strive to not speak or act solely for their individual perspective).
- Members will be required to be present for all Task Force meetings and public forums. Focus groups are likely to be held; for those, we will determine which Task Force members need to be present.
- Work within the priority criteria set forth in this framework, with public health as first priority, and an understanding that final decisions will be dependent on state and local public health requirements.

### Task Force Members:

- Bill McKersie, Superintendent
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  - Kristin McCarthy, HES (Lower School perspective)
- Parents -- (PTO Selected)
  - Upper School Parent TBA
  - Lower School Parent TBA

## 2. Targeted Committees for Planning

These committees likely will need to meet more frequently than one time per month.

- BOE Curriculum Committee
  - Focus:
    1. Planning for academic work within each Reopening Scenario
    2. Planning for staff and administrator needs and support within each Reopening Scenario
    3. Coordinate closely with Curriculum Council
- BOE Facilities Committee
  - Focus:
    1. Planning for health and safety within each Reopening Scenario.
- BOE Finance Committee
  - Focus:
    1. Planning for financial and budget requirements within each Reopening Scenario
- BOE Policy Committee
  - Focus
    1. Identifying WPS Policies requiring additions or modifications within each Reopening Scenario

### 3. Consultation Network for Plans and Pending Decisions

- Weston/Westport Health District -- Via Superintendent, Sergeant Miceli and Ms. Zulkeski
- Governor's Office, CSDE and CDPH
- Regional Districts via CES and SFCSA
- Staff and Administrator associations (WTA, WAA and AFSCME)
- Unrepresented staff
- Parents and Families
- Older Students

### 4. Communications Process

- Develop a portion of the website for updates.
- Provide weekly email updates to staff and families

5. Timeline

- Phase 1 -- May-June
  - Initial planning and analysis by Task Force for Fall 2020
  - PARALLEL work for WPS on Summer Programming
    - 1. WPS
      - a. Camp College -- August 2020
      - b. PPS Office on ESY
    - 2. TOW --
      - a. Parks & Rec
      - b. WOW
        - i. Music
        - ii. Theater
  - Preliminary update on process shared with full BOE and community at May 18, 2020 BOE Meeting
  - Preliminary update on Reopening Scenarios and major considerations shared with full BOE and community at June 15, 2020 BOE Meeting.
  - Regular communications to WPS families and staff.
- Phase 2 -- June-August
  - Intensive analysis and planning by Task Force
  - Targeted work by WPS Leadership Team members
  - Updates Reopening Scenarios and major considerations shared with full BOE and community at July 2020 and August 2020 BOE Meetings.
  - Regular communications to WPS families and staff.
- Phase 3 -- August-Onward
  - Implementation
  - Gauging impact
  - Making modifications as necessary

### **III. Reopening Scenarios**

1. Normal Model
  - a. District and schools able to reopen as scheduled and in standard fashion
  - b. Consider how to draw on best of Distance Learning into a normal school year
  - c. Prepared to shift to Hybrid Model or Distance Learning Model, as public health demands
  
2. Hybrid Model
  - a. Will be a blend along continuum from ***On Campus In-Person through Full-on Distance Learning***
  - b. District and schools reopen partially, with students on campus part-time in shifts (due to public health considerations)
  - c. Distance Learning provided for the balance of student teaching and learning time each day
    - i. Consider how to modify Distance Learning for 2020-21 to maximize pluses and minimize minuses of Spring 2020 experience
  
3. Distance Learning Model
  - a. District and schools continue in full-on Distance Learning, as has been the model in Spring 2020
  - b. Consider how to modify Distance Learning for 2020-21 to maximize pluses and minimize minuses of Spring 2020 experience

### **IV. Reopening Criteria (Source: Kevin Smith, Wilton Public Schools)**

1. Public Health --
  - a. To what extent can the health of students, families, staff and the general population be safeguarded while opening schools?
  - b. To what extent is the district and each school ready to reopen with the correct health and safety measures in place?
    - i. Personnel Readiness and Capacity
    - ii. Contractor Readiness and Capacity (i.e., transportation, cleaning services)
    - iii. District Financial Capacity -- Can the WPS afford the expenses required to meet the health and safety requirements?
      1. Personnel

2. Contractual
  3. Facilities
  4. Equipment and Materials
- 
2. Affect on Student Learning --
    - a. To what extent is student learning negatively affected when schools are closed, and to what extent are inequities exacerbated during school closures?
    - b. To what extent can Distance Learning mitigate the negative affects and the inequities?
  3. Economic Hardship on Families --
    - a. To what extent does school closure contribute to loss of income and unemployment in Weston?

#### **IV. Planning & Implementation Priority Areas**

**The major priority areas are listed at this point in a “master check-list” mode. The aim is to capture a comprehensive listing of all planning and implementation issues. (For this early draft, some detail has been added, with much more to follow.) Each priority area will have its own set of detailed planning and implementation documents and materials. Point person(s) will have to be set for each priority area.**

**For now, there are six categories (themes) of Priority Areas:**

- I. Health & Safety**
- II. Curricular, Co-Curricular & SEL**
- III. Calendars and Daily & Weekly Schedules**
- IV. Educational & Programmatic Supports**
- V. Contracts & Budgets**
- VI. Internal & External Relationship Management**

	Priority Area	Normal Model	Hybrid Model	Distance Learning Model
I.	<b>HEALTH &amp; SAFETY</b>			
1.1	<u>Health &amp; Safety -- Procedures &amp; Protocols</u> <ul style="list-style-type: none"> <li>● Reopening and Closing</li> <li>● Staff, Student &amp; Family Behavioral Norms</li> <li>● Emergency and disease management (Isolation, reporting and contact tracing)</li> <li>● Re-enrollment (health records, privacy, DL alternatives, opt-outs)</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
1.2	<u>Health &amp; Safety -- Physical Infrastructure</u> <ul style="list-style-type: none"> <li>● Space to ensure social distancing</li> <li>● Enable health and sanitization protocols</li> <li>● Ensure healthy</li> </ul>			

	buildings (cleaning, sanitization, ventilation) <ul style="list-style-type: none"> <li>● Drinking Water Sources             <ul style="list-style-type: none"> <li>○ Fountains Shut down?</li> <li>○ Bottled Water?</li> </ul> </li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
1.3	<u>Health &amp; Safety -- Equipment &amp; Materials</u> <ul style="list-style-type: none"> <li>● Masks, Gloves, PPE</li> <li>● Handwashing</li> <li>● Hand Sanitizer</li> <li>● Thermometers</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
2.	<b>CURRICULAR, CO-CURRICULAR &amp; SEL PRIORITIES</b>			

2.1	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>● Standards</li> <li>● Graduation Requirements</li> <li>● Content to Cover</li> <li>● Filling gaps on content coverage from Spring 2020 <ul style="list-style-type: none"> <li>○ Consider district calendar changes to allow time for gap-filling.</li> </ul> </li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
2.2	<p><u>Instruction</u></p> <ul style="list-style-type: none"> <li>● Prioritization of Pacing Calendars, and Lesson Plans</li> <li>● Filling gaps on content coverage from Spring 2020 <ul style="list-style-type: none"> <li>○ Targeting human and material resources to students in need.</li> </ul> </li> <li>● ADD MORE?</li> </ul>			

