

Board of Education Budget Workshop

Tuesday, October 13, 2020 9:00 AM

Via Zoom *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda., 24 School Road, Weston, CT 06883-1623

I. Call to Order

**II. Discussion of Voluntary Distance Learning
Options within Modified School Scenarios**

III. Review of FY22 Budget Calendar

IV. Review of FY22 Budget Assumptions

**V. Review of Preliminary/Estimated/Discussion-Only
Pro Forma FY22**

VI. Adjournment

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 13, 2020

Information Only

Action Requested

Agenda Item Subject: Discussion of Voluntary Distance Learning Options within Modified School Scenarios

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

WPS K-5 VDL Options for Board review and discussion.

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

WPS - K-5 VDL Options

The following three options are being presented to the Weston Board of Education in addressing the collective needs of in-person and VDL students. All three options are for a Full Return to school meaning all in-person students will report daily. While there are pros and cons to each option as highlighted below, the administration is recommending Option 2 (Full Return) to the BOE because it also maximizes in-person learning and fully integrates VDL students with their classes throughout the school day.

Characteristics	Options		
	1. Full Return With Early Dismissal	2. Full Return (Recommended Option)	3. Full Return With Dedicated VDL Teachers
Format	Synchronous (See chart on pg. 4)* with time for VDL students to meet with their teacher at the end of the day.	Synchronous (see chart on pg. 4).*	Separate, dedicated VDL teachers.
Pros	<ul style="list-style-type: none"> • Maintains current teachers and student assignments. • VDL students have afternoon check-ins with their teacher. • Maintains current schedule that students are used to. • Limits the amount of time students are in masks. 	<ul style="list-style-type: none"> • Maintains current teachers and student assignments. • Conferring and conferences with students occurs as part of the workshop model. • Full day schedule for all students. • Participate in all specials. 	<ul style="list-style-type: none"> • VDL students have a dedicated teacher. • Follows the same schedule and curriculum as in-person students. • Creates a community of VDL learners within a class.
Cons	<ul style="list-style-type: none"> • Early release at 1:15 p.m. • Scheduling constraints may not allow VDL students to participate in all specials. • Teachers will need to manage in-person students at the same time as their VDL students. 	<ul style="list-style-type: none"> • Teachers will need to manage in-person students at the same time as their VDL students. • No after school check ins. 	<ul style="list-style-type: none"> • Break up seven existing classes across K-5 and regroup students. • Several in-person students will have a new classroom teacher. • Based on current numbers, three of seven VDL classes will be cross grade level. (K/1, 1/2, 4/5).
VDL Teacher	Maintains current classroom teacher.	Maintains current classroom teacher.	Requires 7 teachers reassigned from current classrooms to VDL. Some classes will have combined grade levels (i.e. 1 & 2) due to the number of VDL

			students.
Students	Maintains existing class assignment.	Maintains existing class assignment.	In-person students currently in a VDL teacher classroom will be assigned a new teacher.
Schedule	Follows school early dismissal schedule with time at the end of the day for meeting with their current teacher. Students will have asynchronous work for when they get home (i.e. Dreambox, Xmath, Lexia).	Follows the school day schedule.	Follows the school day schedule with flexibility.
Screen Time	VDL students will not be on their screens all class period. Teachers will identify time within reading and math workshops for students to work asynchronously.	VDL students will not be on their screens all class period. Teachers will identify time within reading and math workshops for students to work asynchronously.	VDL students will not be on their screens all class period. Teachers will identify time within reading and math workshops for students to work asynchronously.
Morning Meetings	VDL students participate in Morning Meetings with in-person students.	VDL students participate in Morning Meetings with in-person students.	VDL students have Morning Meeting with their VDL teachers.
Core Subjects	All VDL students participate in each class period with their in-person classmates.	All VDL students participate in each class period with their in-person classmates.	VDL students follow a similar daily schedule of core classes as their in-person classmates.
Level of Interaction with teachers and students	Occurs each day throughout the school day during morning meetings, lessons, and read alouds.	Occurs each day throughout the school day during morning meetings, lessons, and read alouds.	Occurs each day throughout the school day, during morning meetings, lessons and read alouds.
Specials	Students (In person and VDL) attend specials daily.	Students (In person and VDL) attend specials daily.	VDL classes will follow their own specials schedule.
Afternoon check ins	Yes, students have check-ins with their classroom teacher after dismissal.	Students are fully incorporated in daily classes, therefore, there will be no afternoon check-ins	Conferring with individual and small groups of VDL students will take place as part of the workshop.