	<b>POINT PERSON?</b>			
2.3	<u>Gauging Student Progress</u> <ul style="list-style-type: none"> <li>● Range of Assessments <ul style="list-style-type: none"> <li>○ State</li> <li>○ District</li> <li>○ School</li> <li>○ Course/ Classroom</li> </ul> </li> <li>● Range of Non-Assessment Measures <ul style="list-style-type: none"> <li>○ District</li> <li>○ School</li> <li>○ Course/ Classroom</li> </ul> </li> <li>● When and how administered? <ul style="list-style-type: none"> <li>○ All digital?</li> </ul> </li> <li>● Tracking students for intervention based on gaps in content coverage.</li> <li>● Other Indicators?</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
2.4	<u>Heterogeneous Reopening</u> <ul style="list-style-type: none"> <li>● Targeted Groups</li> <li>● Targeted Levels</li> <li>● Targeted Grades</li> </ul>			

	<p>Factors</p> <ul style="list-style-type: none"> <li>● Academic Need</li> <li>● SES Need</li> </ul> <p><b>POINT PERSON?</b></p>			
2.5	<p><u>Special Education</u></p> <ul style="list-style-type: none"> <li>● Extended School Year planning - facilities, PPE, class size, supplies (THIS MAY NEED TO BE ITS OWN CATEGORY)</li> <li>● Conducting PPT meetings due or not held as a result of closure</li> <li>● Conducting student evaluations (Birth to 3 entry, initial, triennial - need to address staff availability and time)</li> <li>● Assessing current levels of student performance upon return</li> <li>● Transition process to new grade level and/or building</li> <li>● Supplies for individual needs</li> </ul>			

	<ul style="list-style-type: none"> <li>• Compensatory education services and claims</li> <li>• Planning for closure in 20-21 if required</li> <li>• MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
2.6	<p><u>PPS -- Family Support</u></p> <ul style="list-style-type: none"> <li>• SEL - processing return to school</li> <li>• Schoolwide transition activities from grade to grade, level to level</li> <li>• Attendance issues due to illness or concern of illness</li> <li>• <b>More?</b></li> </ul> <p><b>POINT PERSON?</b></p>			
2.7	<p><u>PPS -- Student Support</u></p> <ul style="list-style-type: none"> <li>• SEL - processing return to school - schoolwide, classwide, student specific needs</li> <li>• Schoolwide transition activities from grade to grade, level to level</li> <li>• Attendance issues due to illness or concern of illness</li> </ul>			

	<ul style="list-style-type: none"> <li>• <b>More?</b></li> </ul> <p><b>POINT PERSON?</b></p>			
2.8	<p><u>Co-Curricular</u></p> <ul style="list-style-type: none"> <li>• Arts</li> <li>• Theater</li> <li>• Athletics</li> <li>• Clubs</li> <li>• Service</li> </ul> <p>Public Health and Professional Association Guidelines</p> <ul style="list-style-type: none"> <li>• Choral Association</li> <li>• More</li> </ul> <p>ADD MORE?</p> <p><b>POINT PERSON?</b></p>			
2.9	<p><u>After School and Weekend Programs</u> -- Use of WPS facilities</p> <ul style="list-style-type: none"> <li>• TOW</li> <li>• Non-Profits</li> <li>• Other</li> <li>• ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
2.10	<p><u>Summer Programs</u> -- Use of WPS facilities</p> <ul style="list-style-type: none"> <li>• TOW</li> </ul>			

	<ul style="list-style-type: none"> <li>○ Parks &amp; Rec</li> <li>○ WOW</li> <li>● Non-Profits</li> <li>● Other</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
3.	<b>CALENDARS AND DAILY &amp; WEEKLY SCHEDULES</b>			
3.1	<p><u>Fall Opening &amp; Transitions</u></p> <ul style="list-style-type: none"> <li>● Transitions <ul style="list-style-type: none"> <li>○ 2nd to 3rd</li> <li>○ 5th to 6th</li> <li>○ 8th to 9th</li> </ul> </li> <li>● August Programs <ul style="list-style-type: none"> <li>○ Camp College</li> </ul> </li> <li>● Meet Teachers</li> </ul> <p><b>POINT PERSON?</b></p>			
3.2	<p><u>Daily &amp; Weekly Schedules --</u> (Reduce number of students on site at any time)</p> <ul style="list-style-type: none"> <li>● Length of Day</li> <li>● Health criteria and checks for staff and students entering schools?</li> <li>● Start of Day procedures (entering building)</li> <li>● End of Day procedures (leaving</li> </ul>			

	<p>building)</p> <ul style="list-style-type: none"> <li>● Open Campus -- Flexibility of Coming and Going</li> <li>● Creation of cohorts to minimize number of interactions (student-student and student-teachers)</li> <li>● Passing periods</li> <li>● Recess</li> <li>● Limiting large groups</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
4	<b>EDUCATIONAL &amp; PROGRAMMATIC SUPPORTS</b>			
4.1	<p><u>Educational Technology</u></p> <ul style="list-style-type: none"> <li>● Review &amp; Planning -- Modifications based on lessons from Spring 2020 DL</li> <li>● Single LMS?</li> <li>● Device quantity and condition</li> <li>● Software availability and access <ul style="list-style-type: none"> <li>○ How to manage “free software” from Spring 2020? Coordination and budget</li> </ul> </li> </ul>			

	<p>problems looming.</p> <ul style="list-style-type: none"> <li>○ Limit number?</li> <li>● Training for staff and families</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
4.2	<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> <li>● ET training</li> <li>● Continuation of Library Skills and Integration into the new learning experience</li> <li>● DETAILS TO BE ADDED</li> </ul> <p><b>POINT PERSON?</b></p>			
4.3	<p><u>Food Services</u></p> <ul style="list-style-type: none"> <li>● Lunch schedules</li> <li>● Lunch locations</li> <li>● Food changes</li> <li>● Utensil changes</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
4.4	<p><u>Transportation -- District</u></p> <ul style="list-style-type: none"> <li>● Coordination with Bus Companies <ul style="list-style-type: none"> <li>○ FA</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>○ Datco</li> <li>○ Relia</li> <li>● Ridership Numbers</li> <li>● Sanitization</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
4.5	<p><u>Transportation -- Personal</u></p> <ul style="list-style-type: none"> <li>● Manage increased car traffic</li> <li>● Manage increased parking demands</li> <li>● Social distancing management</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
5.	<b><u>CONTRACTS &amp; BUDGETS</u></b>			
5.1	<p><u>Contracts -- Personnel</u></p> <ul style="list-style-type: none"> <li>● WTA</li> <li>● WAA</li> <li>● AFSCME</li> <li>● Individual for Non-Represented</li> </ul> <p><b>POINT PERSON?</b></p>			
5.2	<p><u>Contracts -- Non-Personnel</u></p> <ul style="list-style-type: none"> <li>● Transportation <ul style="list-style-type: none"> <li>○ FS</li> <li>○ Relia</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>● Chartwells</li> <li>● Field Maintenance</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
5.3.	<p><u>Budget &amp; Finances</u></p> <ul style="list-style-type: none"> <li>● Identify FY 20 Savings due to COVID-19 <ul style="list-style-type: none"> <li>○ Applicable to FY 21 for COVID-19 needs?</li> </ul> </li> <li>● Identify added cost areas for implementation Fall 2020</li> <li>● Manage FY 21 budget adjustments (transfers and reallocations) due to COVID-19.</li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			
6.	<b>INTERNAL &amp; EXTERNAL RELATIONSHIP MANAGEMENT</b>			
6.1	<p><u>Communications</u></p> <ul style="list-style-type: none"> <li>● Levels <ul style="list-style-type: none"> <li>○ District</li> <li>○ Schools</li> <li>○ Course/ Classroom</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>● Audience <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Families</li> <li>○ Town Officials</li> <li>○ Community</li> </ul> </li> <li>● Means/Mode <ul style="list-style-type: none"> <li>○ Email</li> <li>○ Website</li> <li>○ Phone</li> <li>○ Social Media??</li> </ul> </li> <li>● Crisis Communication Plans <ul style="list-style-type: none"> <li>○ Health updates</li> <li>○ Necessary closures or calendar and schedule changes</li> </ul> </li> <li>● ADD MORE?</li> </ul> <p><b>POINT PERSON?</b></p>			

## **V. Next Steps**

- 1) What can we begin work on now?
- 2) What has to wait?
- 3) When and what to communicate?
  - a) May 18 BOE Meeting
  - b) June BOE Meeting

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion and Vote on 2020-2021 Board of Education Meeting Dates

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**The Board of Education votes on monthly meeting dates for the coming year. Attached are the proposed meeting dates for the 2020-2021 school year.**

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  
OFFICE OF THE SUPERINTENDENT**

**2020-2021 BOARD MEETING SCHEDULE**

<b><u>MONTH</u></b>	<b><u>DATE</u></b>
July	20
August	24
September	21
October	5 (Workshop), 19
November	16
December	7 (Semi Annual Recognitions), 21
January	19
February	1 (Workshop), 16
March	1 (Workshop), 15
April	26
May	17
June	7 (Semi Annual Recognitions), 14

**NOTE: All meetings are held at 7:00 p.m. in the Weston Middle School Library Learning Commons, unless otherwise noted and announced. Dates are subject to change. Executive Sessions are scheduled as needed ahead of a regular Board of Education meeting. Final meeting dates will be posted at Town Hall at least 24 hours in advance of the meeting. Meeting dates and agendas are also posted at the Weston Board of Education building and on the district website: [www.westonps.org](http://www.westonps.org).**

**Draft 5-14-20**

**Approved by the Board of Education on XX-XX-20**

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 5/18/20

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the April 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 April 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>



May 8,2019

**TO:** BOE Finance Committee

**FROM:** Phillip Cross, Director of Finance and Operations

**SUBJECT:** April Financial Report for FY 2020

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

<b>Object Series</b>	<b>Adjusted Budget</b>	<b>YTD Actuals</b>	<b>FY 20 Encumbrances</b>	<b>FY 20 Anticipated</b>	<b>FY 20 Balance Available</b>	<b>Previous Month Balance</b>
Salaries (1000's)	\$32,305,462	\$24,165,352	\$7,913,584	\$38,026	\$0	\$0
Benefits (2000's)	\$9,188,657	\$7,666,339	\$1,623,689	(\$48,463)	(\$52,909)	(\$182,571)
Professional Services (3000's)	\$1,570,677	\$1,149,041	\$320,008	\$31,790	\$69,837	\$35,000
Property Services (4000s)	\$2,353,884	\$1,839,739	\$475,424	\$0	\$ 38,720	\$68,749
Other Services (5000s)	\$5,680,067	\$4,154,585	\$1,335,845	(\$49,915)	\$239,552	\$66,190
Supplies (6000s)	\$2,662,157	\$2,024,449	\$434,378	\$1	\$ 203,328	\$98,732
Equipment (7000s)	\$394,227	\$336,734	\$135,841	\$0	(\$78,348)	\$0
Other Objects (8000s)	\$134,424	\$107,814	\$10,664	\$0	\$15,945	\$13,000
Revenue (9000s)	(\$1,215,843)	(\$871,545)	(\$270,951)	\$0	(\$73,348)	(\$81,634)
<b>Total</b>	<b>\$53,073,710</b>	<b>\$40,572,508</b>	<b>\$ 11,978,483</b>	<b>(\$ 28,559)</b>	<b>\$551,278</b>	<b>\$17,466</b>

There were transfers totaling \$10,364.88 with one (1) in excess of \$5,000 for BOE approval. The transfers are:

- 1) \$600 – Competition Registration
- 2) \$1,000 – WHS Graduation awards
- 3) \$192.41 – Language arts supplies
- 4) \$822 – Districtwide postage
- 5) \$7,750.47 – Occupational Therapist

To understand where we are as of this April 2020 Financial Report, it is important to review with the Board of Education (BOE) the many challenges that we have overcome in FY20. I want to express appreciation to the BOE for its leadership and partnership with the administration in overcoming what I consider significant challenges. For clarity, I will enumerate the challenges and status.

1. At the end of the first quarter, we had a projected deficit of **(\$506,101)**. As we reported to the BOE, the categories that accounted for the deficits were:

- Salary - \$141,041
- Benefits - \$94,368
- Transportation - \$270,692

2. In January 2020, we partially mitigated the deficit by reducing the projected salary deficit of **(\$141,041)**. This reduced the projected annual deficit to **(\$367,690)**.
3. At the March 13, 2020 Finance Committee meeting, we presented that several items had both a positive and negative impact to the budget.

First, we reported that our revised Excess Cost reimbursement would be an additional \$129,363. The projected additional reimbursement was used to offset the SPED transportation deficit.

Second, we reported that increases in health plan enrollment (census) increased the health insurance line by an additional \$83,192. The increase was from a projected **(\$94,368)** to **(\$177,560)**.

Third, we flagged that legal expenses remained a budget challenge. As had been discussed in Executive Sessions with the BOE, FY 20 has been an exceptional year with individualized legal issues. We reported that the legal work would result in higher than expected increases in legal fees in FY 20. As of January 2020 we have expended the budgeted amounts for both general and SPED legal counsel and the deficit as of February 2020 was **(\$17,047.)**

At the end of February 2020, the deficit was reduced by \$48,523 for a revised deficit of **(\$319,167)**. This amount did not include the projected shortfall for legal fees of **(\$126,124)**, which increased the projected budget deficit to **(\$445,291)**. If we had not partially mitigated a portion of the deficit in February (with a savings of \$129,363), then the total projected deficit would have been **(\$635,464)**.