**Voluntary Distance Learning Opt-In
as of October 9, 2020**

Grade	# of Students for Voluntary Distance Learning	Total by School for Voluntary Distance Learning	Confirmed Enrollment as of 10-1-20	Confirmed Total Student Enrollment by School as of 10-1-20	% VDL by Class Size as of 10-9-20
PK	3 (not included below)	PK @ HES: 3(not included below)			
K	14		122		11.5%
1	28		142		19.7%
2	15	HES: 57 (14.4% total population)	131	395	11.5%
	57				
3	22		145		15.2%
4	34		176		19.3%
5	34	WIS: 90 (18.3% total population)	172	493	19.8%
	90				
6	23		172		13.4%
7	28		190		14.7%
8	28	WMS: 79 (14.2% total population)	196	558	14.3%
	79				
9	20		198		10.1%
10	18		194		9.3%
11	18		207		8.7%
12	15	WHS: 71 (8.8% total population)	204	803	7.4%
	71				

297 (13.2% Total Population VDL Opt-In)

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***Synchronous** - See chart below for description of Synchronous Instruction excerpted from Dr. McKersie’s memo dated October 7 to the Board of Education regarding School Scenario Modifications.

Characteristics of Synchronous Instruction	
Students	<ul style="list-style-type: none"> ● At home and VDL students Zoom in at the beginning of each class. ● All students (in school, at home, VDL) participate actively in all classes throughout the day. ● All students will work on camera unless directed by the teacher to work independently on specific tasks, projects, or independent practice or learning. ● In the event that a student is placed on quarantine, the student may participate in the class remotely.
Teachers	<ul style="list-style-type: none"> ● Provide direct instruction related to curriculum and unit outcomes. ● Confer with individual students for feedback, instruction, or assessment. ● Confer with small groups for guided practice/instruction. ● Support students who have questions or concerns.
Learning environment	<ul style="list-style-type: none"> ● Teachers will employ a variety of strategies to manage in person and remote groups of students. ● The Technology Teacher Toolkit provides the teacher with the flexibility to engage the remote groups of students by assigning breakout rooms for small group work, determining what students are viewing from home, and building a sense of community in the classroom. ● At times, at home students will engage in independent work and will be able to access the teacher for support.
Curriculum	<ul style="list-style-type: none"> ● Synchronous learning allows the teacher to advance the curriculum on a daily basis and engages all students in the lesson regardless if they are either in person or remotely.
Instruction	<ul style="list-style-type: none"> ● In person, at home and VDL students participate in whole group and small group instruction that employs a variety of instructional strategies to meet student needs. ● Teachers may differentiate the learning activities for in-person and remote groups to better meet their needs. ● There are certain activities that can only happen in school (i.e. hands on science activities, math unit assessments) which will require at home students to have an alternate asynchronous task.
Parents	<ul style="list-style-type: none"> ● Adult/parent supervision for at home learning, depending on the developmental level of the student. ● Support with focus and engagement, as needed. ● Ensures the child joins Zoom at the appropriate time.
Technology	<ul style="list-style-type: none"> ● Synchronous instruction will be most effective for in person and remote learners when there are minimal technical difficulties in school and at home. ● Parents should ensure working technology, connectivity, and support for technology usage issues that may arise on the student end. ● Classroom teachers are not able to provide technology support during lessons.

OTHER CONSIDERATIONS

Full Return (Separate Teachers) - Option 3

- Based on VDL enrollment as of October 9, the district will need to create seven VDL sections to accommodate the total number of VDL students.
- The current VDL enrollment would necessitate three VDL sections at HES (Grades K/1, Grade 1 & Grades 1/2) and four sections at WIS (Grade 3, Grade 4, Grades 4/5 & Grade 5).
- Class assignments will be determined by the school principals.
- Parameters for VDL teacher identification would need to be developed by the administration and discussed with the Teachers Association prior to teacher identification.
- VDL teachers would teach from their assigned classrooms, thus allowing them access to school resources and support.