4. On April 15, 2020, we instituted a district-wide budget freeze. We requested the following of the Leadership Team:

*To ensure that we are able to mitigate the entire deficit, we are requesting that you carefully review your open encumbrances to determine whether or not they should be closed or reduced. With schools currently in a distance learning mode, there may be encumbrances that will no longer be needed and others with balances that may be higher than needed. In addition, we are requesting that each school and cost center encumber any funds that will be needed to purchase essential year-end supplies, materials, and services. The funds to be encumbered should be based on what is currently available within your budget and only for absolute necessities. On Friday, April 24, we will close all accounts that have an available balance.*

5. Now, as of the April 2020 Financial Report, we know that we have accrued significant budget savings for FY 20. The combined effect of the account freeze and the school closure as of result of the Covid-19 virus has resulted in a projected **gross** budget savings of \$860,363. This amount will be reduced by a total of **(\$309,086)**:

- Lost revenues - **(\$73,347)**,
- Health insurance - **(\$139,277)**
- Security upgrade (No grant received) – **(\$96,462)**

Following these reductions, we have projected **net** budget savings of \$551,278.

6. The closure due to Covid-19 for Spring 2020 and the unclear prognosis for school in Fall 2020, have left the district with many fiscal uncertainties for FY 21. We anticipate, as is the case in many school districts, a likely increase in costs in Fall 2020 if we again are providing school via Distance Learning, or are opening school in keeping with public health requirements for social distancing and other safety provisions. With these potential costs in mind, I am recommending the following:

- 1) Establish a non-lapsing account to mitigate unanticipated Covid-19 expenditures for FY21, totaling \$551,278.

The areas we anticipate having additional expenditures are:

- SPED compensatory education
- Technology Equipment
- Transportation
- Cleaning
- Other COVID-19 related cost

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

Fiscal Year Ended	Actual 2020
<b>STATEMENT OF REVENUES AND EXPENDITURES</b>	
Fund Balance -July 1, 2019	\$ 1,537,357
Revenues:	
General Fund Appropriation (July-October)	\$ -
Reimbursements	\$ -
Total Contributions	\$ -
Total Revenues (A)	\$ -
Expenditures	
Delta Dental:	
Claims	\$ 325,763
Administrative Fees	\$ 20,382
Total Health Plan Costs (B)	\$ 346,145
Net Change (A-B)	<b>\$ (346,145)</b>
Fund balance June 30, 2020	\$ 1,191,212
Medical Cost	\$ -
Fund balance June 30, 2020	<b>\$ 1,191,212</b>

<b>Balance Sheet:</b>	
Assets:	
Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 1,537,357
Year End Accounts Payable	\$ -
Net Change	\$ (346,145)
Total Assets	\$ 1,191,212
Beg Year Fund Balance	\$ 1,537,357
Year to Date Net Change	\$ (346,145)
Total Fund Balance	\$ 1,191,212
Total Liabilities + Fund Balance	\$ 1,191,212

**APRIL BUDGET TRANSERS**

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TO	WHS - Due & Fees	\$	150.00	
FROM	WHS - Science Materials			\$ 150.00

*Registration Fee for TEAMS*

TO	WMS - Robotics Due & Fees	\$	450.00	
FROM	WHS - Robotics Materials			\$ 450.00

*Registration for Competition*

TO	WHS-Materials	\$	1,000.00	
FROM	WHS - Printing & Binding			\$ 1,000.00

*Graduation awards*

TO	WHS- Materials	\$	192.41	
FROM	WLS Books			\$ 192.41

*Supplies for Language Arts*

To	Dsitrict Postage	\$	822.00	
FROM	PPS-Prinitng			\$ 822.00

*Districtwide Postage*

TO	PPS - Other Pupil Services	\$	7,750.47	
FROM	SPED- Contracted Services			\$ 7,750.47

*PPS - Occupational Therapist*

<u>\$ 10,364.88</u>	<u>\$ 10,364.88</u>
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WESTON PUBLIC SCHOOLS FINANCIAL REPORT											
Apr-20 Period: 10 of 12											
Object	Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available
<b>WESTON PUBLIC SCHOOLS</b>											
<b>Salaries &amp; Wages (1000s)</b>											
		Certified Staff	25,278,541	(275,911)		25,002,630	18,392,376	6,482,324	35,979	24,910,679	91,951
		Non Certified Staff	6,057,273	(44,298)		6,012,975	4,812,312	1,181,375	2,047	5,995,734	17,241
		Overtime	187,700	2,593		190,293	161,044	0	0	161,044	29,248
		Certified Stipends	842,981	(686)		842,295	638,112	189,603	0	827,715	14,580
		Non Certified Stipends	262,378	(5,108)		257,270	161,508	60,283	0	221,790	35,480
		Turnover Savings	(318,013)	318,013		0	0	0	0	0	0
		Salary Differential	82,020	(82,020)		0	0	0	0	0	0
		Group & transfer in/(transfer out):	\$32,392,880	(\$87,417)	\$0	\$32,305,462	\$24,165,352	\$7,913,584	\$38,026	\$32,116,962	\$188,500
		Group change %:				-0.3%	74.8%	24.5%	0.1%	99.4%	
<b>Benefits (2000's)</b>											
		2000 Health Insurance	7,701,232	(2,637)		7,698,595	6,548,976	1,327,179	(48,463)	7,827,892	(129,097)
		2022 Premium Cost Share	(1,368,814)	0		(1,368,814)	(1,089,553)	(269,081)	0	(1,358,634)	(10,180)
		2001 Social Security	558,237	0		558,237	446,904	108,795	0	555,899	2,538
		2002 Medicare	466,950	0		466,950	346,471	89,865	0	436,336	30,614
		2003 Workers Compensation	238,335	(37,935)		200,400	200,400	5,011	0	205,411	(5,011)
		2004 Unemployment Compensation	37,065	(4,065)		33,000	30,799	2,201	0	33,000	0
		2005 Early Retirement Incentive	276,499	39,167		315,666	315,665	0	1	315,666	0
		2007 Pension Contributions	1,010,900	81,523		1,092,423	787,951	281,689	0	1,069,640	22,783
		2010 Tuition Reimbursement	80,000	0		80,000	0	65,000	0	65,000	15,000
		2011 Life Insurance	54,054	5,946		60,000	48,857	11,143	0	60,000	0
		2012 Disability Insurance	15,306	(8,106)		7,200	5,312	1,888	0	7,200	0
		2014 Sick Bank	45,000	0		45,000	24,556	0	(0)	24,556	20,444
		Group & transfer in/(transfer out):	\$9,114,764	\$73,893	\$0	\$9,188,657	\$7,666,339	\$1,623,689	(\$48,463)	\$9,247,566	(\$52,909)
		Group change %:				0.8%	83.4%	17.7%	-0.5%	100.6%	
<b>Professional &amp; Technical Services (3000s)</b>											
		3210 Contracted Services Educational	365,670	(113,804)	(7,750)	251,866	127,279	73,953	0	201,231	50,635
		3220/3221 Consulting Services	257,200	16,504		273,704	183,938	71,873	0	255,811	17,893
		3235 Testing	99,600	(5,160)		94,440	59,612	22,053	0	81,665	12,775
		3289 Other Pupil Services	182,075	1,020	7,750	183,095	152,265	30,831	31,790	214,885	(31,790)
		3303 Management Services	64,105	10,715		74,820	61,584	12,049	(0)	73,634	1,186

WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT

Apr-20

Period: 10 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available
3304	License Fees-Facilities	3,500	0	0	3,500	1,135	240	0	1,375	2,125
3306	Legal Fees	250,000	126,214		376,214	318,981	75,538	0	394,520	(18,305)
3308	Police/Fire	89,013	0	0	89,013	57,009	16,414	0	73,423	15,590
3309	Professional Technical Services	166,579	5,397		171,976	135,189	17,059	0	152,248	19,728
3310	Sports Officials	52,049	0	0	52,049	52,049	0	0	52,049	0
	Group \$ transfer in/(transfer out):	\$1,529,791	\$40,886	\$0	\$1,570,677	\$1,149,041	\$320,008	\$31,790	\$1,500,840	\$69,837
	Group change %:				2.7%	73.2%	20.4%	2.0%	95.6%	
<b>Property Services (4000s)</b>										
4200	Cleaning Services	756,109	0		756,109	626,937	121,772	(0)	748,709	7,400
4202	Rubbish Removal	55,020	(2,500)		52,520	36,162	16,261	(0)	52,423	97
4302	Equipment Repairs	125,960	(3,730)		122,230	72,853	38,961	0	111,813	10,417
4400	Equipment Rental	252,237	14,300		266,537	220,479	43,295	0	263,774	2,762
4401	Rental of Facilities	4,675	(200)		4,475	3,709	693	0	4,402	73
4500	Repair Allowance	204,400	80		204,480	144,094	60,383	0	204,476	4
4509	Septic Cleaning	40,000	26,002		66,002	48,018	17,984	0	66,002	0
4510	Asbestos Abatement	5,000	(2,756)		2,244	0	0	0	0	2,244
4514	Fire Alarm System	25,000	7,226		32,226	29,658	841	(0)	30,499	1,727
4518	Sewer System Plant Maintenance	93,162	0		93,162	77,718	15,444	-	93,162	0
4520	Service Contracts	142,688	(1,492)		141,196	98,603	42,593	(0)	141,195	1
4530	Parks & Recreation	64,372	0		64,372	25,016	39,356	-	64,372	0
4533	Glass Replacement	5,000	(2,595)		2,405	2,010	0	-	2,010	395
4534	Roof Repair	17,000	0		17,000	0	17,000	0	17,000	0
4535	Window Treatments	3,000	0		3,000	0	3,000	0	3,000	0
4539	Energy Management System	21,650	106		21,756	21,756	0	0	21,756	0
4540	Athletic Facilities Repairs	20,000	125,707		145,707	145,134	0	0	145,134	573
4541-4542/4550	Contracted Services	202,350	(7,864)		194,486	143,263	48,726	0	191,989	2,497
4543	Paving	11,300	0		11,300	4,800	0	0	4,800	6,500
4600	Special Projects	37,500	(20,130)		17,370	17,370	0	0	17,370	0
4602	Tree Service	7,500	5,230		12,730	12,730	0	0	12,730	0
4604	Snow Plowing	12,500	(3,275)		9,225	9,032	193	0	9,225	0
4605	Signage	2,500	(750)		1,750	1,081	0	0	1,081	669
4606	Sprinkler Repairs	3,000	6,574		9,574	8,011	1,231	0	9,242	332
4610	Playground Repairs	5,000	5,284		10,284	7,398	0	0	7,398	2,886
4701	Security System Monitoring	78,311	3,241		81,552	73,941	7,611	0	81,552	0
4702	Locks/Keys	8,500	1,683		10,183	9,966	82	(0)	10,048	144
	Group \$ transfer in/(transfer out):	\$2,203,734	\$150,150	\$0	\$2,353,884	\$1,839,739	\$475,424	\$0	\$2,315,163	\$38,720
	Group change %:				6.8%	78.2%	20.2%	0.0%	98.4%	
<b>Other Services (5000s)</b>										
5100	Regular Transportation	1,359,639	255		1,359,894	1,332,890	8,221	(49,915)	1,291,197	68,697
5101	SPED Transportation	478,530	223,254		701,784	589,167	112,618	0	701,784	0
5104	Athletic Transportation	90,520	0		90,520	51,618	9,343	0	60,961	29,559
5105	Extra Curricular Transportation	11,350	0		11,350	5,716	2,960	0	8,676	2,674
5200	General Liability Insurance	112,340	(41,735)		70,605	70,605	0	0	70,605	0

WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT

Apr-20

Period: 10 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available
5202	Athletic Insurance	29,939	(13,289)		16,650	16,650	0	0	16,650	0
5205	Property Insurance	104,375	(6,540)		97,835	97,319	0	0	97,319	516
5300	Communications	86,000	816		86,816	56,614	30,917	0	87,531	(7,15)
5400	Postage	23,467	11,188	822	34,655	25,939	8,715	0	34,655	0
5500	Advertising	8,000	(1,025)		6,975	5,865	1,500	0	7,365	(390)
5501	Printing	21,633	4,108	(1,822)	25,741	12,061	6,800	0	18,861	6,880
5600	Tuition	2,936,536	(133,522)		2,803,014	1,586,395	1,118,193	0	2,704,588	98,426
5605	Tuition-ESS	287,228	0		287,228	257,499	29,611	0	286,110	1,118
5800,5802-5880	Travel & Conference	63,182	3,862		67,044	37,730	6,341	0	44,071	22,973
5801	Mileage Reimbursement	12,355	0		12,355	5,990	1,228	0	7,217	5,138
5900	Other Purchased Services	6,700	900		7,600	2,528	398	0	2,925	4,675
	Group \$ transfer in/(transfer out):	\$5,631,794	\$48,273	(\$1,000)	\$5,680,067	\$4,154,585	\$1,335,845	(\$49,915)	\$5,440,515	\$239,552
	Group change %:				\$48,273	73.1%	23.5%	-0.9%	95.8%	
	<b>Supplies &amp; Materials (6000's)</b>									
6110	Materials	537,246	(13,186)	592	524,058	361,491	87,605	1	449,097	74,951
6120	Office Materials	39,510	(2,467)		37,044	17,925	11,000	0	28,924	8,119
6130	Maintenance Materials	178,500	(18,136)		160,362	104,534	55,828	0	160,362	0
6131	Custodial Materials	77,000	8,658		85,658	75,977	9,681	0	85,658	0
6132	Security Materials	20,100	(445)		19,655	16,200	3,455	0	19,655	0
6140	Software	512,469	0		512,469	456,233	11,237	0	467,470	44,999
6270	Diesel Fuel	91,031	0		91,031	67,277	8,650	0	75,927	15,104
6410	Books	171,269	(1,227)	(192)	170,041	127,390	25,388	(0)	152,777	17,264
6510	Heating Oil	392,894	(23,694)		369,200	280,675	78,525	0	359,200	10,000
6520	Electricity	710,317	(21,678)		688,639	515,083	141,874	0	656,957	31,681
6530	Propane gas	4,000	0		4,000	1,664	1,136	0	2,800	1,200
	Group \$ transfer in/(transfer out):	\$2,734,336	(\$72,179)	\$400	\$2,662,157	\$2,024,449	\$434,378	\$1	\$2,468,828	\$ 203,328
	Group change %:				(\$72,179)	76.0%	16.3%	0.0%	92.4%	
	<b>Equipment (7000's)</b>									
7300	Equipment	390,027	4,200		394,227	336,734	135,841	0	472,575	(78,348)
	Group \$ transfer in/(transfer out):	\$390,027	\$4,200	\$0	\$394,227	\$336,734	\$135,841	\$0	\$472,575	(\$78,348)
	Group change %:				\$4,200	85.4%	34.5%	0.0%	119.9%	
	<b>Other Objects (8000's)</b>									
8100	Dues, Fees and Memberships	97,087	9,942	600	107,029	89,481	3,597	0	93,078	13,951
8500	Other Objects	27,395	0		27,395	18,333	7,068	0	25,400	1,995
	Group \$ transfer in/(transfer out):	\$124,482	\$9,942	\$600	\$134,424	\$107,814	\$10,664	\$0	\$118,478	\$ 15,945
	Group change %:				\$9,942	80.2%	7.9%	0.0%	88.1%	
	<b>Revenues (9000's)</b>									
9200	Technology Revenue	(103,101)			(103,101)	(102,106)	0	0	(102,106)	(995)

WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT

Apr-20

Period: 10 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available
9201	Participation Fees, Athletics	(83,097)			(83,097)	(60,515)	0	0	(60,515)	(22,582)
9202	Gate Receipts, Athletics	(16,000)			(16,000)	(15,914)	0	0	(15,914)	(86)
9205	Excess Cost SPED	(536,300)	(129,363)		(665,663)	(453,260)	(212,403)	0	(665,663)	0
9206	Pre School Tuition SPED	(100,000)			(100,000)	(78,876)	(21,124)	0	(100,000)	0
9207	Regular Ed. Tuition	(29,769)	(38,383)		(68,152)	(64,308)	(3,845)	0	(68,152)	0
9208	Revenue from Town for Fields	(55,580)			(55,580)	(24,801)	(30,779)	(0)	(55,580)	0
9209	Parking Fees	(45,000)			(45,000)	(39,600)	0	0	(39,600)	(5,400)
9210	Theater Receipts	(46,750)			(46,750)	(24,112)	0	0	(24,112)	(22,638)
9212	Facility Use Rental	(17,500)			(17,500)	(2,706)	0	1	(2,705)	(14,795)
9215	Medicaid Revenue	(15,000)			(15,000)	(5,348)	(2,800)	0	(8,148)	(6,853)
	Group \$ transfer in/(transfer out):	(\$1,048,097)	(\$167,746)	\$0	(\$1,215,843)	(\$871,545)	(\$270,957)	\$1	(\$1,142,495)	(\$73,348)
	Group change %:				(167,746) 16%					
	<b>Total:</b>	<b>\$53,073,710</b>	<b>\$0</b>	<b>\$0</b>	<b>\$53,073,711</b>	<b>\$40,572,508</b>	<b>\$ 11,978,483</b>	<b>\$ (28,559)</b>	<b>\$ 52,522,433</b>	<b>\$551,278</b>
						76.45%	22.57%	-0.05%	98.96%	1.04%

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

Fiscal Year Ended	<u>Actual 2020</u>
<b>STATEMENT OF REVENUES AND EXPENDITURES</b>	
Fund Balance -July 1, 2019	\$ 1,537,357
Revenues:	
General Fund Appropriation (July-October)	\$ -
Reimbursements	\$ -
Total Contributions	<u>\$ -</u>
Total Revenues (A)	<u><u>\$ -</u></u>
Expenditures	
Delta Dental:	
Claims	\$ 325,763
Administrative Fees	\$ 20,382
Total Health Plan Costs (B)	<u>\$ 346,145</u>
Net Change (A-B)	<u><u>\$ (346,145)</u></u>
Fund balance June 30, 2020	\$ 1,191,212
Medical Cost	\$ -
Fund balance June 30, 2020	<b>\$ 1,191,212</b>

**Balance Sheet:**

Assets:		
Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 1,537,357	
Year End Accounts Payable	\$ -	
Net Change	\$ (346,145)	
Total Assets		<u>\$ 1,191,212</u>
Beg Year Fund Balance	\$ 1,537,357	
Year to Date Net Change	\$ (346,145)	
Total Fund Balance		<u>\$ 1,191,212</u>
Total Liabilities + Fund Balance		<u>\$ 1,191,212</u>

**WESTON PUBLIC SCHOOLS**  
**FY 20 PROJECTED SAVINGS & LOST REVENUES**

5/7/2020

Description	Total	Management Cost Savings Measures	COVID-19	% of Budget
<b><u>Expenditures</u></b>				
Salary:				
Substitutes	23,496		23,496	
Stipends	14,580		14,580	
Tutors	40,949		40,949	
Other Certified Salaries	27,507	27,507		
Non-Certified Salaries	17,240		17,240	
Overtime	29,248		29,248	
Non-Certified Stipends	35,480		35,480	
<b>Total Salaries</b>	<b>188,500</b>	<b>27,507</b>	<b>160,993</b>	
Employee Benefits(Payroll, taxes, pension, etc)	86,368	86,368		
Professional & Technical Services	69,837	69,837		
Repairs & Maintenance	38,720	38,720		
Travel & Conference & Mileage	28,111		28,111	
Transportation	71,371		71,371	
Athletics Transportation	29,559		29,559	
SPED Tuition	99,604	99,604		
Other Accounts	10,907		10,907	
Supplies & Materials	100,344		100,344	
Software	44,999	44,999		
Diesel Fuel & Propane	16,303	-	16,303	
Heating	10,000		10,000	
Electricity	31,681		31,681	
Equipment	18,114	-	18,114	
Other Objects	15,945		15,945	
<b>Total Non- Salaries</b>	<b>671,863</b>	<b>339,528</b>	<b>332,335</b>	
<b>Total Savings</b>	<b>860,363</b>	<b>367,035</b>	<b>493,328</b>	<b>1.62%</b>
<b><u>Budget Shortfall</u></b>				
Employee Health Benefits	(139,277)	(139,277)		
Security upgrade in excess of capital request	(96,462)	(96,462)		
<b>Total Budget shortfall</b>	<b>(235,739)</b>	<b>(235,739)</b>	-	
<b>Cost Savings after budget shortfall</b>	<b>624,624</b>	<b>131,296</b>	<b>493,328</b>	<b>1.18%</b>
<b><u>Lost Revenues</u></b>				
Participation Fees, Athletics	(22,582)		(22,582)	
Parking Fees	(5,400)		(5,400)	
Theater Receipts	(22,638)		(22,638)	
Athletic Facility Use Rental	(14,794)		(14,794)	
Medicaid reimbursements	(6,852)	(6,852)		
Other Shortfall	(1,080)	(1,080)		
<b>Total Lost revenues</b>	<b>(73,346)</b>	<b>(7,932)</b>	<b>(65,414)</b>	<b>-0.14%</b>
<b>Net Total Savings</b>	<b>551,278</b>	<b>123,364</b>	<b>427,914</b>	<b>1.04%</b>

## **Board of Education Communications Committee Meeting**

April 08, 2020 11:00 AM

Meeting Held Via Conference Call

Phone: 561-614-0731

Pin: 796 153 547#

### **Attendance Taken at 11:00 AM:**

#### Present Board Members:

Ruby Hedge

Taffy Miller

Hillary Koyner

#### Other Attendees:

William McKersie

Craig Tunks

### **1. COVID-19 Update**

#### Discussion:

Dr. McKersie reviewed the meeting agenda with the Communications Committee.

#### **1.1. Communications Items-General Discussion**

#### Discussion:

Dr. McKersie spoke to the Communications Committee regarding the communications from the District to WPS families. The majority of communications being sent are at the principal and teacher level, with some from the Superintendent. Flex Days will be instituted, allowing teachers to work on future lesson plans, while students will have continued learning and time to make up any missed work.

The District has been publishing communications on its website from the Town of Weston Emergency Operations Center.

Both Instagram and Twitter accounts are being used for good news only. The most requested theme to date is more real time interactions between students and teachers. The District is working towards teaching the most important content to students at this time.

The Communications Committee thought it important for Dr. McKersie to set the tone weekly with the WPS families and staff even if we don't have updates to convey from the State. Dr. McKersie mentioned that he will be working on recording his guest readings for grades K-5.

#### **1.2. Impact on Communications Document Design & Distribution**

#### Discussion:

The Committee reviewed the impact on communications documents and its distribution. Some content may be on hold at the moment.

Dr. McKersie will work on the four page WPS document and have an update for the May meeting. It was noted that a section on how Weston approached distance learning and the ways we will weave it into our ongoing practices would be beneficial. This would be used in a celebratory way.

### **2. Website Development and Management**

## **2.1. Plans Given Transition in Director of Digital Learning & Technology**

### Discussion:

Dr. Tunks reviewed the Overview of Website Finalization Timeline with the Committee. This is a working document and modifications are made to it after each meeting. Schools will be introduced to the new site during the week of April 20. During the month of May, meetings and training in site maintenance will occur, incorporating feedback that is received. A planned cutover date will occur a few weeks prior to July 1.

Both Ms. Tyborowski and Mr. Greene are Data Technicians that interface all systems across the district. Ms. Herman and Ms. Ryan will be responsible for all district wide information on the new site. Administrative assistants at each school will be responsible for school-specific content and Mr. Berkowitz and Ms. Egan will maintain the athletic content.

Troubleshooting of the site will begin in May. Dr. Tunks is looking into whether we will be able to have a focus group to review and provide additional feedback on the site prior to July 1.

Discussion was had by the Committee regarding how many years of budget documents will be housed on the website. There was a consensus between the three Board of Education members that seven years of data would be appropriate.

Dr. McKersie and Dr. Tunks will meet with the principals and review their webpages, creating a checklist of important content areas.

The Committee would like to see used as many of our own thumbnail photos instead of stock photos in the new site. A discussion was held regarding the submission of photos to use on the District website.

## **3. Other Business**

### Discussion:

The Committee discussed the agenda for May.

With no further items to discuss, the meeting was adjourned at 12:18 p.m.

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Chairperson

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Superintendent

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** May 18, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** April Curriculum Committee Minutes

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

April 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**

April 8, 2020 9:00 a.m.

Via video conference

### **1. Call to Order**

The meeting was called to order at 9:00 am

#### Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

#### Present Administration:

William McKersie, Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent of Curriculum & Instruction; Michael Rizzo, Assistant Superintendent of Pupil Personnel Services; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Christine Cincotta, CIL 6-12 English Language Arts

#### Members of the Public:

Anthony Pesco, Ruby Hedge, Melissa Walker

### **2. COVID-19 as it relates to curriculum and instruction**

Discussion:

- Dr. Craw outlined Distance Learning Phase 3 as a shift for teachers to have more interaction with students in both a social-emotional aspect as well as in learning.
- Students will see more of their teachers across all buildings in recorded video, audio and live interaction.
- Each building principal discussed the Phase 3 enhancements in their schools.
- Ms. Miller expressed concern about students not being as prepared as they should be in September and asked about providing supplemental learning opportunities over the summer through Weston Youth Services WOW program.
- Dr. Craw explained that addressing class reentry will be a multifaceted approach as there are many factors to address such as building availability and equity across grades. Weston Youth Services cannot support something like this.
- Committee members asked that the administration be very specific as to what is enhanced in Phase 3 in their memo to parents as well as encourage parents to conference with teachers regarding their students.

### **3. COVID-19 as it relates to PPS/Special Education**

Discussion:

- Mr. Rizzo said that he has had to speak to some parents regarding not setting their expectations to be the same as being in the classroom for their students and that there will be a difference in September as a result of this experience.

#### **4. Teacher Flex Days**

Discussion:

- The District is planning teacher-directed professional development days for teachers work on lesson plans, collaborate with colleagues and learn new instructional approaches for distance learning.
- The first of the four Flex Days will be the first week after Spring break.
- While teachers are focusing on their needs, the students will be directed to work on their assignments. It is not a day off for students.

#### **5. Academic grading**

Discussion:

- At the high school level, the District is moving forward with our current grading system.
- For K-5, the third trimester grading will be in narrative form. K-5 will not have the standards-based reporting as teachers and administration feel they do not have the evidence and data to fill out our current report cards.
- At the Middle School, while students will be held accountable for assignments, grading will be pass/fail.
- Special Education will follow suit at each level.
- Mrs. Albert asked if the Governor were to rule for all districts to use pass/fail at the high school level, would there be a way to obtain a waiver. Mr. Pesco responded that he has reached out to CAFE on this matter.

#### **6. Grade 8 and 10 Writing Portfolio discussion**

Discussion:

- Ms. Cincotta explained the adjustments regarding the writing portfolios. For the 10<sup>th</sup> grade writing portfolio, there will be scorers for the submissions.
- The highest priority will be in identifying students who are falling below the proficiency level.
- Grade 8 Writing Portfolio scoring has proved to be more challenging since students missed out on a lot of instructional time since school closure.
- Students will instead be asked to submit what they deem as their best and most improved writing pieces.
- Grade 8 students will also be asked to write a letter to their 9<sup>th</sup> grade English teacher with their two submissions and explain why they chose their pieces; and students will explain to their teacher the ways in which they have improved over their middle school years.

#### **7. Annual Instructional Update format**

Discussion:

- Committee members related that they would like to have a document that describes what was effectively delivered and what is missing, especially as it relates to distance learning.

- Dr. Craw met with the CILs regarding updating the AIU format. The CILs felt strongly about reporting what was accomplished up until the third quarter (i.e., before school closure).
- It was agreed that part of the document will include regular school year accomplishments by department and part of the document will go over distance learning accomplishments as well as challenges and limitations.