Weston Public Schools
Budget Calendar -- FY 2022 - DRAFT

KEY:

- **Board of Education Meetings are underlined.**
- **All Meeting Locations will be Posted at a Later Date**

9/25/20 (Fri.)	<u>Budget Workshop to Debrief on 20/21 Budget and Review 21/22 Budget Process</u> (12:00pm – 2:00pm) Zoom Meeting
10/9/20 (Fri.)	<u>Board of Education Finance Committee Meeting</u> Review of Budget Calendar.
10/9/20 (Fri.)	Leadership Team receives DRAFT copy of Budget Calendar.
10/9/20 (Fri.)	Director of Finance and Operations opens MUNIS budget module to schools and departments.
10/13/20 (Tues.)	<u>Board of Education Budget Workshop (9:00 a.m. – 12:00 noon)</u> Review of Budget Assumptions and Calendar. Discussion of processes for Board communications and deliberations regarding Budget decisions.
10/9-10/23/20	Schools and Departments to schedule meetings with the Director of Finance and Operations.
10/19/20 (Mon.)	<u>Board of Education Meeting</u> Board takes action on DRAFT Budget Assumptions and Budget Calendar.
10/28/20 (Wed.)	Budget request due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available).
11/4/20 (Wed.)	Director of Finance and Operations disseminates a “Working Copy” for the district’s budget request by Program/Cost Center.
11/4-11/20	Superintendent and Director of Finance meet with Principals and Central Office Administrators individually and collectively to discuss Budget Requests.
11/12-27/20	Cabinet Members, Principals, and the Director of Facilities meet regularly to discuss working copy of the budget.
11/13/20 (Fri.)	<u>Board of Education Finance Committee Meeting</u>
11/23/20 (Mon.)	Administrative team submission date for Budget Narrative(s) & Pictures.
11/30-12/3/20	Superintendent and Director of Finance and Operations review status of budget development

12/9/20 (Wed.)	Leadership Team Meeting to discuss DRAFT budget.
12/3-18/20	Cabinet Members, Principals, and the Director of Facilities meet regularly to discuss working copy of the budget.
12/11/20 (Fri.)	<u>Board of Education Finance Committee Meeting</u>
1/5/21 (Tue.)	FY 2022 Administrative Budget Request delivered to Board of Education.
1/7/21 (Thurs.)	<u>Board of Education Meeting (7:00 p.m.)</u> Formal Presentation of FY 2022 Requested Operating & Capital Budgets.
1/7-22/21	Superintendent and Director of Finance & Operations meet with school staff. (Meetings to be scheduled.)
1/8/21 (Fri.)	<u>BOE Workshop to discuss FY 2022 Budget Request (9am to 1pm)</u>
1/12/21 (Tues.)	BOE questions submitted to Superintendent by end-of-day.
1/14/21 (Thurs.)	<u>BOE Workshop to discuss FY 2022 Budget Request (9am to 12pm)</u>
1/15/21 (Fri.)	<u>Board of Education Finance Committee Meeting</u>
1/19/21 (Tues.)	District-Wide PTO Budget Presentation (7:00p.m.)
1/19/21 (Tues.)	<u>BOE Monthly Meeting (7:00 p.m.)</u> – can be used for budget meeting on this date, or moved to later in the month
1/20/21 (Wed.)	Written responses to Board of Education questions distributed.
1/21/21 (Thurs.)	<u>BOE Meeting - Public Forum with Administration on FY 2022 Budget Request (7:00 p.m.)</u> This will be an open forum for parents and the community to share comments and ask questions regarding the Requested FY 2022 Budget.
1/25/21 (Mon.)	<u>BOE Workshop to discuss FY 2022 Budget Request (9am to 11am)</u>
1/26/21 (Tues.)	<u>Board of Education Meeting (6:00 p.m.)</u> Second Q&A Session - if necessary - and Approval and Adoption of FY 2022 Recommended Operating and Capital Budgets.

- 1/28/21
(Thurs.) Board of Education Meeting – if necessary (6:00)
Approval and Adoption of FY 2022 Recommended Operating and Capital Budgets.
- 1/29/21
(Fri.) Board of Education transmits FY 2022 Operating and Capital Budgets request to the Board of Selectmen (Charter requires by February 3rd).
- 2/11/20
(Tues.) Board of Selectmen reviews Board of Education budget recommendation.
7:30 P.M.
- 2/20/20
(Thurs.) Board of Selectmen review BOE budget request (if necessary) and votes on and transmits First Selectman’s and Board of Education budgets to Board of Finance. Board also nominates moderator for Annual Town Budget Meeting. Regular Board of Selectman’s meeting.
7:30 P.M.
- 2/24/20
(Mon.) Deliver Budget Books to Board of Finance – if haven’t already been delivered.
- 3/4/20
(Wed.) Board of Finance reviews Board of Education budget request
7:30 P.M.
- 3/5/20
(Thurs.) Board of Finance reviews Board of Education budget request (if necessary)
7:30 P.M.
- 3/19/20
(Thurs.) Publish Notice of Public Hearing on budget
(Charter requires 10 days prior to Public Hearing)
- 3/24/20
(Tues.) Board of Finance holds Public Hearing on budget request.
(Charter requires at least two weeks prior to Annual Budget Meeting)
8:00 P.M. - Weston Middle School Library
- 3/25/20
(Wed.) Additional Public Hearing on budget request (if necessary)
8:00 P.M. - Weston Middle School Library
- 4/7/20
(Tues.) Board of Finance Budget Deliberation Meeting
7:30 P.M.
- 4/9/20
(Thurs.) Publish and Post Notice of Annual Town Budget Meeting
(Charter requires at least five days prior to meeting)
- 4/22/20
(Wed.) Annual Town Budget Meeting
8:00 P.M. - Weston High School Auditorium
- 5/2/20
(Sat.) Proposed Referendum
12:00pm to 8:00pm
- 5/7/20
(Thurs.) Board of Finance meets after Town Meeting to set mill rate.

Dates in red determined by Town of Weston.

**Weston Public Schools
Budget Assumptions
FY 2022**

The Administration will develop the Recommended FY 2022 Operating Budget based on a comprehensive set of assumptions.

1. The Administration will recommend a FY 2022 Operating Budget framed by the District's Five Goals, which are designed to advance the priority outcome of Developing Global Citizens:
 1. Academic Excellence
 2. Healthy Learning Environment
 3. Digital Learning
 4. Gauging District Progress
 5. Resources for Learning
2. The Administration will put forth strategic investments, balanced by opportunities to be more cost-effective, in the Recommended FY 2022 Operating Budget.

A. Strategic investment priorities:

- I. Optimizing digital learning whether students and staff are in-district or in Hybrid or Full-Remote Scenarios.
 - i. Upgrading selected digital resources and tools
 - ii. Increasing professional capacities with digital resource and tools.
- II. Creating and sustaining a more inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or perceived differences.
 - i. Curriculum & Instruction
 - ii. Diversity of Staff
 - iii. Professional Learning
- III. Improving facilities, with attention to:
 - i. Investment in maintaining our facilities and preventative maintenance for all facilities.
 - ii. Prioritizing systematic attention to critical capital needs based on the 10-year Facility Master Plan (Phase 1, November 2017) and subsequent Phase 2 Analysis (Spring 2019). In so doing, coordinate with Town of Weston Facility Feasibility Committee on analysis and planning for long-term decisions regarding optimization of Weston Public Schools campus and facilities.

B. Potential cost containment areas:

- I. Staffing:
 - i. Review current staffing models for cost efficiencies where possible.

II. Programs:

- i. Continue the “Curricular & Co-Curricular Optimization Analysis,” underway since winter 2019.

III. Operations:

- ii. Review all areas of operations for efficiency and improvements that could yield financial savings.

3. Review current and projected Enrollment Data for impact on staffing levels. Listed below are the FY 2021 actual enrollment numbers as of October 1, 2020, and FY 2022 projected student enrollment figures. Milone & MacBroom (CT) has been the District’s demographer the past three years, forecasting enrollment for kindergarten through grade 12. The firm has been rigorous in its analysis and projections, with a three-year running average differential (actual versus projected enrollment) of 0.50 percent or less. (For FY2021, their projection was off by only two students.) Our Special Education Department forecasts enrollment for all students in our pre-school program and those that are placed in educational facilities outside the Weston Public Schools. Neither the pre-school nor the out-of-district placement students are included in the kindergarten through grade 12 enrollment numbers below.

Grade	Actual Enrollment October 1, 2020	Milone & MacBroom Projected Enrollment 2021-2022	Change
K	122	113	-9
1	142	134	-8
2	131	152	+21
Hurlbutt Elementary School Total	395	399	+4
3	145	132	-13
4	176	152	-24
5	172	175	+3
Intermediate School Total	493	459	-34
6	172	183	+11
7	190	180	-10
8	196	197	+1
Middle School Total	558	560	+2
9	198	192	-6
10	194	205	+11
11	207	193	-14
12	204	206	+2
High School Total	803	796	-7

In-District Total (K-12)	2,249	2,214	-35
Pre-School	24	27	+3
Total Enrollment	2,277	2,241	-32

Budget class sizes based on the following Board of Education guidelines: kindergarten and grade 1 class sizes range from 18-20, while grades 2 through 12 typically range from 20-24 per class. However, at the high school level, especially where a class may be a singleton, class sizes may exceed 24 on occasion.

Note: There are 24 students that attend our schools through the Open Choice program. These students are reflected in the enrollment numbers presented above. The decision to accept additional Open Choice students is mission driven and will be made when we make initial class size projections and establish estimated sections. We would add four new Open Choice students across Kindergarten and First Grade. In the past, we have delayed this decision until late August, which is disruptive to school planning and to the needs of Open Choice families. As space permits, additional students might be added in August, which can increase the revenue received through the Open Choice grant. At no point would additional Open Choice students be accepted if additional classroom teachers are required.

4. Include costs associated with employee contracts.
 - I. WAA: 2.25% GWI.
 - II. WTA: 0.75% GWI plus step, and a GWI of 1.7% at max step.
 - III. AFSCME: 2.0% GWI plus step.
 - IV. The salaries for employees that are not affiliated with a union would be determined in May-June 2021. Salary increases for the un-affiliated groups typically have been aligned to the parallel bargaining unit. For planning purposes, the Recommended FY 22 Operating Budget would show district-wide administrators with a 2.25 percent GWI (the WAA increase); District-wide support staff would be budgeted with a 2.0 percent GWI (the AFSCME increase).
5. The cost of consumable goods and services will be based on existing contracts or increase by a projected CPI of 1.6%. (CPI taken from the Bureau of Labor & Statistics and is based on CPI for the Northeast less food and energy, Year over Year for the data published through August of 2020).
6. Meet all Federal and State mandates that pertain to Connecticut School Districts.
7. Carefully monitor and examine the immediate and long-term impact to the Weston Public Schools of any State of Connecticut adopted budget.

8. Continue to maintain and monitor current Pupil Personnel Services and Special Education programs and services for their efficacy, ensuring that all students eligible for special education services receive a free and appropriate public education as mandated through the Individuals with Disabilities Education Act. The district will continue to explore ways to provide a continuum of services and new models of instructional delivery to address the academic, behavioral, and social-emotional needs of students, supporting their individual growth and progress within the district.
9. Examine areas of the budget that have historically caused financial pressures during the year and identify potential solutions.
10. In addition to our annual operating budget, we will be preparing a two year pro-forma. The pro-forma will be in addition to the annual contractual increases, and will highlight any recommended future initiatives.

PRELIMINARY DRAFT FOR DISCUSSION ONLY

**Weston Public Schools
FY 22 Pro-Forma Statement (10-13-20)**

		Notes
FY 2021 Base Budget	\$ 54,161,443	
WTA Contractual Settlement	\$ 675,948	
WTA Contractual Stipend Increase	\$ 8,781	
WAA Contractual Settlement	\$ 44,945	
AFSCME Contractual Settlement	\$ 131,530	
Unaffiliated Salary Increase	\$ 95,117	
Total Wage Increases	\$ 956,321	1.77%
Estimated Health Insurance Increase	\$ 434,071	Assumes 8% increase. State will issue rates April .
Dental Shift from ISF to operating Budget	\$ 427,680	Assumes 8% Increase
Social Security Tax Increase	\$ 29,052	
Medicare Tax Increase	\$ 13,867	
Estimated Pension Increase	\$ 145,704	
WTA ERIP Reduction	\$ (17,093)	
AFSCME ERIP Reduction	\$ (30,694)	
Total Benefit Increase	\$ 1,002,587	1.85%
Total Salary & Benefit Increases	\$ 1,958,908	3.62%
Special Education Increases		
Increase in Special Education Legal Fees	\$ 70,000	Increase in Legal Fees due to increase in settlements/unilateral placements
Total Special Education Increases	\$ 70,000	0.13%
Contractual Facility and Security Increases		
Contractual Increase in Contracted Cleaning Contract	\$ 78,607	
Contractual Increase in Zenon Plant	\$ 3,875	
Increase in Mile of Safety Allocation due to Supplemental		
Total Facility and Security Increases	\$ 82,482	0.15%
Other Increases		
Software Contractual Increases	\$ 19,369	
Contractual First Student Increase	\$ 104,489	
Total Other Increases	\$ 123,858	0.23%
Total Potential Increase:	\$ 2,235,248	
FY 2022 Pro Forma Budget	\$ 56,396,691	
% Increase	4.13%	

**Weston Public Schools
FY 22 Pro-Forma Statement**

Assumptions:

- 1 Assumes same level of staffing budgeted across district for FY21.
- 2 Health Insurance assumes a 8% rate increase for the State Partnership Health Plan and census as of September 2020 for plan type.
- 3 Assumes dental claims & administration fees will be funded from the operating budget and not the ISF. Futher assumes a 8% increase in claims.
- 4 Does not assume any change in enrollment.
- 5 Assumes no new programmatic changes (either new or eliminated).