#### **8. Approval of March 2020 Minutes**

**Motion Passed:** passed with a motion by Ms. Miller and a second by Mrs. Albert.  
**3 Yeas - 0 Nays.**

#### **9. Other curricular issues**

No other items were put forth for discussion. Meeting was adjourned at 10:35 a.m.

Respectfully submitted,

June Curiano  
Administrative Assistant to the Assistant Superintendent of Curriculum & Instruction

**Minutes  
Facilities Committee  
May 1, 2020**

Present:

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

Absent:

Dr. William McKersie, Superintendent of Schools

Guests:

David Coprio, Weston Building Committee  
Richard Wolfe, Weston Building Committee  
Allen Swerdlowe, Weston Building Committee

The meeting was called to order by Mr. Pesco at 9:05 a.m.

The Committee discussed the following items regarding facility and grounds monitoring/maintenance during the District's closure:

- Mr. Delmastro informed the Committee that there are two security personnel on duty each day to patrol the campus. Additionally, he has broken down custodial, maintenance and grounds staffs into two groups, and they report to work on alternating days, working eight hours each day. They have been walking the schools checking for leaks and break-ins, preparing spring and summer grounds equipment, performing spring cleaning up and prepping of the grounds, and keeping up with School Dude requests. There are seven to nine staff members on campus each day.

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

- Mr. DelMastro informed the Committee that he spoke to Affineco and he is currently working on firming up payment from them regarding their portion of the floor damage. Additionally, he is working with the vendors who will be supplying the new tiles and

handling the repairs to finalize a cost with them as well. The repairs should take about a week to complete.

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

- Mr. DelMastro reported that regarding replacing the hot water heater at the high school, he brought in Mulvaney Mechanical to perform an assessment of the tank, and they have deemed it to be sound. Additionally, all water samples have come back within normal limits for all categories. He will have the tank drained over the next couple of days and then re-test it, but as of now there doesn't appear to be a need to have it replaced.
- Regarding the high school roof repairs, Mr. Wolfe reported that the Weston Building Committee has authorized Zimmerman Architects to begin preparing bid documents. The work itself would be completed over the summer. This summer all essential work would be completed, and then next summer any additional work that is deemed necessary would be completed. Mr. Pesco added that it would be good to have some clarity by next month's meeting as to which work will be completed this year versus next. Mr. Pesco also added that while all middle school projects have been removed from the capital project list, it is important to keep an eye on that school to ensure no issues arise. Mr. Wolfe suggested that Zimmerman should examine the façade at the middle school at some point to ensure there aren't any issues there either.
- Regarding the water heater replacement in the East House of the elementary school, Mr. DelMastro reported that he will bring in Mulvaney Mechanical to perform an assessment there as well, and they will map out the quantity, sizes and location for every valve. Once that is complete, he will get a quote for materials for the project. The asbestos report for the project came back clean.
- Regarding the chiller replacement at the elementary school, Mr. Wolfe reported that the Building Committee brought in four contractors, and the Building Committee will review the bids at their next meeting. The chiller has been purchased and will be delivered in late June or early July.

The Committee discussed the following regarding the April minutes:

- The Committee approved the April minutes.

There being no further business to discuss, the Committee adjourned at 9:41 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes**  
**Finance Committee**  
**May 8 2020**

Present:

Gina Albert, Committee Chair

Ruby Hedge, Committee Member

Victor Escandon, Committee Member

Dr. William McKersie, Superintendent of Schools

Michael Rizzo, Assistant Superintendent of Pupil Personnel Services

Phil Cross, Director of Finance and Operations

Guest:

Tony Pesco, Weston Resident

Hillary Koyner, Weston Resident

The meeting was called to order by Ms. Albert at 9:03 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 \$551,278 and updated the Committee on how the District was able to end up with that estimated positive balance, especially given the many challenges that the District has had to overcome in FY20. At the end of the first quarter, the projected fund balance was a negative (\$506,101). The categories that accounted for this shortfall were salary, benefits, and transportation. Additionally, legal expenses presented a major challenge as well. The District was able to mitigate the original shortfall by reducing the projected salary freeze, receiving a revised Excess Cost reimbursement, and by instituting a district-wide budget freeze in April. The school closure as a result of COVID-19 has also helped reduce the deficit. A combination of all of these actions has resulted in a projected gross budget savings of \$860,000. This amount will be reduced by a total of (\$309,086) because of the following, lost revenues (\$73,347), health insurance (\$139,277), and security upgrade expenses due to a grant the District did not receive (\$96,462). Once these reductions are factored into place, the projected fund balance is \$551,278.
- Regarding the Internal Services Fund, which now only includes dental, Mr. Cross reported that the current fund balance is \$1,191,212. Mr. Cross added he is anticipating a \$48,000 refund from the District's former insurance provider for claim recoveries.

The Committee discussed the following regarding leave of absence expenditures:

- Mr. Cross informed the Committee that historically the District has not budgeted an amount into this account, but will do so beginning with the 2022 budget. The account is historically used to cover extended illnesses and maternity leave. The District will be spending approximately \$161,000 this year for leave of absences.

The Committee discussed the following regarding payment of security upgrade invoices:

- Mr. Cross reported that he would like to wait before giving a recommendation as to which accounts to transfer funds from to cover these invoices, but would like to pay them now and then present the transfers at a later date. The Committee agreed to have the invoices paid.

The Committee discussed the following regarding COVID-19 management/savings:

- Mr. Cross reported that the District's closure due to COVID-19 has resulted in nearly \$428,000 in net total savings. This includes savings with substitute salaries, stipends, overtime, transportation, supplies and fuel, among other areas.

The Committee discussed the following regarding creating a non-lapsing account:

- Mr. Cross informed the Committee that the closure of the District due to COVID-19 and the uncertain prognosis for school in the Fall, has left the District with many fiscal uncertainties for FY21. As is the case with many other districts in the area, Weston anticipates a likely increase in costs in the Fall if distance learning is again required or if social distancing and other safety provisions are still in place. Areas that would see an increase in spending would be SPED compensatory education, technology equipment, transportation, and cleaning. With this in mind, he is recommending the creation of a non-lapsing account to mitigate unanticipated COVID-19 expenditures for FY21, totaling \$551,278 – the amount of the anticipated fund balance at the end of FY20. Because of all the unknowns that COVID-19 presents, it is important to create this account to cover any and all expenses associated with the pandemic.
- Non-lapsing accounts allow districts to deposit up to 2% of the current year's unexpended funds into the account. These funds can only be used for operating costs, not capital. At the previous evening's Board of Finance meeting, the Board of Finance did not seem in favor of creating a non-lapsing account, but all Committee members agreed that the Board should be made aware of how important this account would be, especially given the current situation and uncertainty going forward.

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

- The Committee approved the April minutes.

The Committee discussed the following regarding other business:

- The Committee agreed that based on the previous evening's request by the Board of Finance for the District to create a budget with a 0% increase for FY21, that an additional special Board of Education meeting should be held during the week of May 25<sup>th</sup>, to review the list of additional potential cuts. The Committee also agreed that once the FY21 budget is finally approved, the Board should start working as soon as possible after that on the FY22 budget.

There being no further business to discuss, the meeting adjourned at 10:21 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations