

Board of Education Regular Meeting

Monday, November 16, 2020 6:00 PM

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. Recognize donation from the WHS PTO for the Project Lead the Way (PLTW) Program

II. Recognize donation from the WHS PTO for the Project Lead the Way (PLTW) Program

III. Recognize donation from the WHS PTO for the Project Lead the Way (PLTW) Program

IV. Recognize donation from the WHS PTO for the Project Lead the Way (PLTW) Program

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

VI. **EXECUTIVE SESSION**

VII. **RESUME PUBLIC SESSION**

VIII. **PLEDGE OF ALLEGIANCE**

IX. **RECOGNITION**

A. Recognition of Sharon Rodko as Weston 2021 Teacher of the Year

B. Recognize donations from the WHS PTO for WHS Principal's Fund; WHS Staff professional development; purchase of Adonit Note Styli; WHS Company and WMS Short Wharf Ads.

X. **APPROVAL OF MINUTES**

XI. **PUBLIC COMMENT - *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 the link to the agenda, YouTube live stream link and link to the Public Comment Form, which is only open 10 minutes before the start of the meeting.**

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

XIII. **NEW BUSINESS**

A. Annual Enrollment Report

B. Weston High School Class of 2020 Statistical Report & Analysis of College Applications

C. Schooling Scenarios Update and Voluntary Distance Learning Update

D. Fourth FY 2021 Financial Update

E. Superintendent Resignation and New Superintendent Search Process

XIV. **OLD BUSINESS**

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

1. Policy and Regulation 6154, Homework

2. Policy 3541.5 Transportation Complaints

3. Policy and Regulation 5132.1 C - Use of Face
Coverings in School (New)

4. Policy Hate Based Conduct

XV. SUPERINTENDENT'S REPORT

A. District Update

XVI. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CAFE

I. Weston Education Foundation

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

A. Regular Session on December 21, 2020 at 6:00
p.m.

B. Review of Pending Agenda Items for Next Meeting

XVIII. ADJOURNMENT



Weston High School PTO, Inc. 115 School Road Weston, CT 06883

October 20, 2020

Dr. William McKersie
Superintendent
Weston School District
24 School Road
Weston, CT 06883

Dear Dr. McKersie,

On behalf of the Weston High School PTO, we are pleased to inform you and the Board of Education that our organization would like to present the following gift(s) to the Weston Board of Education:

- * \$4,000 for the principal's 2020-2021 discretionary fund
- \$2,000 toward WHS staff professional development fund to help teachers with additional educational training
- \$865 for the purchase of Adonit Note Styluses for teachers in the math, science and technology department
- \$370 toward the WHS Company/WMS Wharf Program Ads

We are grateful to our members for recognizing the importance of supporting students and staff with the additional funds needed to enhance their educational experience at Weston High School. We look forward to all our continued success!

Best,

Laura Schlossberg,
WHS PTO Philanthropy Chair

CC: Janet Hoffman, WHS PTO President

Board of Education Regular Meeting

October 19, 2020 - 6:00PM Via Zoom

Attendance Taken at 6:03 PM

Members Present:

Anthony Pesco
Melissa Walker
Ruby Hedge
Gina Albert
Taffy Miller

I. Call to Order Verification of a Quorum

II. Pledge of Allegiance

III. Recognition

- a. Recognize the Donation from the Weston Gun Club for WHS Digital Sound Board

Motion Passed: Move that the Weston Board of Education recognize the donation from the Weston Gun Club for a digital sound board at Weston High School; passed with a motion from Gina Albert and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

IV. Approval of Minutes

Motion Passed: Move that the Weston Board of Education approve minutes from September 22 Regular Meeting, September 25 Budget Workshop, October 6 Executive Session, October 8 Special Meeting and October 13 Budget Workshop; passed with a motion from Gina Albert and a second by Taffy Miller.

5 Yeas - 0 Nays, 2 - Absent

V. PUBLIC COMMENT - *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 the link to the agenda, YouTube live stream link and link to the Public Comment Form.

Discussion:

At the time of this agenda item there was no public comment.

NOTE: Please see below for a new motion to re-open public comment.

VI. Student Board of Education Representative Comments

Discussion:

Dr. McKersie explained to the Board of Education that the two Student Board Representatives had a conflict with this meeting due to their team sports. They had reached out to Dr. McKersie and asked if they could provide a written note. Dr. McKersie then asked Ms. Wolak to read from the note. This note will then be forwarded to the Board of Education and posted in the public record.

VII. New Business

a. Acceptance of the Retirement of Dana Goetz, WMS, English/Language Arts Teacher as of June 30, 2021

Motion Passed: Move that the Weston Board of Education accept the retirement of Dana Goetz, WMS, English/Language Arts Teacher; passed with a motion by Gina Albert and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

b. Schooling Scenarios Update and Voluntary Distance Learning Update

Discussion:

Dr. McKersie explained that he would begin the discussion then would ask each administrator to update the Board. It was asked that all questions wait until the end of the updates. Dr. McKersie let the Board know he updated the Health and Safety Manual with adjustments and will be sending it back out to the administrators. There were seven major adjustments. As of today, some Connecticut school districts were going into long-term distance learning, not a shut-down as schools did in the Spring. Our advisors are supportive of our move to full opening K-5. They believe it is smart of us to try now for a full return, due to the vigilant use of masks, PPE and staff and students staying home when they do not feel well. The data and advisors are still not supporting a full return to middle and high school.

Dr. Craw then discussed the two changes in the district scheduled for October 26, 2020; our K-5 grades will be moving to a full day, all day, synchronize learning and our middle school will stay hybrid but move to full day. These schedule shifts will also be affecting our VDL students, and there is a VDL Learning Session for parents set up later in the week.

Ms. Edwards began her update by recognizing the efforts of the Special Education team for all they have done over the last few months. They have not only dealt with the ever changing landscape of education, but have dealt with a record number of evaluations and PPT's due to last school years closure and the new environment we are all in. Ms. Edwards is focusing on making sure all the work is aligned with the state modifications and new models for this new schedule.

Mr. Cross then began to explain how the shift in schedules affects the buses and drop off and pick up process. In working with the Weston Police Department it was decided that all cars will enter the campus through Lords Highway. If a family has a student at both Hurlbutt and Weston Intermediate, the District asks that you pick up your WIS student first, then continue onto HES. This is to alleviate the backup during dropoff and dismissal.

Ms. Kaddis and Ms. Falber then discussed changes to the classroom set up to enable all students to return to classroom. They expressed how important the collaboration between staff and administration to make this full shift successful. They also explained that Wednesdays will have an early release in order to provide more professional development to staff.

Mr. Doak then explained how the Middle School will still be on hybrid but move to a full day. This will make the student's schedule more

reflected of past years. He also stated that the student's did gain important down time with having every other morning off, but believes this time can be transitioned to the Wednesday afternoons, when staff will be in professional development.

Ms. Wolak explained that the high school was not yet changing their model. That they are still working out issues that will occur when they return to full in, such as working out the lunch schedule.

The BOE was then invited to ask their questions.

- Ms. Hedge asked that the enrollment numbers, while in the past stopped being updated on October 1st (the date that the State of Connecticut takes as the official enrollment of schools) be continuously updated to better reflect the actuals in regards to the VDL enrollment. Ms. Walker also asked for the tracking of families who are moving to the VDL model, now that HES and WIS will be full in.
- Ms. Miller asked that the District also provide a listing of those families who have decided to homeschool.
- Ms. Hedge asked that the District recruit a VDL parent to begin attending the COVID-19 Taskforce meetings.
- Ms. Hedge asked how student spacing in buses would work. Mr. Cross explained that the District is following all State guidelines in regards to transportation.

After the questions section, Mr. Pesco explained that due to an error in the CAGE posting of the agenda, the incorrect time was posted, and a public comment came in through their emails. A new motion was passed.

Motion Passed: Move that the Weston Board of Education reopen the public comments google form and that public comments be read before the Superintendent's report; passed with a motion by Gina Albert and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

c. Third FY 2021 Financial Update

Discussion:

Mr. Cross provided the third FY 2021 Financial update, which includes three years' worth of historical data. Currently there is a deficit of \$81,751, which is lower than the opening projection. All WTA salaries are encumbered with AFSCME's salaries to be encumbered next month.

He also updated the Board on the FEMA Reimbursement process and the Corona Relief Fund. Ms. Miller asked if they have exhausted all philanthropic opportunities in regards to COVID. Dr. McKersie explained that there was a not a designated employee to search out these opportunities and that district like Weston would not typically qualify for relief.

Motion Passed: Move that the Weston Board of Education approve the third FY 2021 Financial Update; passed with a motion by Gina Albert, and a second by Taffy Miller.

5 Yeas - 0 Nays, 2 - Absent

d. Revised FY20 Year End Financial Report

Discussion:

Mr. Cross discussed the reconciliation of the books with the Town. After looking at all open purchase orders and having closed some, we will end FY20 with a balance of \$824,918. Of that amount, \$600,000 was transferred to the town leaving \$177,568 in to the non-lapse account. Due to the closure of some purchase orders that were closed or reduced, Mr. Cross recommends asking the Board of Finance to increase the non-lapse account by \$47,350.

Motion Passed: Move that the Weston Board of Education approve asking the Board of Finance to add \$47,350 to the newly-established non-lapsing account; passed with a motion by Gina Albert and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

e. Weston Board of Education Policies, Regulations, and Bylaws

1. Policy and Regulation 6154, Homework

Discussion:

Ms. Walker provided a first reading of the Homework policy. This policy had begun on the Policy Committee and was reviewed by the Curriculum Committee. This policy is to clarify the district's beliefs and as a clear communication to parents, students, and staff.

2. Policy 3541.5 Transportation Complaints

Discussion:

Ms. Walker provided a first reading of the Transportation Complaints. The updates were required changes to the reporting process.

3. Policy and Regulation 5132.1 C - Use of Face Coverings in School (New)

Discussion:

Ms. Walker provided a first reading of the Use of Face Coverings in School. She explained this was already in practice and aligns with the Weston Health and Safety Manual.

4. Policy Hate Based Conduct

Discussion:

Ms. Walker provided a first reading of the Hate Based Conduct policy. She explained that this aligns with other school district's policies though it has been updated to become broader by design. This was created to cover the conduct not reflected in other policies. Ms. Arena questions if this policy will add more burden to the district in regards to monitoring electronic messages. It was explained that the schools are already addressing this, this policy lays out when it is Weston responsibilities.

f. FY 22 Budget Calendar Approval

Discussion:

Mr. Cross explained that the Budget Calendar was updated to reflect the changes discussed at the last Budget Workshop. A full discussion can be found on the BOE Video link of this Workshop.

Motion Passed: Move that the Weston Board of Education approve the FY 22 Budget Calendar; passed with a motion by Gina Albert and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

g. FY 22 Budget Assumptions Approval

Mr. Cross explained that based on the workshop discussions the following changes occurred:

- o Make an adjustment on item #3 - added a sentence - Projection to be updated November 2020.
- o #11 - Administration endorsing the Tri-Board meeting
- o Added assumptions for health insurance cost
- o Enrollment will be updated in November 2020 and January 2021
- o Edit to add wording to the title of the enrollment projections "Preliminary as of date"

Motion Passed: Move that the Weston Board of Education approve the FY 22 Preliminary Budget Assumptions; passed with a motion by Gina Albert and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

VIII. Old Business

a. Weston Board of Education Policies, Regulations, and Bylaws

1. Second Reading of Policy and regulation 5135, Student Use of the District's Computer Systems and Internet

Motion Passed: Move that the Weston Board of Education approve the Policy and Regulation 5135, Student Use of the District's Computer Systems and Internet; passed with a motion by Ruby Hedge and a second by Gina Albert.

5 Yeas - 0 Nays, 2 - Absent

2. Second Reading of Policy and Regulation 5136, Use of Privately Owned Technology Devices by Students

Motion Passed: Move that the Weston Board of Education approve the Policy and Regulation 5136, Use of Privately Owned Technology Devices by Students; passed with a motion by Ruby Hedge and a second by Taffy Miller.

5 Yeas - 0 Nays, 2 - Absent

3. Second Reading of Policy and Regulation 4118.11-4218.11,
Personnel Sex Discrimination and Sexual Harassment

Motion Passed: Move that the Weston Board of Education approve the Policy and Regulation 4118.11-4218.11, Personnel Sex Discrimination and Sexual Harassment; passed with a motion by Taffy Miller and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

4. Second Reading of Policy and Regulation 5114.6, Student
Sex Discrimination and Sexual Harassment

Motion Passed: Move that the Weston Board of Education approve the Policy and Regulation 5114.6, Student Sex Discrimination and Sexual Harassment; passed with a motion by Taffy Miller and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

Added Agenda Item : Public Comment:

Gregg and Jenn Haythorn, 6 Winthrop Hill - As drafted, this year's Budget Assumptions submitted by the Superintendent will have no measurable impact on budget work or educational benefit. They are only statements of the obvious, ambiguities, and lofty ideals- not actual budget drivers. For example, the BoE has never asked if a proposed budget change would produce better "global citizens" as is the number one assumption as drafted by the Superintendent.

Instead, the BoE should inform voters of actual fiscal factors and assumptions, such as:

1. **Enrollment:** Weston budgets to the "mid" projection, despite the documented discrepancy to historical trend and outdated methodology. Weston's BoE and Administrators ignore the "low" projection scenario, declining to deliberate or present what has historically proven to be the most accurate scenario to the PTO, BoS and BoF.
2. **Goals and Priorities:** Weston budgets without measurable fiscal, performance, or academic targets. Experience indicates that Senior Administrators prioritize top spending per pupil, highest administrator to student ratios, and greatest facility square feet per pupil. The Superintendent has declared that rationalizing excess school facility space after close to a -15% enrollment decline would be "impossible". Digital learning and education tech spending has been the lowest budget priority- since last year these were recommended as first to eliminate.
3. **Funding Strategy:** For essential projects and services such as the Hurlbutt playground, septic system repair, and SPED transport, the District is dependent upon a combination of increasing charitable donations and annual increases in activity fees, dues, and ticket sales at rates far in excess of inflation and "peer" Districts. As well as BoF special appropriations in excess of voter-approved spending, masking

true increases in District spending. Today, these revenue sources are equal to about 50% of the average increase in voter-approved spending.

4. **Term:** Weston's BoE devotes 60% of its aggregate time each year to the review of a 12-month line item budget increase- amounting to only 1% of total spending after contractually-agreed pay and benefit increases. This despite no Federal or State mandate to do so, and despite that software could perform the same work instantly vs the 4+ months required by the BoE. Weston budgets with no public long-term financial projection or operating plan, obscuring public perception of Administrative performance. Because the Superintendent has declared multi-year budget planning to be "impossible", the District will manage perceptions and reluctantly pro forma budget a 2-year term.
5. **Flying Solo:** Despite the smallest and declining total PK-12 enrollment in the region, Weston operates independently, relying solely on in-house resources and skills. Strategic shared services and investments with neighboring Districts are not considered.
6. **Contracts:** Senior Administrators consider annual compensation and benefit increases the minimum basis for requested spending growth and present this sum as uncontrollable with the tacit approval of the elected Board members.
7. **Cuts:** Requested spending increases are "cut", versus changing and innovating. The threat of cuts to "core" education programs is the Senior Administrators' preferred tactic in ensuring majority voter support for increased spending.
8. **Facilities and Maintenance:** Any alternative Campus operating scenario would ostensibly cost upwards of \$100,000,000 in capital expense to produce comparable educational results. Therefore, Weston voluntarily defers \$10,000,000s in essential campus maintenance.
9. **Accounting:** Weston's District erases the accounting record of \$ millions \$ in aggregate chronic annual overspending by adding BOF special appropriations to the original voter-approved budget total, so that the budget record equals total actual spending every year.
10. **SpED:** According to Senior Administrator characterizations, SPED mandates and unpredictable enrollment inflate otherwise "controllable" District spending increases and overspending- despite lowest in the State SpED enrollment as a % of District total.
11. **Benchmark Comparisons:** To justify top spending per pupil, the Board compares budget requests only with neighboring Districts, all with at least 2X Weston's enrollment and better-funded by a diverse tax base. Senior Administrators and Boards reject State of CT Dept. of Education's Annual District Performance Reports as a source of objective comparative data.

At top spending per pupil in the State and nation, Weston can do better once we communicate accurately. Thank you and stay safe. Jenn and Gregg

IX. Superintendent's Report

a. District Update

Discussion: Dr. McKersie told the Board of Education that the State of Connecticut has temporarily allowed the use of remote days in place of snow days. This will also depend on the level of the storm; ie. Power outages.

X. Committee Reports

Discussion: Dr. Pesco opened up the meeting to the Board to discuss any committee updates.

Ms. Miller said that the Curriculum Committee was shown an extraordinary presentation and there followed a discussion about diversity and inclusion in curriculum. She suggests that this be presented to families in a zoom.

Ms. Hedge discussed the Weston Education Foundation giving a three thousand dollar grant to Weston CIL/Teacher Christine Cincotta to purchase books from authors of diverse backgrounds. Ms. Hedge explained that WEF is looking to give out grants focusing on social justice.

Mr. Pesco then apologized for the incorrect posting of time for the Agenda and subsequent timing of public comments, as the comments are very valued. He then raised the question of the Board moving back to a physical location at Weston Middle School.

Ms. Miller explained that the estimate to upgrade to the Weston Middle School library to make it feasible for the video and audio portion of the meeting, while also keeping socially distant and wear masks was a significant expense. The current video will not capture all the members and the sound will not work through the masks. This issue was discussed at the Communications Committee meeting. Also discussed was whether it made sense to upgrade the middle school over another location in another school. This topic will go to the Facilities Committee followed by the Finance Committee.

XI. Next Scheduled Meetings of the Board of Education

- a. Regular Session on November 16, 2020 6:00 p.m.**
- b. Review Pending Agenda Items for Next Meeting**

- McGlone and Broom Enrollment
- Data Engagement Report
- Annual Statistical Report
- Policies
- Pre-K Tuition
- Recognition of Teacher of the Year

Dr. Pesco mentioned that between this meeting and the November meeting they would like to set up the Tri-Board meeting, which consists of the Board of Finance, Selectperson, and Board of Education to kick off the budget planning process and better understand the Board of Finance's town budget.

Prior to that he would like to set up a workshop for District Goals. Due to the quick turnaround it was decided it would just be a draft of materials without the budget numbers.

XII. Adjournment

Discussion:

The meeting was adjourned at 9:15 p.m.

Motion Passed: passed with a motion by Taffy Miller and a second by Ruby Hedge.

5 Yeas - 0 Nays, 2 - Absent

DRAFT

Weston Board of Education Executive Session

October 26, 2020 8:00 AM

Via Zoom

Attendance Taken at 8:03 AM:

Present Board Members:

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

1. Discuss Superintendent's Contract

Upon a MOTION by Ms. Miller, second by Ms. Koyner, the Board entered Executive Session at 8:03 a.m. to discuss the superintendent's contract.

Upon a MOTION by Ms. Miller, second by Ms. Koyner, Executive Session adjourned at 8:16 a.m.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Approval of minutes

Submitted by: June Curiano

Document Summary/Purpose and/or Recommended Action:

October 26 Special BOE meeting 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>

Board of Education Special Meeting

October 26, 2020 8:30 AM

Via Zoom Dial in: 312-626-6799; Passcode: 642051

Attendance Taken at 9:56 AM:

Present Board Members:

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

1. Call to Order

Discussion:

The meeting was called to order by Dr. Pesco at 8:56 a.m.

2. Vote to create Personnel Search Committee

Discussion:

Dr. Pesco discussed the formation of a new personnel search committee for to help manage the hiring for the new superintendent.

Motion Passed: MOVED: that the Board of Education hereby establishes the Superintendent Search Committee in accordance with Conn. Gen. Stat. Section 1-200(7) for the purpose of recommending the person to serve as successor Superintendent, and it hereby appoints the members of the Board of Education to serve as the members of such Superintendent Search Committee. Passed with a motion by Melissa Walker and a second by Taffy Miller.

7 Yeas - 0 Nays.

3. Adjournment

Discussion:

The meeting was adjourned at 8:59 a.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Taffy Miller.

7 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Approval of Minutes

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Draft BOE Special Meeting Minutes 10-29-20 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>

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Board of Education Workshop

October 29, 2020 8:15 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.

Attendance taken at 8:18 a.m.

1. Call to Order, Verification of Quorum

Present Board Members:

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

2. Review and discussion of Draft WPS Outcome and Goals 2020-21

Discussion:

- Dr. Pesco suggested and Dr. McKersie agreed that the District should have a set of metrics that will serve as an evaluation tool and a timeline for evaluating how well the 2020-21 goals were met.
- Dr. McKersie gave an overview of the WPS Outcome & Goals for 2020-21. He strongly recommended staying with the five overall goals that have been in place. He described two strong themes that are new.
 - Maintaining high quality teaching and learning in different learning scenarios.
 - Increasing the capacity to provide diversity, equity and inclusiveness throughout the curriculum.
- Dr. Craw spoke on the Academic Excellence Goal and the key action steps of providing professional learning initiative to support these areas:
 - High quality teaching and learning in all schooling scenarios; special education; intervention services; and an inclusive curriculum.
- Ms. Edwards gave an overview of special education goals. She spoke on social-emotional learning and how we are providing supports for students in all learning environments during this unique school year. Schools will continue and expand the DBT and Ruler social-emotional skills.
- Mr. DiVito spoke on the Digital Learning Goal. The focus areas of support include providing timely equipment and software support; supporting the integration of technology into curriculum; support the gauging progress goal by providing the necessary data reports; and professional learning—giving everyone the proper tools for using and implementing technology.
- Dr. Craw spoke on Gauging Progress. The District will continue to use multiple measures to gauge progress such as benchmark assessments and writing portfolio.
- Mr. Cross spoke on how the budget supports the District goals and initiatives. A multi-year look will be implemented for better planning.
- The Human Resources department will continue to focus on diversifying personnel as well as help our staff operate in a safe and healthy environment.

Each of the school principals did a brief presentation of their school's goals:

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- Ms. Wolak presented on the high school’s action plan for creating healthy learning environment, academic excellence, gauging progress and plans for data measurement. The faculty will continue to focus on differentiation, which is tied into diversity and equity goals.
- Mr. Doak presented on the middle school’s goals for healthy learning environment, academic excellence and digital learning. He spoke on the new and existing programs that support the diversity and equity goal.
- Mrs. Kaddis spoke for both the elementary and intermediate school. Language arts and math are a priority. Ensuring foundational skills are imperative given the present schooling model. Mrs. Kaddis spoke on programs in place to support the District goals and the continued and new work to support emotional intelligence, diversity and equity.

Board members added the following to the discussion:

- Standardized testing is only one part of gauging progress; we would like to see more of what happens in the classroom as part of the multiple measures of gauging progress.
- Regarding standardized testing, we have a responsibility to parents who look for how their student is doing and how they are doing in relation to other students in the district and in comparison to other districts.
- Board members asked if it would be appropriate for School Start/End Time Task Force meetings to resume. The thought was that it would not be feasible this year, however there may be ways to implement some of the ideas depending on the schooling scenario this year.
- Board members would like to see pre- and post-analysis of new programs.
- Regarding the goal of creating global citizens, Board members would like to see more global awareness and possibly discuss an IB (International Baccalaureate) program.
- Board was interested in understanding the district’s practice for diversity, equity and inclusion within our hiring process.

3. Adjournment

Discussion:

The meeting was adjourned at 9:58 a.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Taffy Miller.

6 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Approval of minutes

Submitted by: June Curiano

Document Summary/Purpose and/or Recommended Action:

November 5 Special BOE meeting 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>

Board of Education Special Meeting

November 05, 2020 8:30 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.

Attendance taken at 8:30 a.m.

1. Call to Order, Verification of Quorum

Present Board Members:

Anthony Pesco

Melissa Walker

Ruby Hedge

Taffy Miller

Hillary Koyner

Victor Escandon

Absent: Gina Albert

2. Update and Discussion on WPS Schooling Scenarios

Discussion:

- Dr. McKersie opened by speaking on the State guidelines on keeping schools open. The State encourages districts to consider how they will manage density, keep as much in person learning as possible, and keep schools open.
- The K-5 full-in learning scenario is in its second week and working well. The district will keep an eye on density issues for grades 2-5.
- Ms. Wolak spoke on the proposed WHS Hybrid Extended Day schedule. Students had put out their own survey and shared with WHS administration that they were very concerned with the impact that a full day of online learning combined with three to four hours of homework would have on their overall health and stress level.
- The proposed schedule is similar to the usual six period, drop two daily schedule, but with shortened class periods. The administration felt this compromise was the best way to honor both students and staff.
- The hybrid extended day schedule will increase in-person time (compared to the current schedule), decrease on-screen time, and address social-emotional concerns by instituting an Extended Learning Hour for student intervention. This enables students to meet with a teacher or counselor when the teacher is free and not in a scheduled class.
- Board members asked if this schedule would affect the curriculum of courses that build on daily lessons. WHS administration feels confident this scheduling efficiency will work to the benefit of students and staff.
- Board members also discussed the two-week temporary remote learning that is currently in place at the high school. The administration looked to avoid the temporary remote learning scenario but with a critical amount of staff absent with no ability to cover, it made it impossible to insure the health and safety of students and staff in the building.
- At WMS the learning scenario is full day hybrid. This scenario is working but there are some challenges for teachers in managing the at-home and in-person students. Mr. Doak stated that continued professional development on engaging students who are online is warranted, but overall teachers and students are doing a great job given the pandemic.

- Students who are home receive clear instructions from their teachers so they have on-screen breaks during a given period. There is also off-screen time for them during lunch, recess and quiet study time.
- Mrs. Kaddis gave an update on Hurlbutt Elementary. This was the second week of all-in learning and confirmed that it is the best scenario for students this age. Students in VDL are with their class on Zoom throughout the day. While they remain accessible, they have breaks from screen time and conduct some of their work off-screen throughout the day.
- Grade 2 students do not have lunch in the classroom as there is a density issue with face masks off. Second graders make use of the larger spaces in the building for lunchtime.
- At WIS, Mrs. Falber stated that the extended arrival and dismissal periods are working well.
- Density is a concern for classrooms at WIS. The workshop model of teaching has to be conducted differently because students cannot meet physically in the classroom setting. They meet via Zoom even with in-person students.
- Board members asked if the District would consider giving absent students the ability to go to remote learning sooner than the current five-day requirement. The administration is reviewing that with teachers and the union and looking for ways to make it a tighter turn around. Mr. Doak stated his concern about families using this for convenience and warned of the social-emotional component of getting a student to return when there is not a legitimate reason for staying home. Mrs. Kaddis stated that it is problematic at the elementary level because of materials and how lessons are structured for that age group.

3. Adjournment

Discussion:

The meeting was adjourned at 10:07 a.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Melissa Walker.
6 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Annual Enrollment Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Attached memorandum and report on the enrollment shifts between August and November, 2020.

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.

MEMORANDUM

To: Weston Board of Education
Date: November 13, 2020
Subject: Documentation of Enrollment Shifts August-November 2020

Background

As the Board of Education (BOE) is aware, we experienced significant shifts in anticipated enrollment from mid-August 2020 through September 2020. The shifts are fully attributable to the COVID-19 Pandemic and family's rights to make personal choices about schooling options for their children. While fully respecting those decisions, we need to document for the BOE what we know about the ebbs and flow of the enrollment, and be as specific as possible as to where the students are enrolled. At each step, the privacy of families has been protected.

Meredith Herman has worked with support staff in each building to review enrollment records from August through September. They have assembled detailed charts, which accompany this explanatory memo.

Explanation of Charts & Lead Findings

Four sets of charts are presented following this explanatory memo. For the period July 24-November 13, they capture Weekly Enrollment Totals, InfoSnap Entries, Voluntary Distance Learning Counts and Schooling Choices for Withdrawn Students. They are introduced here with a summary of the most salient findings.

Chart 1 -- Enrollment 2020-21 -- Weekly Totals 7.24.20 - 11.13.20

Chart 1 puts in one place the weekly enrollment reports from July 24 through November 13. It lists the two critical columns from the weekly reports: enrollment counts for PowerSchool (PS) and Infosnap (IS).

We note several points:

1. PS Enrollment was flat from July 24 through August 20, but then jumped on August 28 before beginning to slide back down from September 4 to October 23. PS Enrollment has leveled off the past four weeks (October 23-November 13).
2. IS Counts jumped on July 31 and stayed high for two weeks, until August 20. Starting with the August 28 report, IS Counts dropped markedly and settled in single digits from September 18 until November 13 (other than a slight uptick to 15 on October 30).
3. We reviewed staffing coverage in the summer relative to managing enrollment counts. As has been the case for several years, we do not have a district-wide registrar managing enrollments and withdrawals. That task is managed at the building level. Those staff are 10-month employees and work sporadically over the summer, resulting in shifts in the enrollment counts based on when they are working.
4. Despite the staffing issue, which we should review, it does not appear to be the lead explanation for enrollment shifts. We may have had a lag from August 20 to August 28 in reporting enrollment, but the data shows that in subsequent weeks we had significant numbers of withdrawals in PS Enrollment, that is students who had been fully considered to be enrolling.

Chart 2 -- InfoSnap Entries 2020-21

For years we have included the InfoSnap entries in our weekly enrollment analysis, given that we have considered that group to be highly likely to enroll and thus a count that has an impact on class size and the number of sections. This year, however, we became concerned that it might have been part of the reason that we had fewer enrollments than anticipated -- that is, we became too dependent on the historic understanding that "IS" would flow in large percentages to "PS."

Chart 1 indicates that the InfoSnap (IS) count was not a notable factor in our PowerSchool (PS) enrollment ebb and flow. Nevertheless, we dug specifically into the InfoSnap count to see what percentage of those students in InfoSnap shifted to PowerSchool, which means fully expected to enroll.

Chart 2 lists by grade total the number of students who were at one point from July 1 through November 13, 2020 listed in IS, and then what occurred. We note several points:

1. Of the 297 students at some point listed in InfoSnap, nearly half were for Kindergarten. This is logical, given that is the primary entry point for new students. We also see that 150 new students were in the cue across all other grades, which for at least 2020-21 indicates we were attracting a large number and range of new students.
2. We see that 85 percent of the 297 students shifted into PowerSchool, with three percent pending. Thus, nearly 90 percent progressed from InfoSnap into PowerSchool. By count, this means that nearly 30 students we anticipated moving from IS to PS did not. In a small district, we should take note of that number.
3. While in a small district we should take note of the 30 students who "disappeared" between the IS count and PS, this data summary indicates that tracking the IS counts as it relates to potential PS and thus class sizes and section counts still is a valid approach.

4. The analysis points us to look directly at the drop in PS counts for understanding the enrollment ebb and flow.

Chart 3 -- Voluntary Distance Learning 2020-21

Within our total confirmed enrollment count are those students who have opted for Voluntary Distance Learning. We include in this count only those students who have chosen this a long-term option. We do not include in the count those students who are quarantining or are remoting into school for short-term medical reasons.

We have reported the VDL counts weekly, so there should be no surprises in Chart 3. It is useful to have it all in one place so the weekly changes are clear. Two points should be raised up:

1. The chart documents that we saw a drop in VDL enrollment starting in late September and continuing into late October, at which point the count settled into the range of 235 students.
2. We note a drop between October 9 and October 16, which we believe could coincide with the shift on October 19 to Full Return K-5 and Hybrid Full Day WMS.

Chart 4 -- Schooling Choices for Withdrawn Students -- August - October 2020

The final chart in the packet presents the information arguably most sought by the BOE, administrators and the community. Simply put, we track the schooling choices for withdrawn students. Tracking this information depends on what families have shared with the schools and district. With that caveat, we believe the data in the set of tables labeled as “Chart 4” are informative, and will help in planning likely enrollment for 2021-22. The Chart 4 Tables provide a total listing of withdrawals, and break it out separately for each school.

Several points warrant highlighting:

1. We have tracked 112 students who withdrew. These are students who had proceeded to the PS Enrollment status, and then withdrew.
2. Of the 112, the largest share (46) enrolled in private schools, followed by Homeschooling (31). A smaller share (24) moved.
3. Significantly, Private School and Homeschooling enrollment is heaviest in the K-3 grades, with the largest single count in Kindergarten. We believe that these counts are atypical historically, but this is at present an informed hunch.
4. Given that the Homeschooling counts appear to be atypical, we believe it is highly likely that a large share of the 31 Homeschooling students will re-enroll in WPS once the COVID-9 Pandemic is under control.
5. The likelihood of the 46 Private School students re-enrolling is less clear. We know that once families are settled into a particular school, shifts to alternative options are less likely. However, accounting for some of the Kindergarten and First Graders in Private School to re-enroll would be wise--these may be families more likely to shift back to WPS after an early stop in a Private School.
6. Milone & MacBroom’s *2020 Comprehensive Enrollment Study* (November 16, 2020) draws on some of the Homeschooling and Private School information. They do so cautiously, as they explain in their analysis.

Chart 1-Enrollment 2020-21 Weekly Totals 7/24/20 - 11/13/20

	7/24/2020		7/31/2020		8/11/2020		8/20/2020		8/28/2020	
	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS
PK3	4	0	4	0	4	0	4	0	4	0
PK4	14	0	14	0	14	0	14	0	14	0

K	124	8	124	12	124	14	124	14	126	2
1	135	1	135	9	139	4	139	4	141	3
2	127	4	125	5	130	4	130	4	134	1
3	142	2	134	13	134	14	134	14	151	4
4	172	1	163	11	163	13	163	13	177	3
5	172	3	167	11	167	12	167	12	179	6
6	180	1	181	0	192	3	192	3	181	0
7	189	2	190	1	189	1	189	1	191	0
8	185	6	192	1	181	3	181	3	195	0
9	203	5	205	5	205	5	205	5	210	2
10	193	2	193	3	193	4	193	4	196	0
11	204	1	205	3	205	4	205	4	208	3
12	208	0	208	0	208	0	208	0	208	0
Total	2234	36	2222	74	2230	81	2230	81	2297	24

	9/4/2020		9/18/2020		9/29/2020		10/1/2020		10/23/2020	
	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS
PK3	7	0	7	0	7	0	7	0	7	0
PK4	17	0	16	0	17	0	17	0	18	1

K	121	1	121	2	122	1	122	1	124	1
1	142	0	142	0	142	1	142	1	142	0
2	131	0	131	1	131	1	131	1	131	0
3	145	1	145	1	145	1	145	1	140	1
4	176	1	177	2	176	1	176	1	175	1
5	176	6	172	0	172	1	172	1	171	1
6	176	0	172	0	172	0	172	0	171	0
7	196	0	190	0	190	0	190	0	190	1
8	197	0	196	0	196	0	196	0	196	0
9	204	2	201	0	201	0	198	0	196	0
10	196	0	194	0	194	0	194	0	192	0
11	208	1	209	0	207	0	207	0	207	0
12	207	0	204	0	204	0	204	0	204	0
Total	2275	12	2254	6	2252	6	2249	6	2239	5

	10/30/2020		11/6/2020		11/13/2020	
	PS	IS	PS	IS	PS	IS
PK3	7	1	7	3	7	0
PK4	18	1	18	1	18	0

K	123	3	124	1	124	2
1	142	0	142	0	142	0
2	122	2	122	0	122	0
3	140	1	140	1	140	1
4	175	3	175	3	176	2
5	170	2	170	2	171	2
6	171	1	172	0	172	1
7	190	2	190	2	190	2
8	196	1	197	0	196	0
9	196	0	196	0	196	0
10	192	0	192	0	192	0
11	208	0	208	0	208	0
12	204	0	204	0	204	0
Total	2229	15	2232	9	2233	10

PS= PowerSchool
IS=Infosnap

Chart 2-InfoSnap Entries 2020-21

Total entries from July 1, 2020 to November 13, 2020
for Grades K-12: **297**

	Moved to PowerSchool	Pending InfoSnap	Deleted- Didn't Enroll	Total
K	124	2	23	147
1	18	0	1	19
2	15	0	6	21
3	15	1	0	16
4	17	2	2	21
5	14	2	2	18
6	15	0	1	16
7	5	2	0	7
8	14	0	0	14
9	7	0	0	7
10	3	0	2	5
11	6	0	0	6
12	0	0	0	0
Totals	253	9	37	297

85% shifted to PowerSchool
3% still pending in InfoSnap
12% began enrollment process but didn't complete

Chart 3-Voluntary Distance Learning 2020-21

	8/20/2020	9/8/2020	9/18/2020	9/29/2020	10/2/2020	10/9/2020	10/16/2020	10/23/2020	10/30/2020	11/6/2020	11/13/2020
PK3-PK4	2	5	5	5	3	3	3	2	2	2	2
K	21	21	21	22	16	14	14	14	14	14	14
1	28	30	28	31	29	28	25	26	25	25	25
2	18	19	18	18	16	15	13	12	12	12	12
3	22	27	26	27	24	22	16	15	15	15	15
4	42	45	45	44	38	34	29	28	28	28	27
5	36	40	41	39	39	34	32	33	33	33	33
6	25	28	27	27	23	23	22	18	18	18	18
7	28	36	32	30	30	28	28	22	21	21	21
8	27	37	35	33	29	28	26	23	23	23	23
9	16	20	20	20	19	20	13	11	12	10	10
10	15	20	16	20	16	18	16	12	13	11	11
11	17	17	16	16	18	18	16	15	13	13	13
12	16	17	16	14	12	15	11	11	12	11	11
	311	357	341	341	309	297	261	240	239	234	233

*Students will move in and out of VDL based on families decisions relative to the schooling scenario.

Chart 4-Total Withdrawals 2020-2021

	Moved (1, 2, 3)	Transferred Private non- religious/religious in state (4, 5, 8)	Transfer-private out-of state (6, 9)	Transfer-out of country (10)	Homeschool (13)	Enrolled-didn't come (14)	Totals
K	1	14	0	0	7	1	23
1	3	1	0	0	1	0	5
2	2	1	0	0	11	0	14
3	3	1	0	0	6	0	10
4	3	1	0	0	2	0	6
5	1	9	0	0	2	0	12
6	4	4	0	0	0	0	8
7	3	2	0	0	2	0	7
8	0	1	0	2	0	0	3
9	3	7	2	1	0	1	14
10	0	1	1	0	0	2	4
11	0	2	0	0	0	0	2
12	1	2	1	0	0	0	4
Totals	24	46	4	3	31	4	112

***Numbers within parentheses refer to Exit Codes within PowerSchool**

Chart 4a-HES 2020-2021 Withdawals as of 11/13/20

	Moved (1, 2, 3)	Transfer-Private non-religious/religious in state (4, 5, 8)	Transfer-private out-of state (6, 9)	Transfer-out of country (10)	Homeschool (13)	Enrolled-didn't come (14)	Totals
K	1	14	0	0	7	1	23
1	3	1	0	0	1	0	5
2	2	1	0	0	11	0	14
Totals	6	16	0	0	19	1	42

HES 2020-2021 New Students to the District as of 11/13/20

*Note K enrollment is a new class each year.

	K	1	2	Total
	126	18	15	159

*Overall delta in enrollment by grade.

Change Gr. 1	13
Change Gr. 2	1

*Numbers within parentheses refer to Exit Codes within PowerSchool

Chart 4b-WIS 2020-2021 Withdaws as of 11/13/20

	Moved (1, 2, 3)	Transfer-Private non-religious/religious in state (4, 5, 8)	Transfer-private out-of state (6, 9)	Transfer-out of country (10)	Homeschool (13)	Enrolled-didn't come (14)	Totals
3	3	1	0	0	6	0	10
4	3	1	0	0	2	0	6
5	1	9	0	0	2	0	12
Totals	7	11	0	0	10	0	28

WIS 2020-2021 New Students to the District as of 11/13/20

3	4	5	Total
15	14	14	43

*Overall delta in enrollment by grade.

Change Gr. 3	5
Change Gr. 4	8
Change Gr. 5	2

*Numbers within parentheses refer to Exit Codes within PowerSchool

Chart 4c-WMS 2020-2021 Withdrawals as of 11/13/20

	Moved (1, 2, 3)	Transferred Private non- religious/religious in state (4, 5, 8)	Transfer-private out-of state (6, 9)	Transfer-out of country (10)	Homeschool (13)	Enrolled-didn't come (14)	Totals
6	4	4	0	0	0	0	8
7	3	2	0	0	2	0	7
8	0	1	0	2	0	0	3
Totals	7	7	0	2	2	0	18

WMS 2020-2021 New Students to the District as of 11/13/20

6	7	8	Total
15	5	14	34

*Overall delta in enrollment by grade.

Change Gr. 6	7
Change Gr. 7	-2
Change Gr. 8	11

*Numbers within parentheses refer to Exit Codes within PowerSchool

Chart 4d-WHS 2020-2021 Withdrawals as of 11/13/20

	Moved (1, 2, 3)	Transferred Private non- religious/religious in state (4, 5, 8)	Transfer-private out-of state (6, 9)	Transfer-out of country (10)	Homeschool (13)	Enrolled-didn't come (14)	Totals
9	3	7	2	1	0	1	14
10	0	1	1	0	0	2	4
11	0	2	0	0	0	0	2
12	1	2	1	0	0	0	4
Totals	4	12	4	1	0	3	24

WHS 2020-2021 New Students to the District as of 11/13/20

9	10	11	12	Total
7	3	6	0	16

*Overall delta in enrollment by grade.

Change Gr. 9	-7
Change Gr. 10	-1
Change Gr. 11	4
Change Gr. 12	-4

*Numbers within parentheses refer to Exit Codes within PowerSchool

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Annual Enrollment Report

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Attached please find the Comprehensive Enrollment Study 2020 from Milone & MacBroom. This is an annual report, which has been conducted by Milone & MacBroom for the past three years. You will find attached an Executive Summary and the PowerPoint presentation, which will be given by Mike Zuba and Liz Esposito on Monday, November 16, 2020.

Separately, the BOE Administration will present detailed information on the enrollment and withdrawal of students for the 2020-21 school year to date. This information will pick up the ebbs and flows of enrollment especially from late August 2020 through late September 2020. We will post this information on Friday, November 13, 2020.

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

TO: Dr. William S. McKersie, Ph.D.
Superintendent, Weston Public Schools

FROM: Michael Zuba, AICP

RE: Weston Enrollment Projections Update: Key Takeaways

DATE: November 10, 2020

MMI #: 6115-02-05

In fall 2020, Milone & MacBroom, Inc. (MMI) completed its annual enrollment projection update for Weston Public Schools (WPS). We are pleased to present our enrollment projections developed from the best available data and our deep local knowledge of your community. MMI has successfully projected enrollment for Weston and many of its neighboring communities within 1% of actual enrollment for the successive year. The key takeaways from this year's update are summarized below:

- Updated projections through 2030-31 show a similar but slightly elevated trajectory to the previously prepared enrollment projections for Weston.
- Comparison of Weston's actual October 2020 enrollment to MMI's recommended enrollment model shows a close overall correspondence between projected and realized enrollment, with K-12 enrollment running approximately 0.1% (two students) above the projections.
- The Medium Model continues to align best with underlying conditions and projects 2,291 PK-12 students for the 2030-31 school year.
- Projections for the Low Model and High Model range from 2,126 to 2,530 PK-12 students for the 2030-31 school year.
- In last year's projections, our blend of the regression-based K and the variable Birth-K models yielded excellent results for kindergarten, within two students of the actual kindergarten enrollment. Therefore, this year's medium projection model once again follows the same methodology and yields kindergarten classes ranging from 122 to 140 students over the next 10 years.
- Weston has experienced a rapidly improving housing market, with home sales for 2020 approaching pre-recession peak. If current housing market trends continue, the town should continue to see steady levels of in-migration (+3.8% in the last 4 years), particularly in elementary, intermediate, and middle school grades.
- Should the current active housing market conditions continue, the High Projection Model may prove more accurate over the 10-year horizon.
- Weston births have been stable, averaging 63 births over the last 5 years.
- An analysis of student composition identified a 14% increase in diversity for the WPS student body over the last decade.

- As with all enrollment projections, the updated projections presented in this memo are sensitive to changes in underlying conditions, including birth rates, housing sales, and student migration trends.

Projected Enrollments and Percent Change by Grade Groupings, 2020-21 to 2030-31

Medium Projections Model Enrollment by Grade Grouping

School Year	PK-12	K-12	PK-2	3-5	6-8	9-12
2020-21	2,273	2,249	419	493	558	803
2021-22	2,274	2,250	448	486	546	794
2022-23	2,251	2,227	443	482	545	781
2023-24	2,240	2,216	432	505	538	765
2024-25	2,234	2,210	434	518	530	752
2025-26	2,240	2,216	451	511	528	750
2026-27	2,235	2,211	458	498	553	726
2027-28	2,251	2,227	460	500	567	724
2028-29	2,260	2,236	448	522	558	732
2029-30	2,264	2,240	456	530	544	734
2030-31	2,291	2,267	460	532	546	753

5-Year Change

-1.5% -1.5% 7.6% 3.7% -5.4% -6.6%

10-Year Change

0.8% 0.8% 9.8% 7.9% -2.2% -6.2%

Medium Projection Model

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2020-21	2015	62	122	142	131	145	176	172	172	190	196	198	194	207	204	24
2021-22	2016	54	127	145	152	150	155	181	178	173	195	197	197	193	207	24
2022-23	2017	60	123	140	156	163	160	159	188	179	178	196	196	196	193	24
2023-24	2018	59	122	136	150	167	174	164	165	189	184	179	195	195	196	24
2024-25	2019	66	129	135	146	161	178	179	170	166	194	185	178	194	195	24
2025-26	2020	78	140	142	145	156	172	183	186	171	171	195	184	177	194	24
2026-27	2021	63	127	155	152	155	166	177	190	187	176	172	194	183	177	24
2027-28	2022	65	130	140	166	163	166	171	184	191	192	177	171	193	183	24
2028-29	2023	66	131	143	150	178	174	170	177	185	196	193	176	170	193	24
2029-30	2024	68	133	145	154	161	190	179	176	178	190	197	192	175	170	24
2030-31	2025	68	134	147	155	165	172	195	186	177	183	191	196	191	175	24

If you should have any questions, please do not hesitate to contact me.

Very truly yours,

MILONE & MACBROOM, INC.

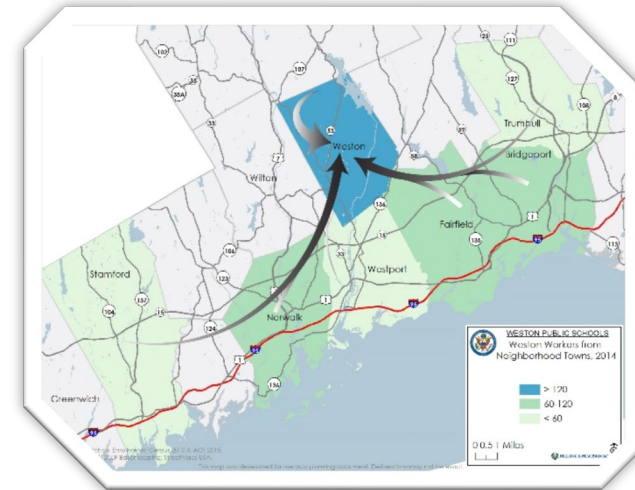
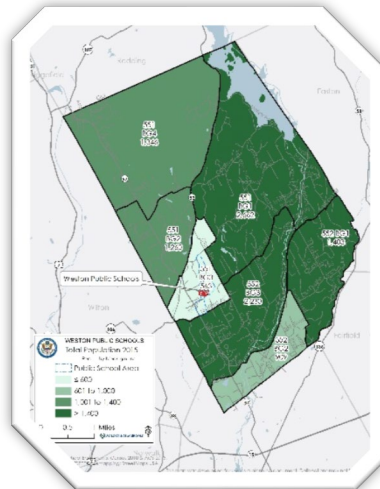
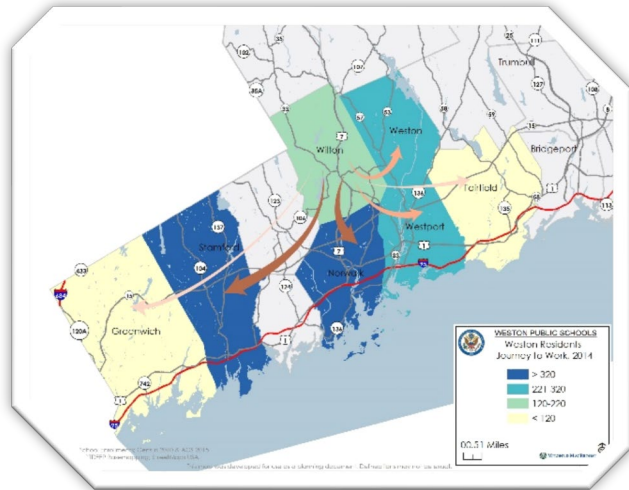
A handwritten signature in black ink, appearing to read "Michael Zuba".

Michael Zuba, AICP
Director of Planning

6115-02-05-o2820-memo

Weston Public Schools

Comprehensive Enrollment Study



November 16, 2020



Introduction

- Projection Comparison
- Summary of Districtwide Projections
- Enrollment Patterns and Trends
- Detailed Enrollment Projections
- Demographic, Housing and Economic Indicators & Trends Update



PROJECTIONS COMPARISON

Type	K	1	2	3	4	5	6	7	8	9	10	11	12
Actual	122	142	131	145	176	172	172	190	196	198	194	207	204
Projected	120	144	124	144	169	174	178	194	189	206	194	206	205
Difference	2	-2	7	1	7	-2	-6	-4	7	-8	0	1	-1
% Difference	1.7%	-1.4%	5.6%	0.7%	4.1%	-1.1%	-3.4%	-2.1%	3.7%	-3.9%	0.0%	0.5%	-0.5%

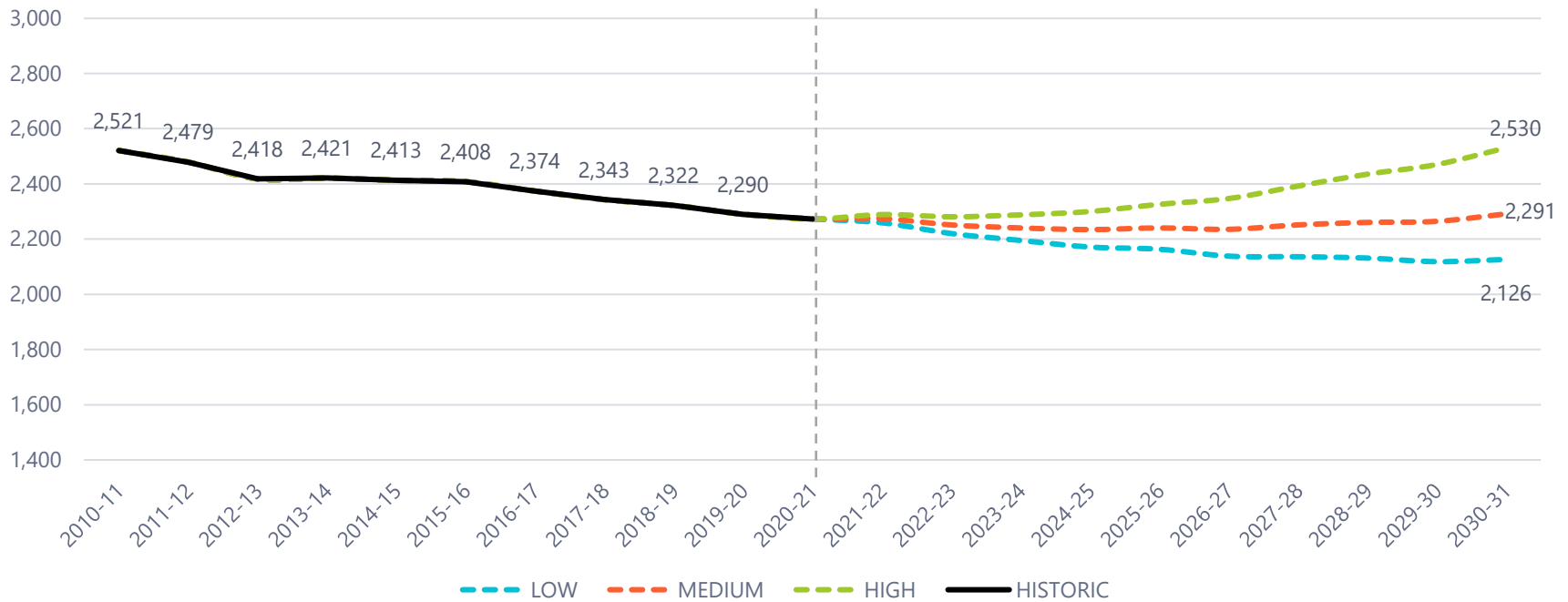
Type	K-2	3-5	6-8	9-12	K-12
Actual	395	493	558	803	2,249
Projected	388	487	561	811	2,247
Difference	7	6	-3	-8	2
% Difference	1.8%	1.2%	-0.5%	-1.0%	0.1%

- Actual district-wide enrollments were 0.1% higher than projected
- Some grade cohorts have varied from this year's projections
- These differences may be attributed to the sharply changing demographics and enrollments associate with the ongoing pandemic



Districtwide Projections

Projection Model Comparison (PK-12)
Weston Public Schools

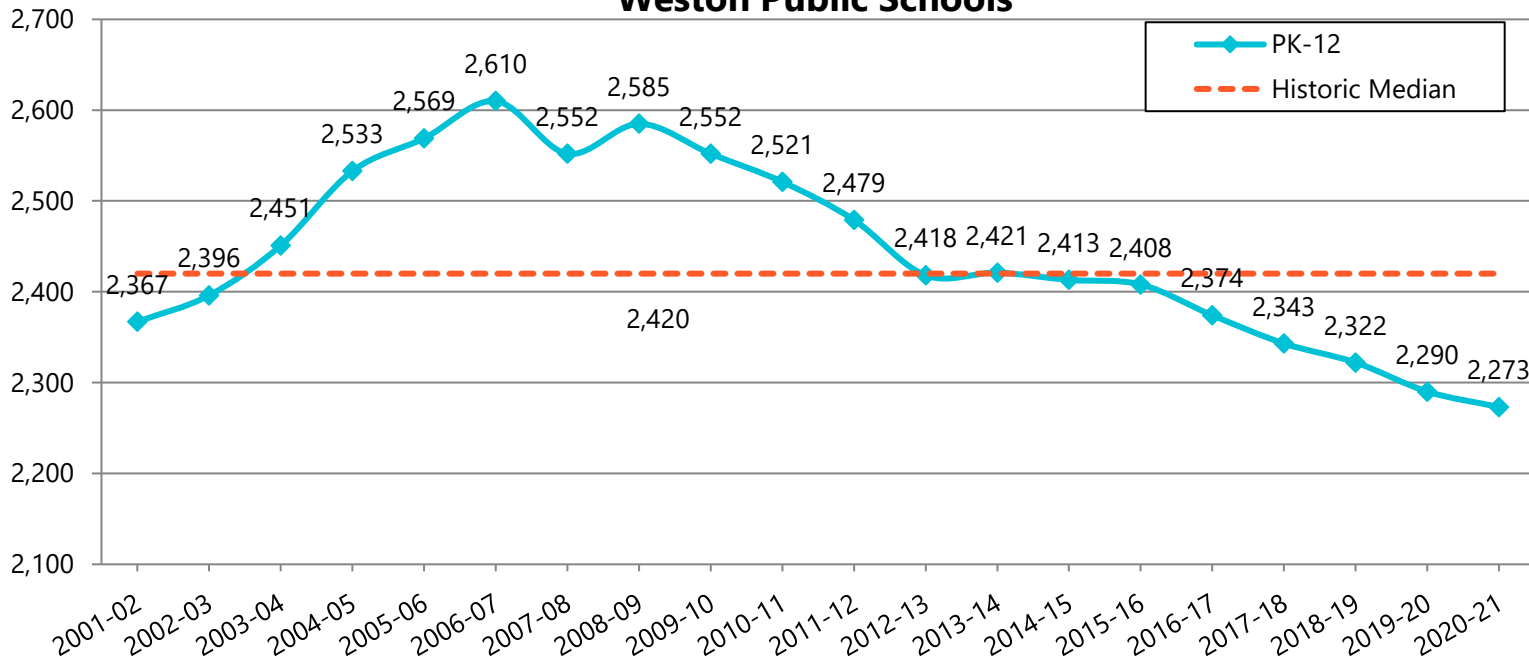


- Developed projections under three scenarios (Low, Med & High)
- **Medium projections model most closely aligns with underlying demographic, housing, and economic trends**
- Medium projection is very close to the high projections for the first 3 years



Historic Enrollment

Total (PK-12) Historic Enrollments Weston Public Schools



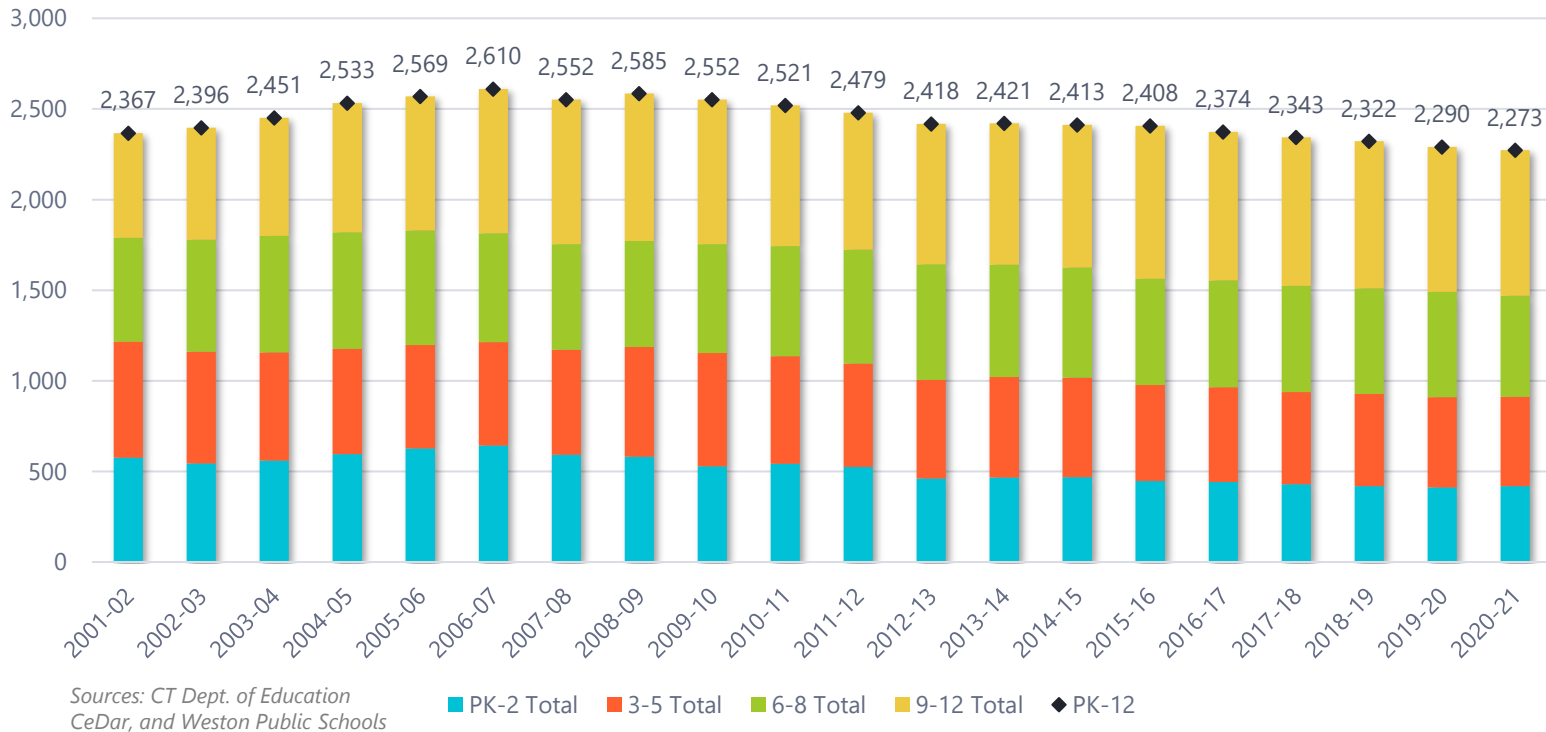
Sources: CT Dept. of Education CeDar, and Weston Public Schools

- Historic enrollment followed an increasing trend through the early 2000s to a peak in 2006-07, followed by a steady decline since 2008-09



Historic Enrollment

Weston Historic Enrollments, 2001-02 to 2020-21



Sources: CT Dept. of Education
CeDar, and Weston Public Schools

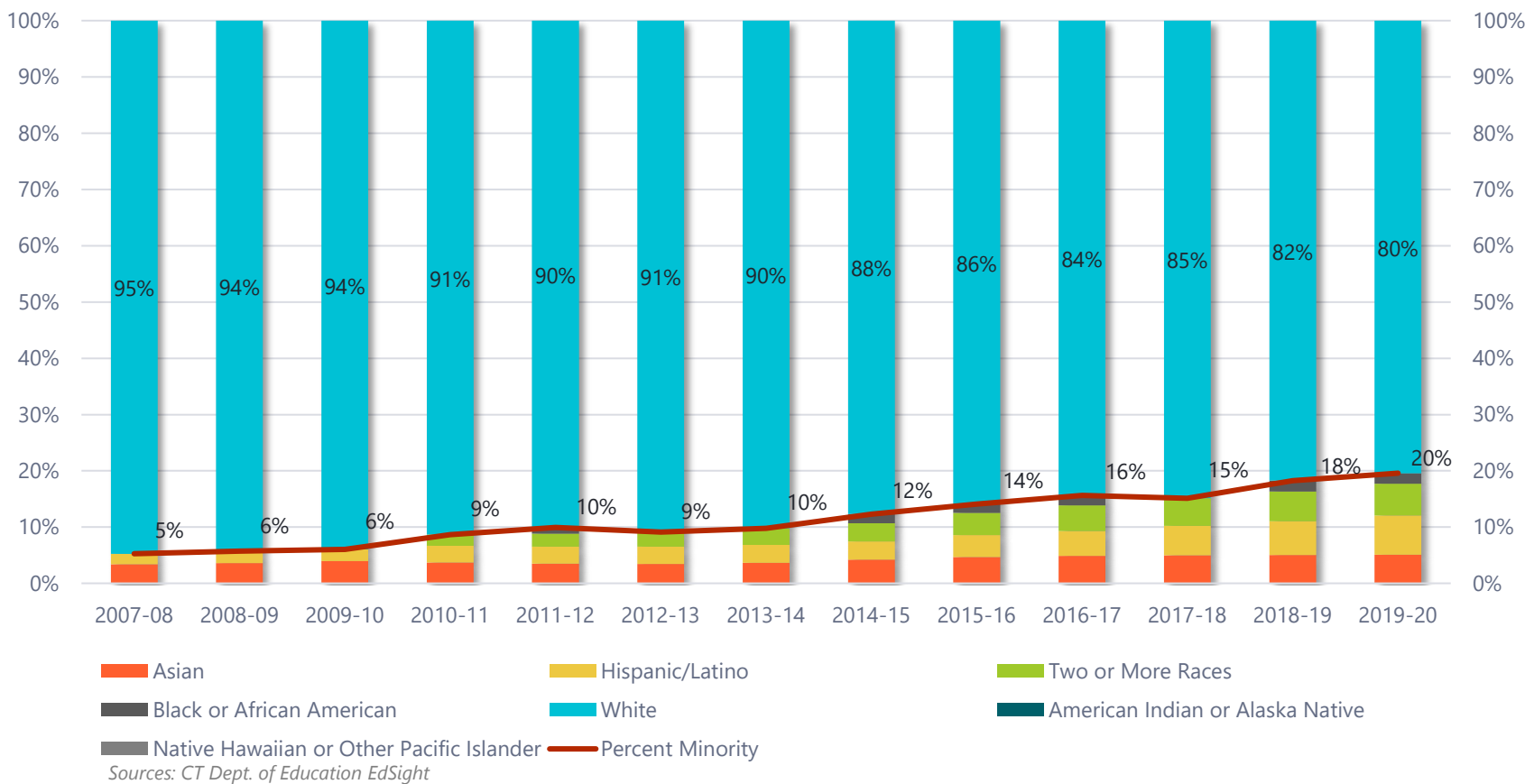
■ PK-2 Total ■ 3-5 Total ■ 6-8 Total ■ 9-12 Total ◆ PK-12

- Examining historic enrollment at the unit of each grade level illustrates changing dynamics that sum to the total system-wide change in enrollment



Historic Enrollment Composition

Race, Ethnicity of Students at Weston Public Schools

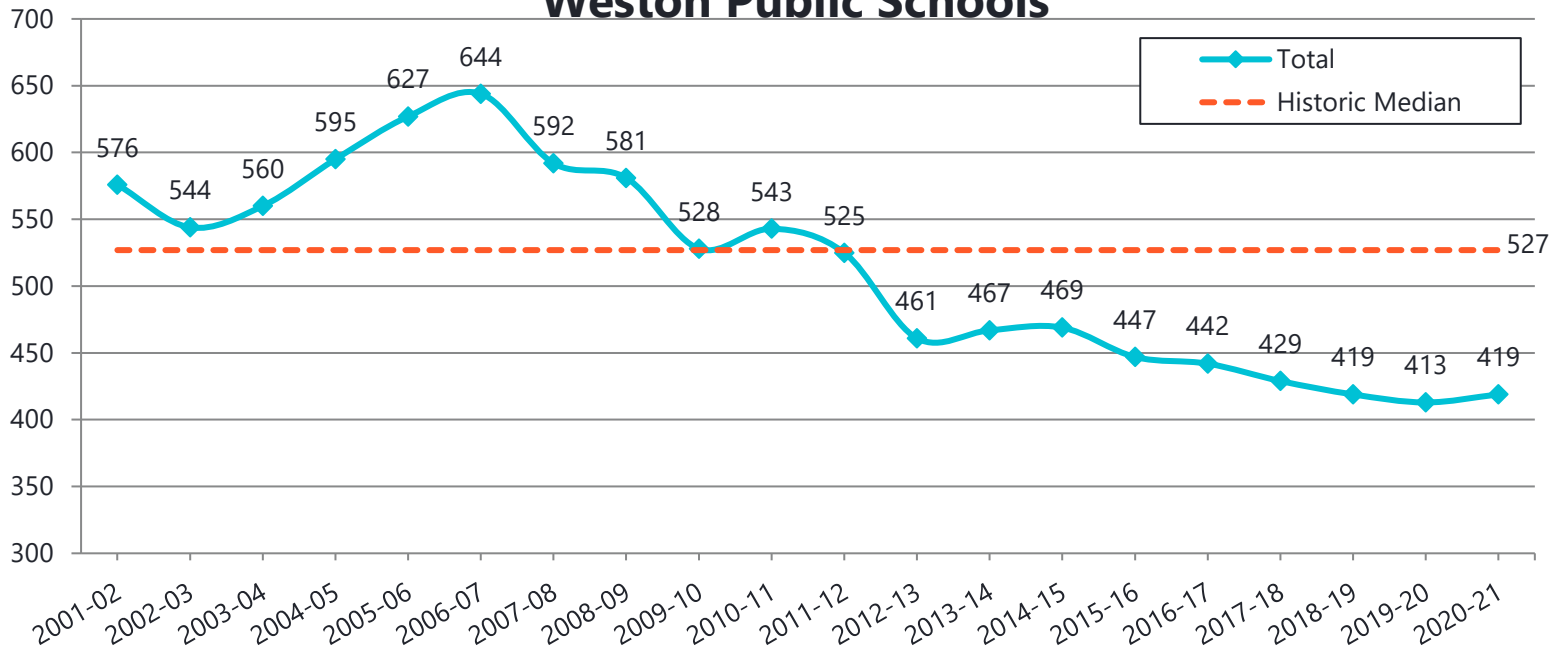


- Weston's student body has become more diverse over the last decade
- Official 2020-21 racial balance data from the State Department of Education is not yet available



Historic Enrollment

Elementary (PK-2nd) Enrollments Weston Public Schools



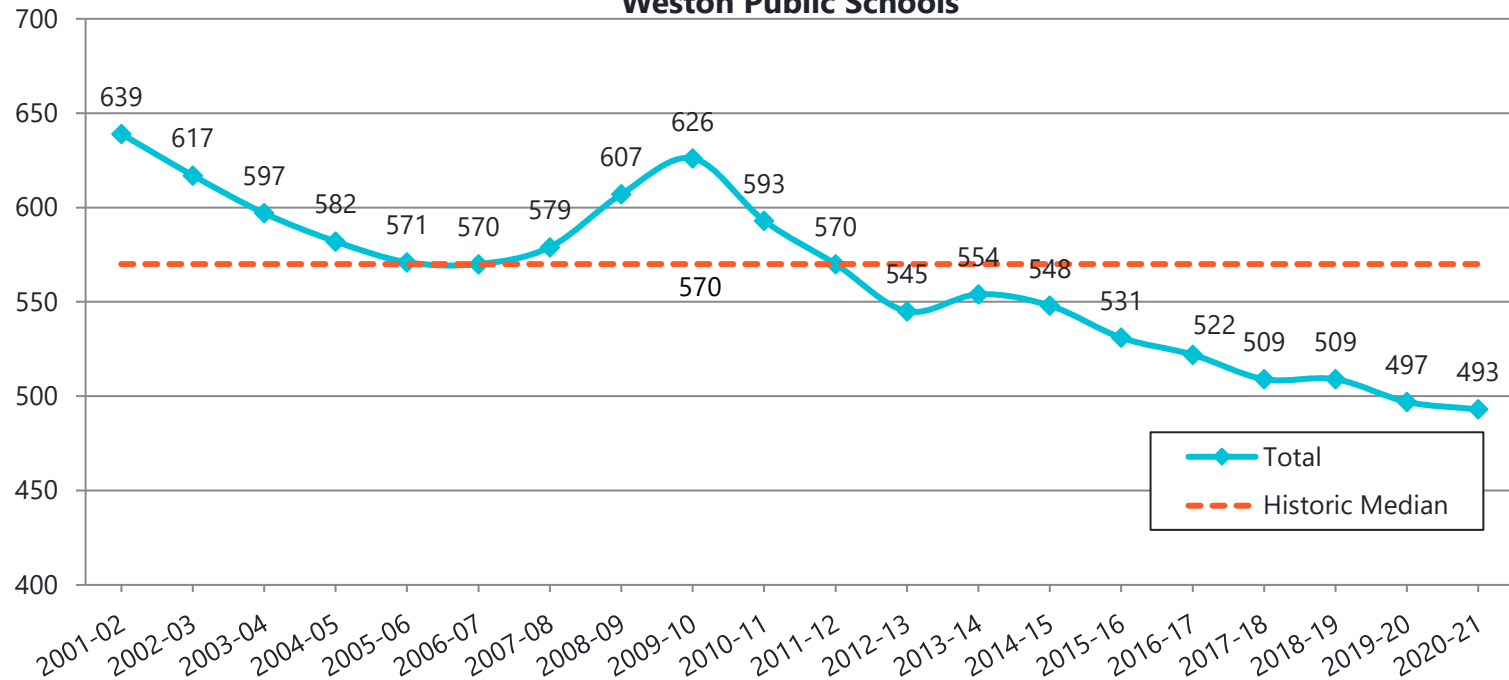
Sources: CT Dept. of Education CeDar, and Weston Public Schools

- Elementary enrollment has been on a downward trend since 2006-07; this grade level is most responsive to changes in births, migration, and housing conditions
- Experienced a modest increase this year for first time since 2014-15.



Historic Enrollment

Intermediate (3rd - 5th) Enrollments Weston Public Schools



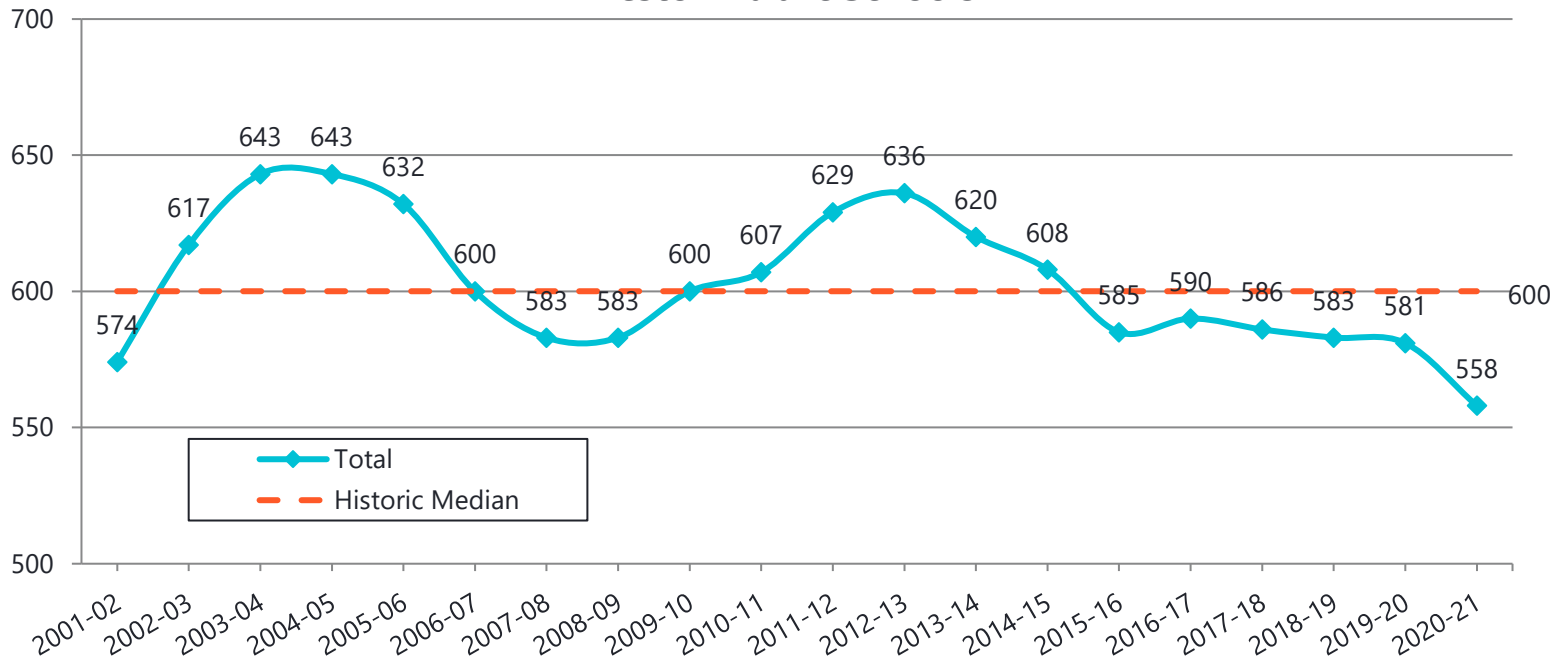
Sources: CT Dept. of Education CeDar, and Weston Public Schools

- Intermediate enrollment begin falling in 2010-11 and continues downward trend through 2020-21 albeit at a much slower rate
- This corresponds with the elementary trend a few years earlier as smaller cohorts age



Historic Enrollment

Middle (6th-8th) Enrollments Weston Public Schools



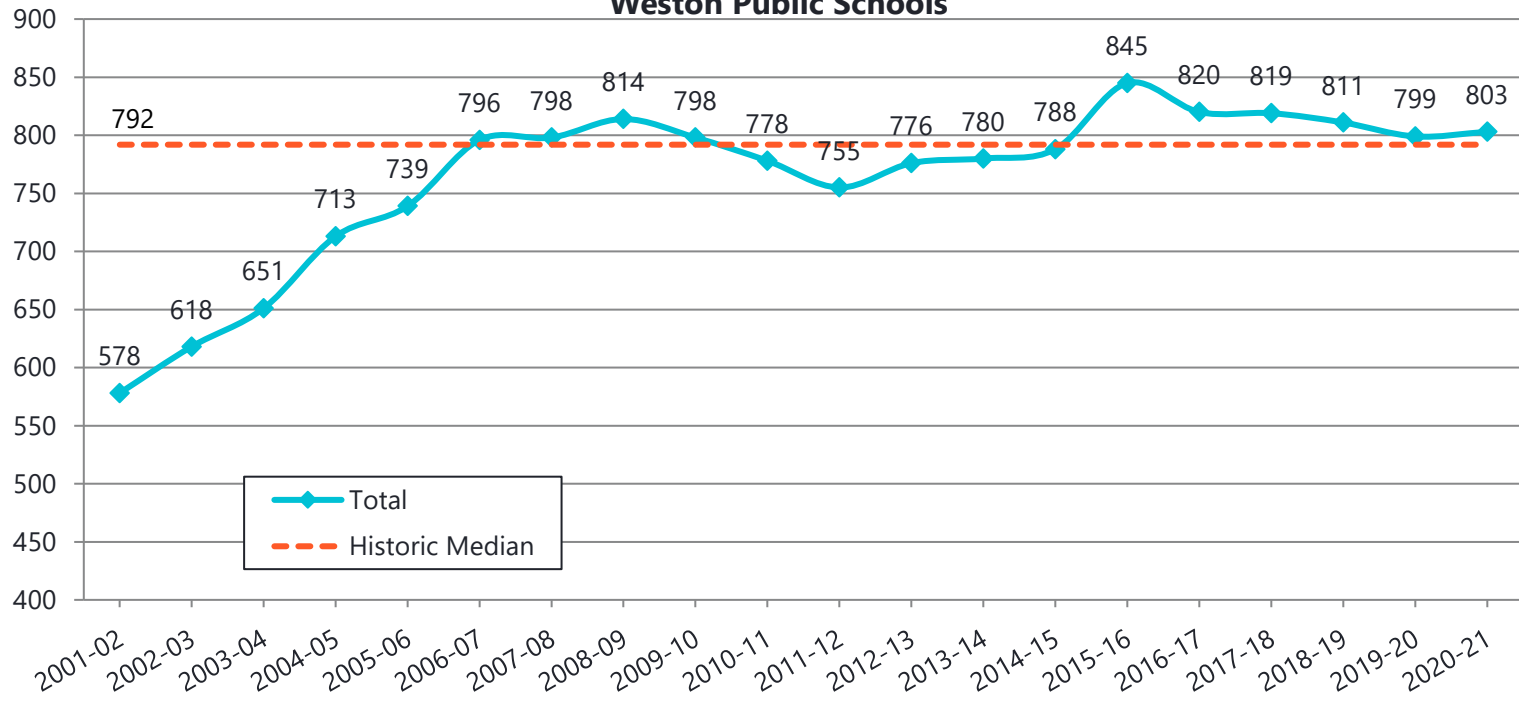
Sources: CT Dept. of Education CeDar, and Weston Public Schools

- Middle school enrollment peaked in early 2000s (on large cohorts that entered in the mid-90s) and again in 2012-13 (on cohorts entering in mid-2000s); enrollment stabilized from 2015-16 to 2019-20 but recently dropped



Historic Enrollment

High (9th-12th) Enrollments Weston Public Schools



Sources: CT Dept. of Education CeDar, and Weston Public Schools

- High school enrollments recently peaked in 2015-16
- Has declined slowly since peak as smaller incoming 9th grade classes replace larger graduating classes
- Enrollment has stabilized at approximately 800 students over last 2-yr



Projections Primer

- The cohort survival methodology relies on observed data from the recent past in order to project the near future
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through school system
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- In scenarios where external factors drive enrollment in a fashion without linear relationships to existing births and/or enrollments, adjustments to the cohort-survival methodology may improve projections
- Based on information regarding student withdrawals from WPS, minor adjustments were made, where necessary, to the enrollment projections



Historic Enrollment

Weston Public School Enrollment History

Kindergarten through 12th Grade

PK-12

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	Total
2001-02	1996	114	158	210	193	201	226	212	217	181	176	176	135	129	138	15	2,367
2002-03	1997	114	159	170	194	193	201	223	221	209	187	173	175	137	133	21	2,396
2003-04	1998	146	187	163	181	194	195	208	218	215	210	180	167	173	131	29	2,451
2004-05	1999	129	184	204	176	184	201	197	211	226	206	206	169	167	171	31	2,533
2005-06	2000	128	182	194	213	174	191	206	199	201	232	212	201	163	163	38	2,569
2006-07	2001	137	210	194	200	210	174	186	208	191	201	225	207	197	167	40	2,610
2007-08	2002	76	146	220	191	196	213	170	188	203	192	197	219	197	185	35	2,552
2008-09	2003	96	166	159	220	202	194	211	183	190	210	196	206	214	198	36	2,585
2009-10	2004	97	158	171	160	214	203	209	217	181	202	208	191	193	206	39	2,552
2010-11	2005	105	159	166	178	170	216	207	211	215	181	195	205	186	192	40	2,521
2011-12	2006	86	162	156	177	180	173	217	211	207	211	170	193	203	189	30	2,479
2012-13	2007	72	115	157	163	180	186	179	221	208	207	210	173	188	205	26	2,418
2013-14	2008	71	136	135	175	174	183	197	190	215	215	214	209	171	186	21	2,421
2014-15	2009	71	140	150	146	185	177	186	206	188	214	202	208	206	172	33	2,413
2015-16	2010	61	124	141	157	161	186	184	190	209	186	218	208	206	213	25	2,408
2016-17	2011	49	128	143	146	164	173	185	188	194	208	189	216	207	208	25	2,374
2017-18	2012	64	113	142	147	154	175	180	196	192	198	212	185	214	208	27	2,343
2018-19	2013	55	109	128	155	163	165	181	187	201	195	203	209	186	213	27	2,322
2019-20	2014	71	129	117	135	160	168	169	191	186	204	195	207	207	190	32	2,290
2020-21	2015	62	122	142	131	145	176	172	172	190	196	198	194	207	204	24	2,273

State Department of Education - Public School Information System, Summary Report for 2001-02 to 2011-12; CT CeDar 2012-13 to 2015-16; CT EdSight 2016-19

- As existing mid-size cohorts matriculate to high school level, moderate declines are likely at upper grade levels
- Current cohorts at grades K-4 are much smaller than historic levels and will continue to impact the system



Persistency & Net Migration

Kindergarten through 12th Grade Persistency Ratios by School Year
2003-04 to 2020-21

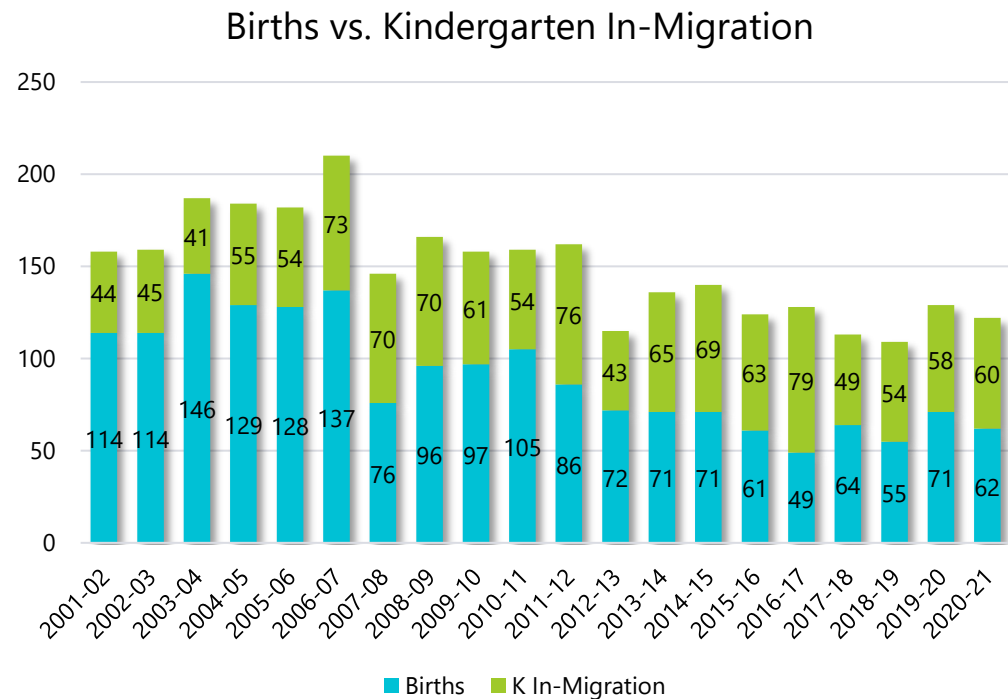
Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Migration Estimate (2-7 to 3-8)
2003-04	1.2808	1.0252	1.0647	1.0000	1.0104	1.0348	0.9776	0.9729	1.0048	0.9626	0.9653	0.9886	0.9562	-0.08%
2004-05	1.4264	1.0909	1.0798	1.0166	1.0361	1.0103	1.0144	1.0367	0.9581	0.9810	0.9389	1.0000	0.9884	1.16%
2005-06	1.4219	1.0543	1.0441	0.9886	1.0380	1.0249	1.0102	0.9526	1.0265	1.0291	0.9757	0.9645	0.9760	0.67%
2006-07	1.5328	1.0659	1.0309	0.9859	1.0000	0.9738	1.0097	0.9598	1.0000	0.9698	0.9764	0.9801	1.0245	-1.18%
2007-08	1.9211	1.0476	0.9845	0.9800	1.0143	0.9770	1.0108	0.9760	1.0052	0.9801	0.9733	0.9517	0.9391	-0.60%
2008-09	1.7292	1.0890	1.0000	1.0576	0.9898	0.9906	1.0765	1.0106	1.0345	1.0208	1.0457	0.9772	1.0051	2.50%
2009-10	1.6289	1.0301	1.0063	0.9727	1.0050	1.0773	1.0284	0.9891	1.0632	0.9905	0.9745	0.9369	0.9626	2.17%
2010-11	1.5143	1.0506	1.0409	1.0625	1.0093	1.0197	1.0096	0.9908	1.0000	0.9653	0.9856	0.9738	0.9948	1.35%
2011-12	1.8837	0.9811	1.0663	1.0112	1.0176	1.0046	1.0193	0.9810	0.9814	0.9392	0.9897	0.9902	1.0161	0.17%
2012-13	1.5972	0.9691	1.0449	1.0169	1.0333	1.0347	1.0184	0.9858	1.0000	0.9953	1.0176	0.9741	1.0099	1.37%
2013-14	1.9155	1.1739	1.1146	1.0675	1.0167	1.0591	1.0615	0.9729	1.0337	1.0338	0.9952	0.9884	0.9894	3.25%
2014-15	1.9718	1.1029	1.0815	1.0571	1.0172	1.0164	1.0457	0.9895	0.9953	0.9395	0.9720	0.9856	1.0058	1.94%
2015-16	2.0328	1.0071	1.0467	1.1027	1.0054	1.0395	1.0215	1.0146	0.9894	1.0187	1.0297	0.9904	1.0340	2.57%
2016-17	2.6122	1.1532	1.0355	1.0446	1.0745	0.9946	1.0217	1.0211	0.9952	1.0161	0.9908	0.9952	1.0097	2.30%
2017-18	1.7656	1.1094	1.0280	1.0548	1.0671	1.0405	1.0595	1.0213	1.0206	1.0192	0.9788	0.9907	1.0048	4.29%
2018-19	1.9818	1.1327	1.0915	1.1088	1.0714	1.0343	1.0389	1.0255	1.0156	1.0253	0.9858	1.0054	0.9953	4.60%
2019-20	1.8169	1.0734	1.0547	1.0323	1.0307	1.0242	1.0552	0.9947	1.0149	1.0000	1.0197	0.9904	1.0215	2.47%
2020-21	1.9677	1.1008	1.1197	1.0741	1.1000	1.0238	1.0178	0.9948	1.0538	0.9706	0.9949	1.0000	0.9855	4.16%
Long Term Avg.	1.7576	1.0702	1.0452	1.0334	1.0283	1.0193	1.0284	0.9923	1.0119	0.9916	0.9897	0.9841	0.9974	
5-Year Avg.	2.0288	1.1139	1.0659	1.0629	1.0687	1.0235	1.0386	1.0115	1.0200	1.0062	0.9940	0.9963	1.0034	
3-Year Avg.	1.9221	1.1023	1.0886	1.0717	1.0674	1.0274	1.0373	1.0050	1.0281	0.9986	1.0001	0.9986	1.0008	

- Substantial increases in cohort size through elementary and intermediate school years: In-migration has averaged over 3.8% the last four years.



Birth-K Analysis

- Predicting future kindergarten cohorts has been historically challenging in Weston due to low local birthrates and high levels of in-migration of families with children age 0 to 5
- This challenge has been magnified in recent years as Birth-K ratio has risen from ~1.5 (or 50% increase in the size of incoming classes relative to local births) to 2.61 in 2016-17 and 1.97 in 2020-21
- Since peak in 2016-17, Birth to K has returned to recent historic levels





Kindergarten Projections

- K projections blend two methodologically different models
- Traditional cohort-survival method based on historic Birth-K ratios
 - Standard methodology based on recent years' births and K enrollments
 - Assumes stable and linear relationship between future births and total kindergarten enrollment from all sources (e.g. home purchases, rentals, etc.)
 - Potential to over-respond to year-to-year variations in births
 - **Variable Birth-K ratio each year to stabilize total number of kindergarten students generated by in-migration; minimal differences from stable Birth-K method**
- Regression-based approach using historic births, home sales, and K data
 - Adjustment to standard methodology
 - Assumes linear relationships between kindergarten enrollment and two variables (home sales and births) based on multiple regression analysis of all available years of data
 - Places greater weight on housing sale trends projected under each scenario compared to the traditional approach (especially in years 1-5)



Kindergarten Projections

- Regression analysis of kindergarten enrollment vs. home sales and births yields good model fit and significance metrics ($R^2 = 0.99$):

$$K_{Yr} = 0 + (Births_{Yr-5} * 0.805) + (Home\ Sales_{Yr-1} * 0.04258) + (Median\ SF\ Home\ Sale\ Price_{Yr} * 0.00009)$$

- K Projections are based on a blend of the Cohort Survival and Regression based K projection.**

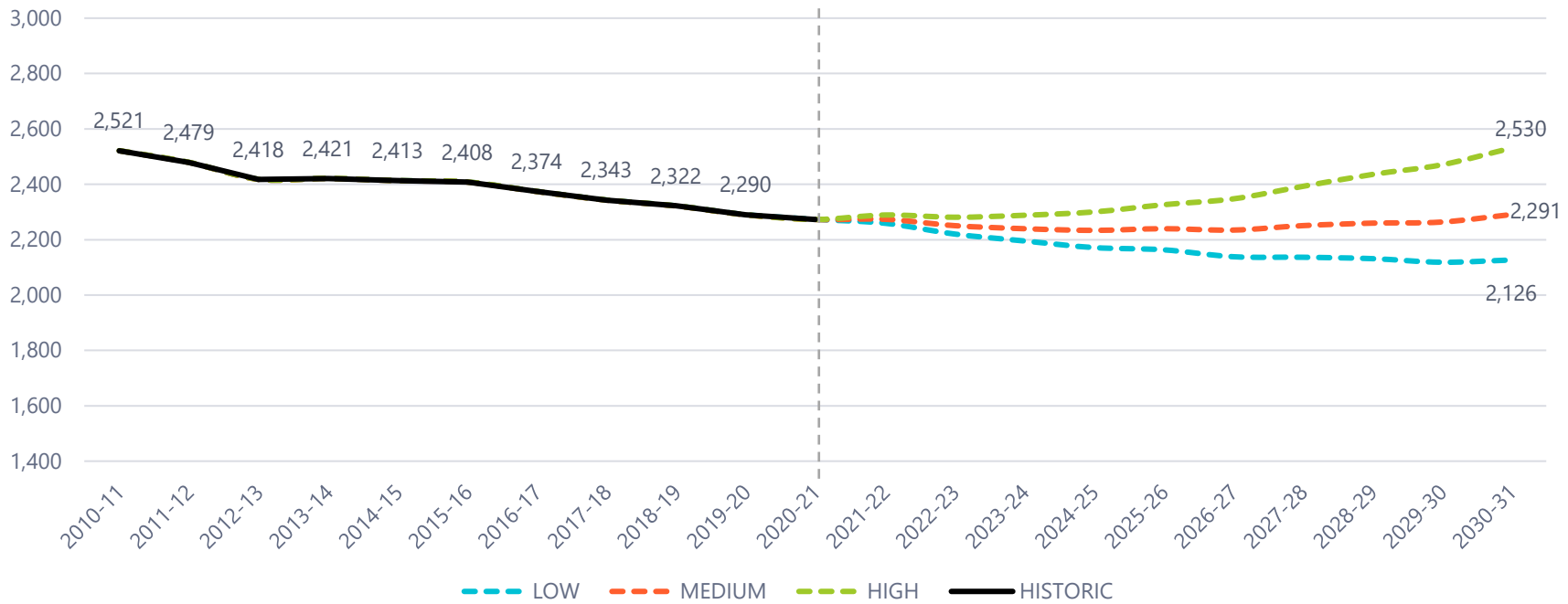
Kindergarten Projection Model Assumptions

	<i>Low</i>	<i>Medium</i>	<i>High</i>
Annual Births	56 - 78	63 - 78	68 - 78
Annual Home Sales	150 - 206	180 - 209	213 - 215
Median Sale Price (2019 \$)	\$743k - \$750k	\$754k - \$850k	\$771k - \$1



Districtwide Projections

Projection Model Comparison (PK-12)
Weston Public Schools



- Developed projections under three scenarios (Low, Med & High)
- **Medium projections model most closely aligns with underlying demographic, housing, and economic trends**
- Medium projection is very close to the high projections for the first 3 years



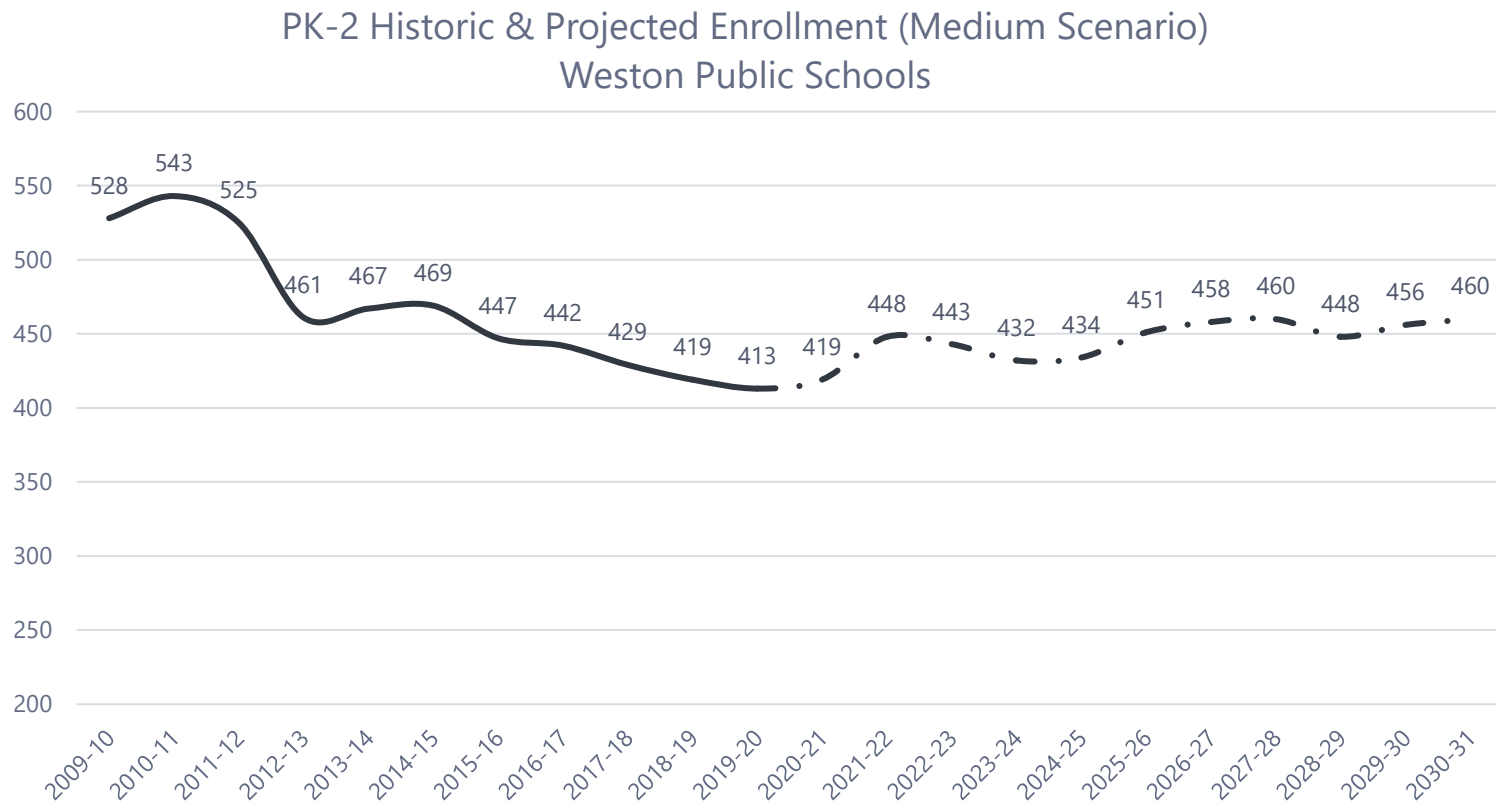
10-Yr Projections (Medium)

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12 Total
2020-21	2015	62	122	142	131	145	176	172	172	190	196	198	194	207	204	24	2,273
2021-22	2016	54	127	145	152	150	155	181	178	173	195	197	197	193	207	24	2,274
2022-23	2017	60	123	140	156	163	160	159	188	179	178	196	196	196	193	24	2,251
2023-24	2018	59	122	136	150	167	174	164	165	189	184	179	195	195	196	24	2,240
2024-25	2019	66	129	135	146	161	178	179	170	166	194	185	178	194	195	24	2,234
2025-26	2020	78	140	142	145	156	172	183	186	171	171	195	184	177	194	24	2,240
2026-27	2021	63	127	155	152	155	166	177	190	187	176	172	194	183	177	24	2,235
2027-28	2022	65	130	140	166	163	166	171	184	191	192	177	171	193	183	24	2,251
2028-29	2023	66	131	143	150	178	174	170	177	185	196	193	176	170	193	24	2,260
2029-30	2024	68	133	145	154	161	190	179	176	178	190	197	192	175	170	24	2,264
2030-31	2025	68	134	147	155	165	172	195	186	177	183	191	196	191	175	24	2,291



Individual School Projections

- Hurlbutt projected to dip slightly then increase slowly to 460 students at the end of the projection horizon

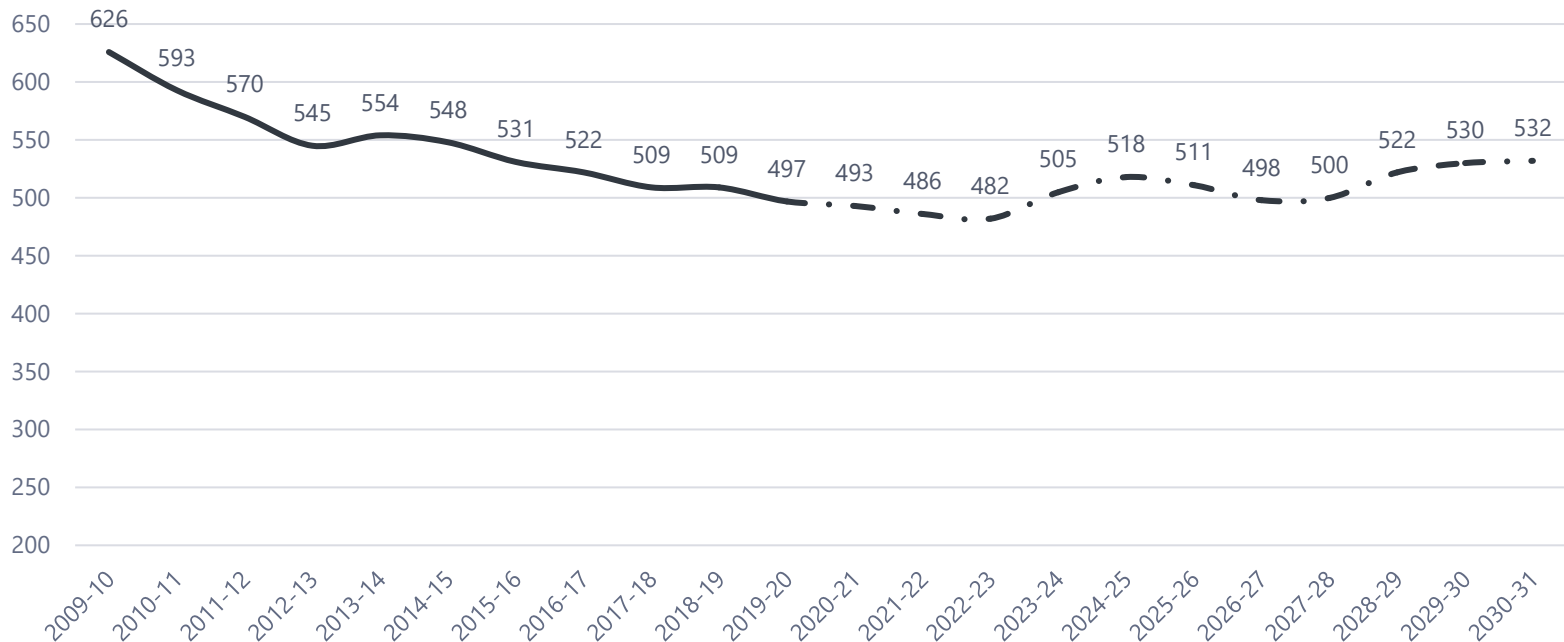




Individual School Projections

- WIS projected to experience drop in 2022-23 to ~480 students
- At the end of the projection horizon, enrollment is expected to increase to around 530 students

3-5 Historic & Projected Enrollment (Medium Scenario)
Weston Public Schools

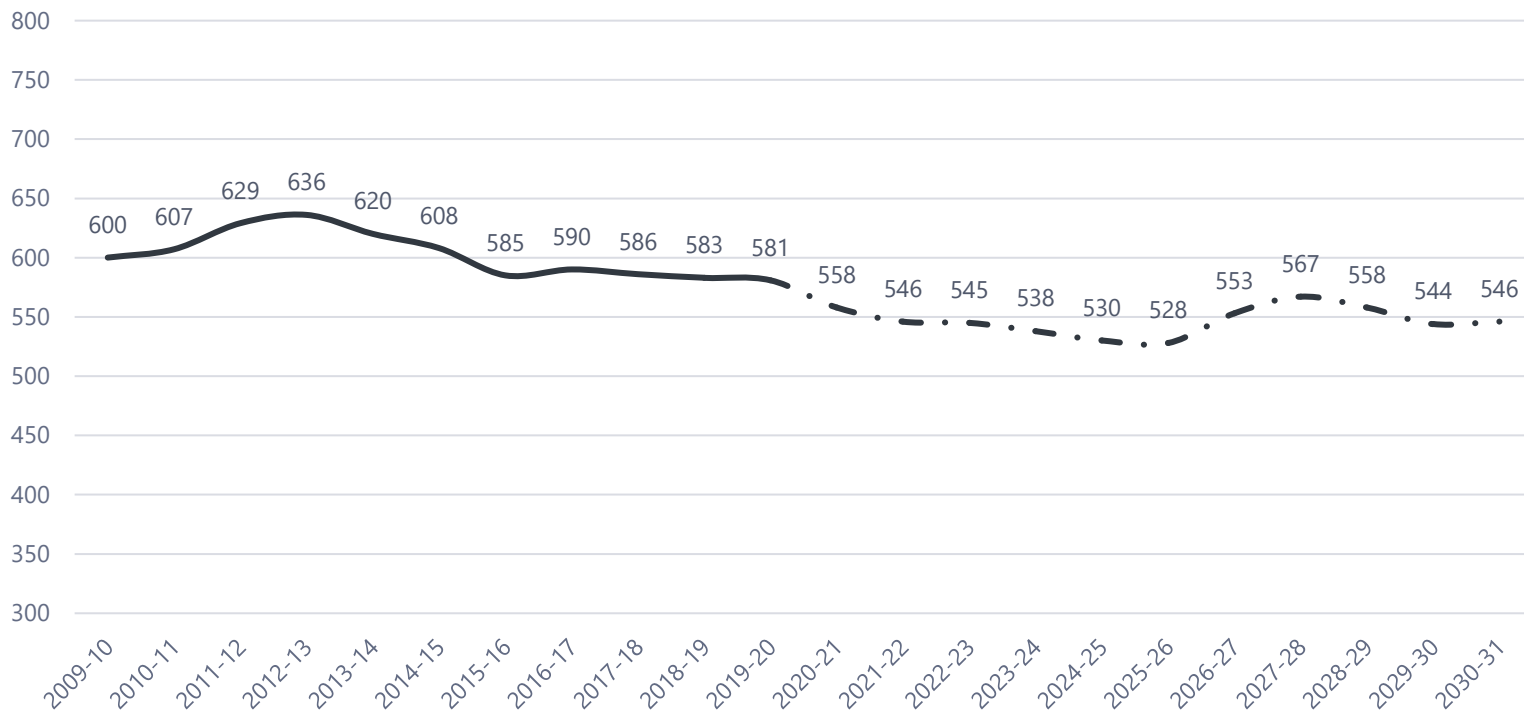




Individual School Projections

- WMS projected to see a steady near-term decline and eventually reaching nadir in 2025-26. A modest increase follows with enrollment stabilizing in the 540's

6-8 Historic & Projected Enrollment (Medium Scenario)
Weston Public Schools

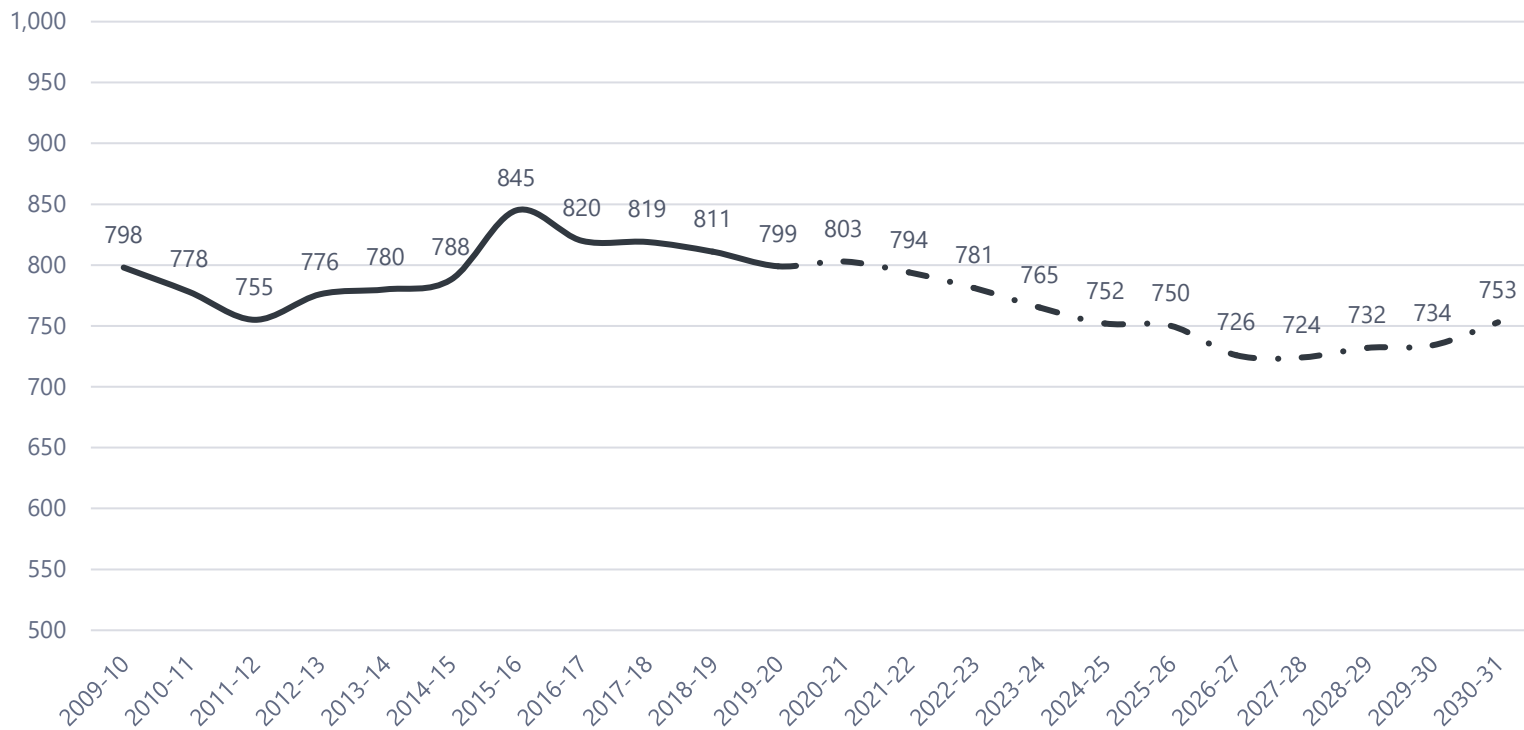




Individual School Projections

- WHS projected to see more gradual decline in next six years before a sharper dip in 2026-27 as successive smaller cohorts currently in the system matriculate

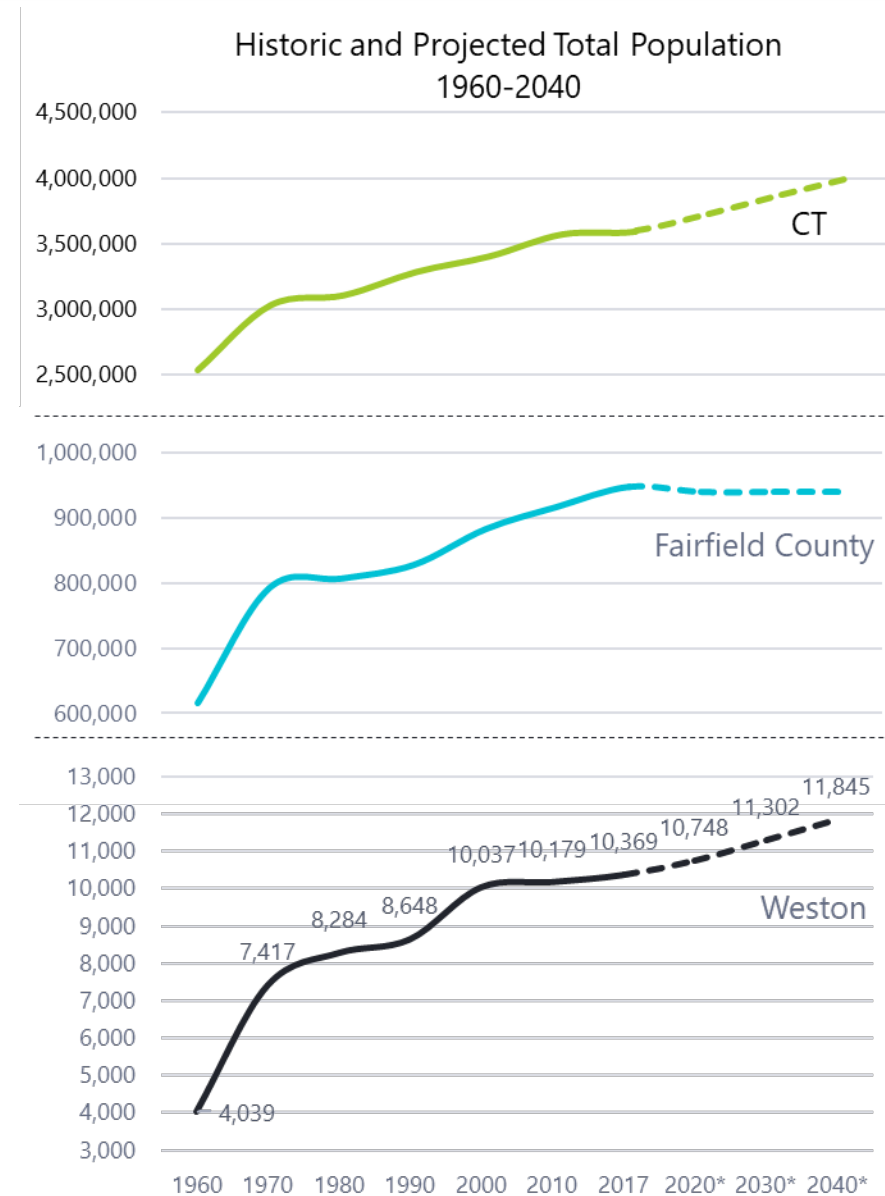
9-12 Historic & Projected Enrollment (Medium Scenario)
Weston Public Schools





Total Population Change

- Total population increased 1.4% from 2000 to 2010, and is estimated to have increased another 1.9% during 2010-2017 according to the ACS
- CT DOT projects steady growth through 2040

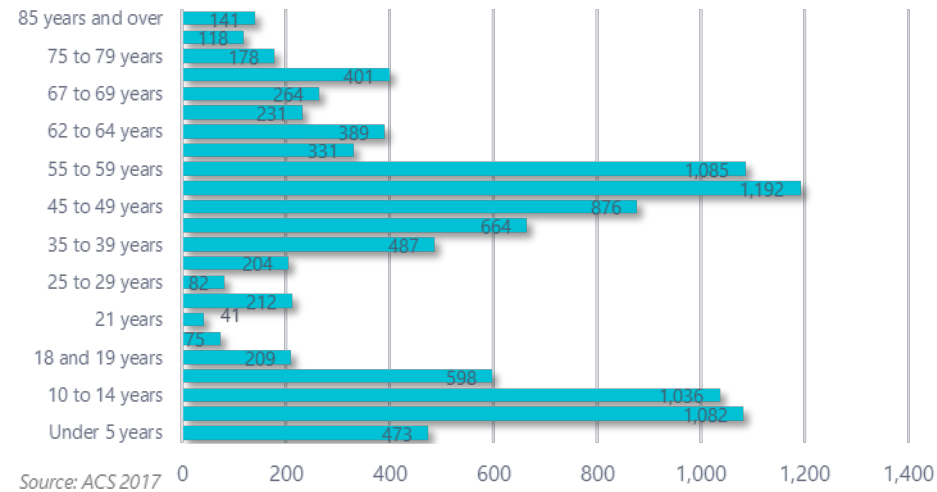




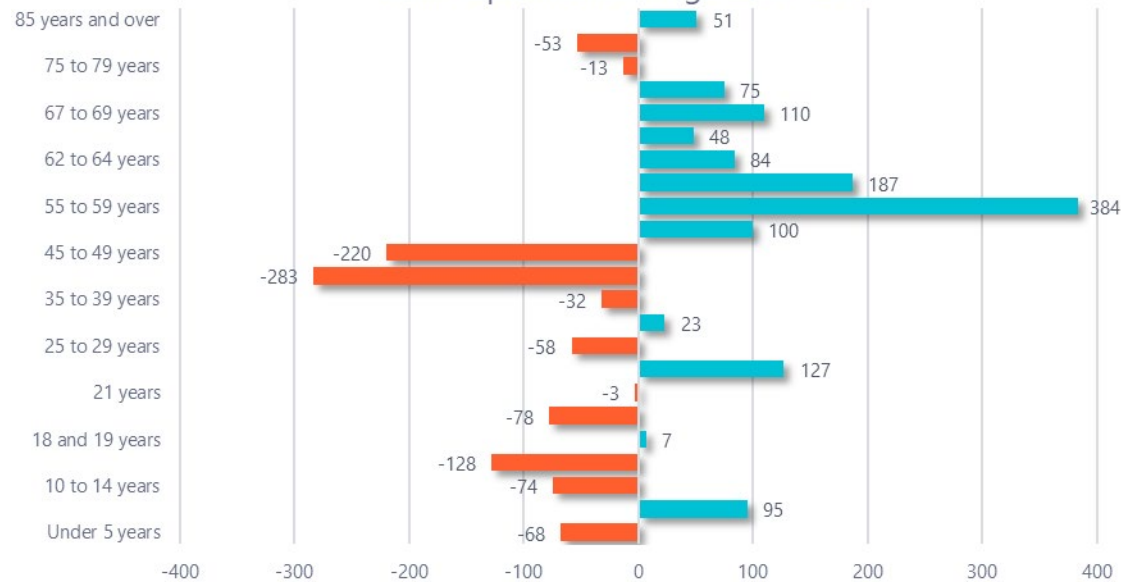
Population by Age

- Growth in the 10 to 24 and 45 to 64 year old cohorts; decline in 0 to 5, and 30 to 44 cohorts through the 2010s
- More recent estimates show growth in younger population (5 to 9, 22 to 24), as well as decreases in the working age (35-54) cohorts (though this data is less precise than Decennial Census counts)

Weston Population Distribution 2017



Total Population Change 2010-2017

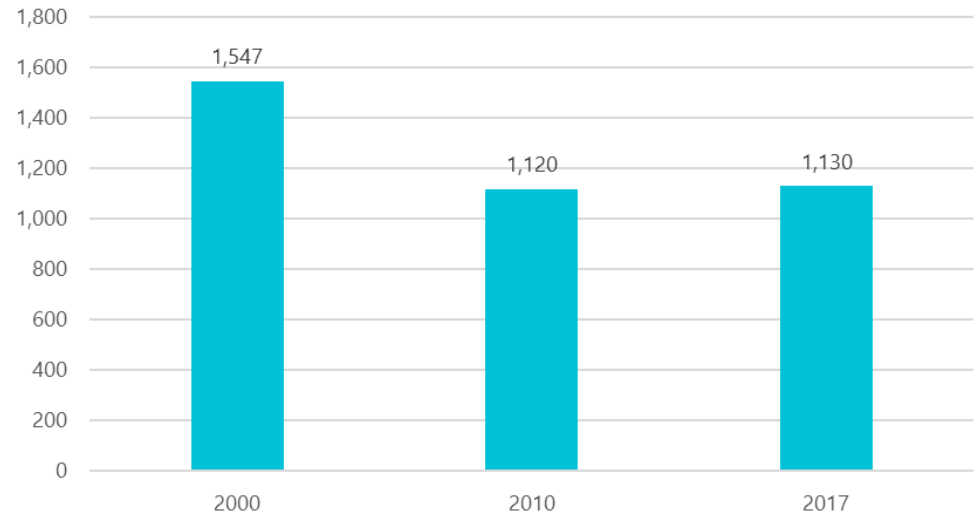




Females of Child-Bearing Age

- Population of potential mothers stabilized from 2010-2017, following a large decrease from 2000-2010
- Highest birth rates for women in their 30s

Females of Child-Bearing Age (18-44)



Source: U.S. Census 2000 and 2010; ACS 2017.

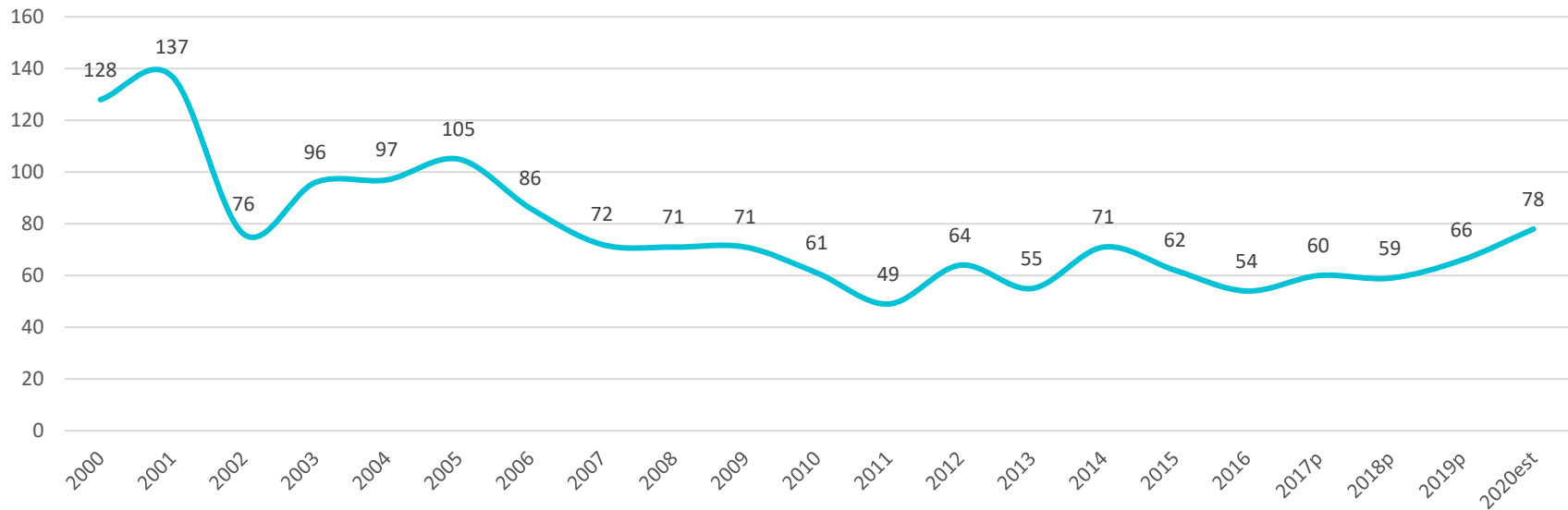
Age Specific Fertility Rates for Weston: 2009-2013
(Births Per Thousand Women in Age Group)

<14	15 to 19	20 to 24	24 to 29	30 to 34	35 to 39	40 to 44	45 to 50	Total
0.0	1.1	6.8	92.6	166.0	129.0	16.3	1.1	22.2



Births

Weston Historic Births 2000 - 2020



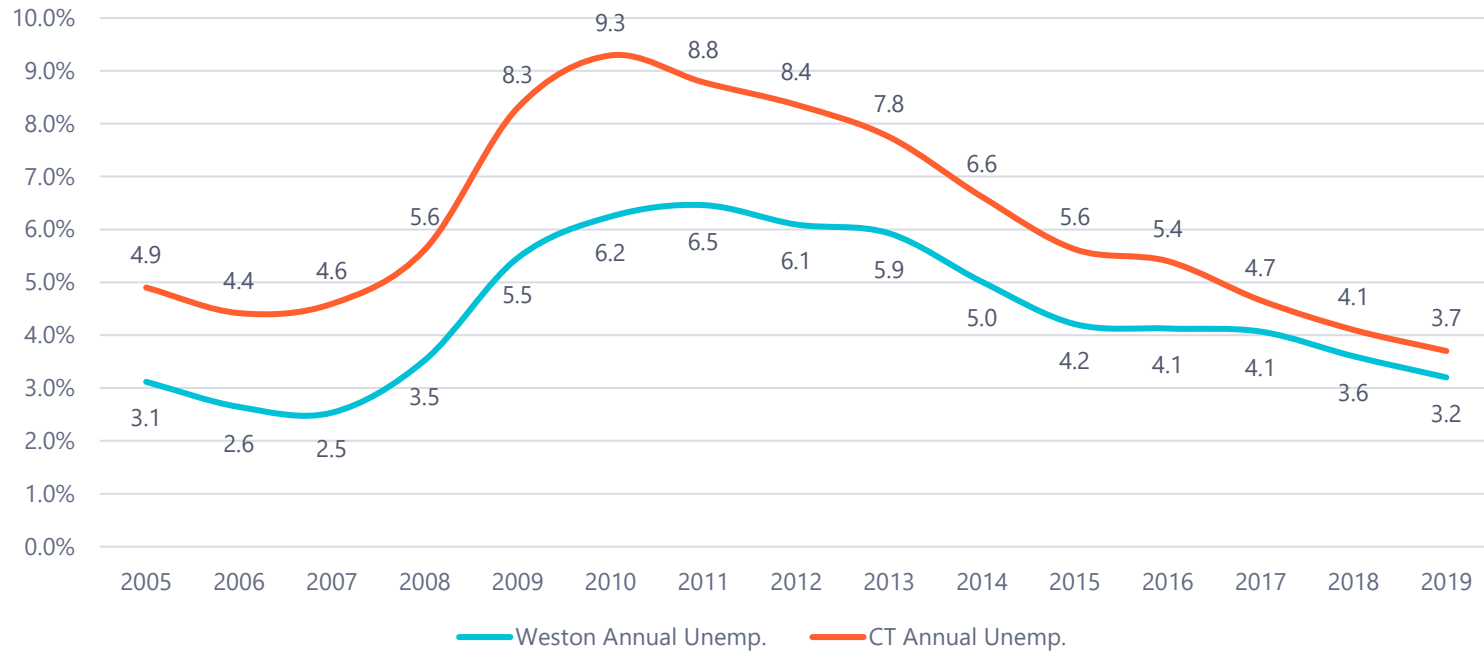
Source: CT Dept. of Public Health with MMI adjustments for estimated out of state births (2019-2020); projections prepared by MMI for 2020 births are preliminary and are estimated for the full year based on Jan. to June reported births.

- The small size of the community and low absolute number of births exaggerates small year-to-year changes
- Annual births increased 30% from 2010 to 2020 (based on most recent estimates).
- 63 births on average for last 5 years
- Moderate increases in births in 2012 and 2014 are tied to 2017-18 and 2019-20 entering kindergarten classes



Unemployment

Weston and CT Unemployment Rates, 2005 - 2019



- Local unemployment rate has consistently trended approximately 0.5-3.0 percentage points below statewide levels
- As of July 2020, the unemployment rate in Weston is 7.2%



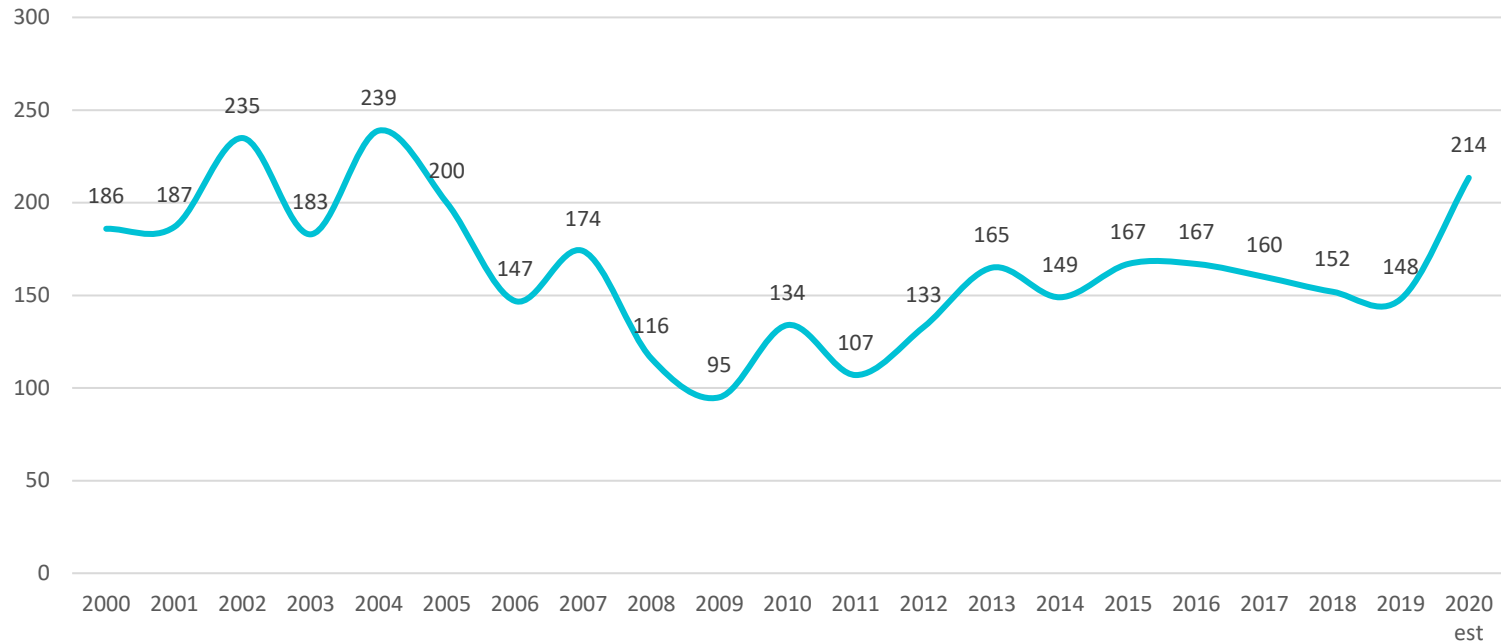
Demographics Summary

- Population growth has been slow through the last 15 years
- Although birth rates decreased through the late 2000s, there has been a recent uptick over the last 3 years.
- 78 births estimated for 2020 are the greatest number experienced since 2005-2006
- Average approximately 63 annually over last 5 years.



Sales

Home Sales in Weston



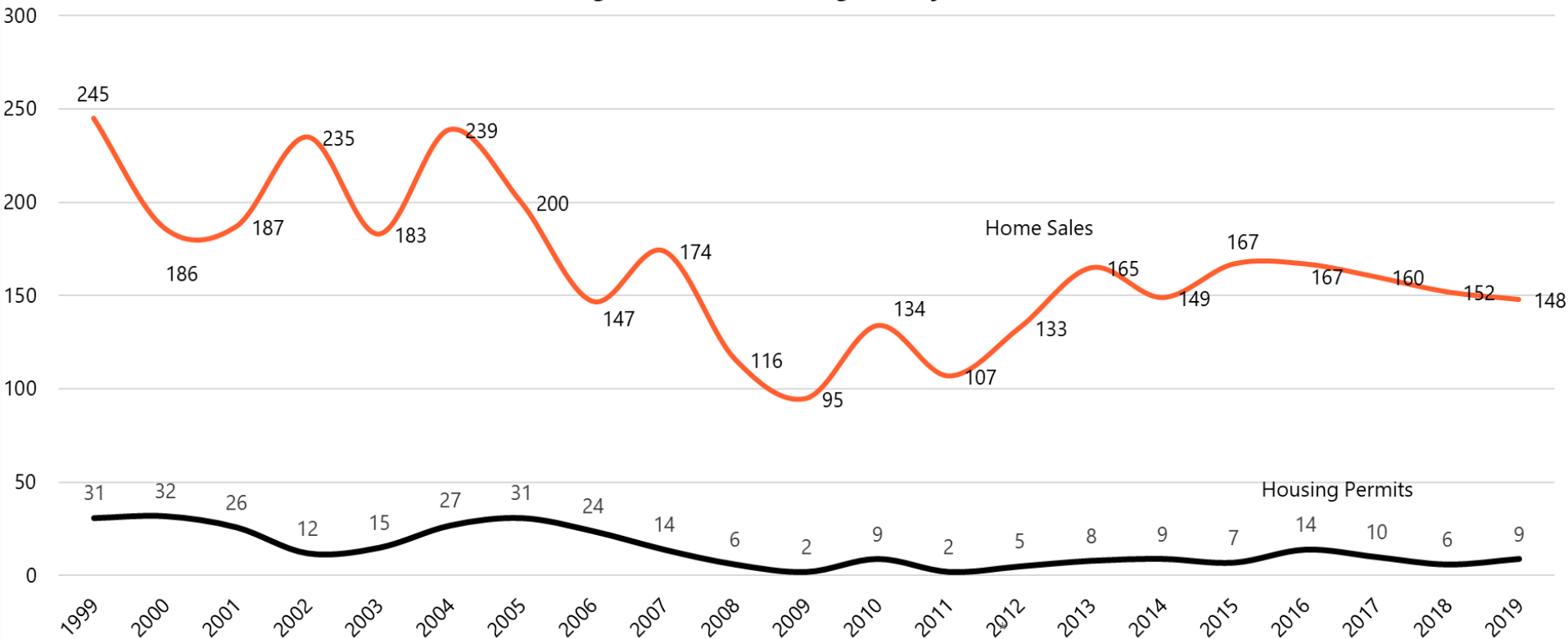
Source: Warren Group. Data for 2020 is Jan. – Aug., extrapolated by MMI using historic data to estimate full year sales.

- After a dip in sales from 2008 to 2011, home sales have stabilized around 159 sales per year from 2015 to 2019.
- **From January to August of 2020, 153 homes have been sold**



Housing Permits (New Construction)

Weston Housing Sales and Permitting Activity, 1999 - 2019



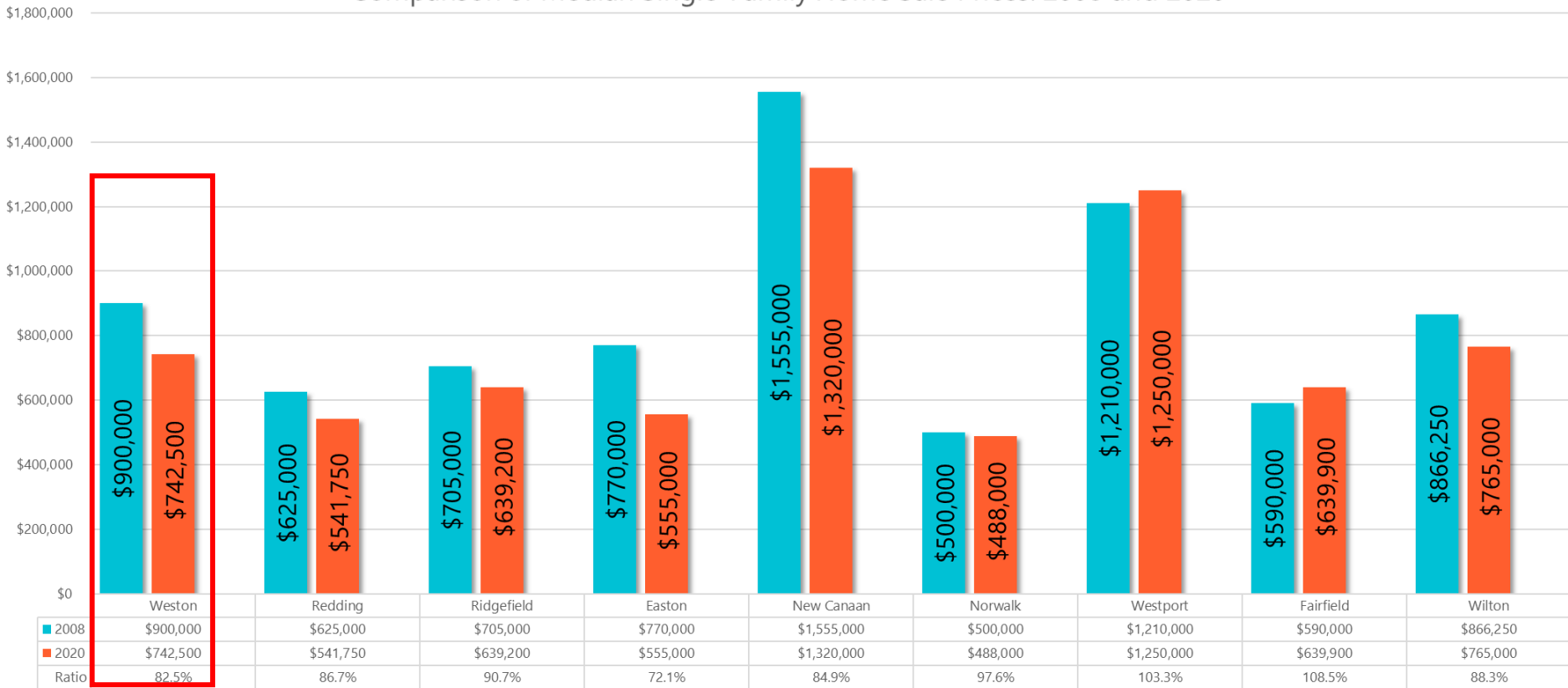
Source: CT DECD, The Warren Group, the Town of Weston. 2020 permit data is not yet available.

- Permits for new housing construction have grown but are constrained by limited availability of land



Median Housing Price

Comparison of Median Single-Family Home Sale Prices: 2008 and 2020



Source: The Warren Group, 2020

- 2020 YTD median single-family sale price: \$742,500
- Median prices in Weston have remained more affordable than Westport, New Canaan, and Wilton, however, well above other Fairfield County towns
- Prices have continued to recover from the Recession but not as well as most of the other towns



Recent Real Estate Trends

The Town Planner and local realtors were interviewed about their recent observations in Weston

- Land that has been fallow for years is getting purchased
 - Especially pre-approved subdivisions
- No new subdivision or lot applications
- New construction boom
 - Lots of additions and adding pools
 - Lots of renovations
 - A few teardowns
- Inventory is limited and moving quickly for sales and rentals
- Younger families are moving in from NYC and cities in Fairfield and Westchester Counties
- Current petition to expand the size of ADUs under consideration by PZC



Housing Summary

- High quality of local schools and development patterns are major drivers for people moving to Weston
- Recent spike in sales and new construction
- Almost exclusively owner-occupied housing stock with low rental vacancy rates, creating a stable long-term residential base
- Largely built-out community with limited opportunities for significant expansion of housing stock under current zoning
- Increasing number of owner-occupants over age 65 a leading indicator of future housing turnover



Takeaways

- The Medium Projection Model still reflects the most likely trajectory for future enrollment. However, recent changes to enrollment drivers from the pandemic bear watching. Should the current active housing market conditions continue, the High Projection Model may prove more accurate
- For the Medium Projection Model
 - Overall PK-12 enrollments are projected to have a very modest decline before reaching their lowest point (~2,200 students) around the projection mid-point. A slow rebound is projected to follow yielding approximately 2,291 students in 2030-31.
 - PK-2 and Intermediate grade enrollments are projected to remain stable for the first five years of the projection before increasing in the last five years
 - Middle school is projected to experience a slow and modest decline
 - High school is projected to slowly decline over the ten-year horizon



Discussion

Any Questions?

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Weston High School Class of 2020 Statistical Report & Analysis of College Applications

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

WHS Class of 2020 Statistical Report for Board discussion and review.

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



WESTON HIGH SCHOOL
CLASS OF 2020

STATISTICAL REPORT
ANALYSIS OF COLLEGE APPLICATIONS

Principal – Lisa Wolak
Director of School Counseling – Meredith Starzyk

November 11, 2020

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INTRODUCTION

The purpose of this annual report to the Weston Board of Education is to:

1. Provide statistics on the standardized testing trends for the Class of 2020.
2. Provide an analysis of the college admission process and acceptances.

This report is a compilation of data that is monitored through the “Naviance/Weston High School Data Center” that tracks college applications for each student in the class beginning their senior year. The program enables a comparison of students’ academic credentials against those of former students in examining notification patterns (e.g. admit, deny) specific to each college.

Summaries of previous Weston High School graduating classes reveal the trends in our graduates’ post-secondary plans, SAT performance, Advanced Placement exams, and the processing and notification statistics.

***Weston High School
School Counseling Department***

Meredith Starzyk, Director of School Counseling

Michael Parlanti, Counselor

Meg Sullivan, Counselor

Arielle Luksberg, Counselor

Gary Meunier, Counselor

Randi Green, College and Career Counselor

Standardized Testing Statistics

Acronyms

- PSAT** Practice version of the SAT I – Administered in October each year at WHS to all 10th and 11th grade students.
- SAT** A standardized examination of a student's academic skills used for admission to US colleges, and the Connecticut State Assessment for all 11th grade students.
- SAT II** One hour subject tests used in college admissions at highly selective institutions.
- ACT** “American College Testing”– College readiness assessment.
- AP** Advanced Placement Exam – Administered at the end of a college level course (May).

Standardized Testing Profile Class of 2020

PSAT Summary—October 2018

Section	Mean
Evidence Based Reading and Writing (EBRW)	584
Math	573
Total	1157

* 180 Unique Students

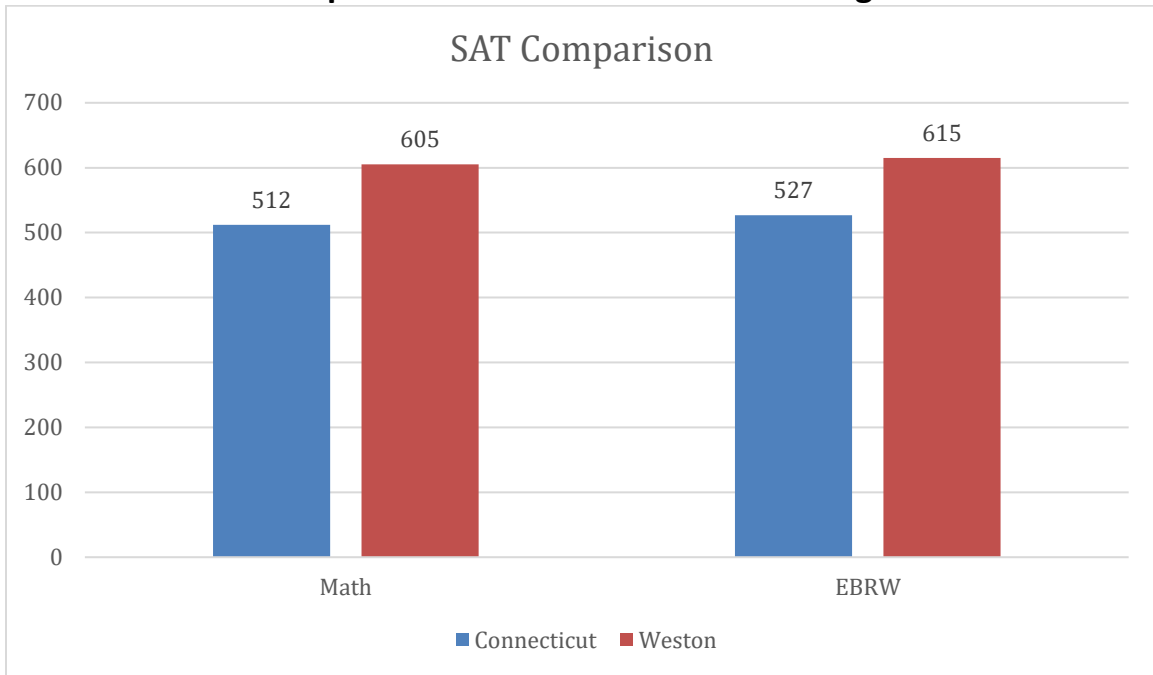
SAT Summary – College Board Means (reflects student’s most recent score)—3 year trend

Year	# of Students	EBRW	Math	Total
2018	188	635	625	1260
2019	183	617	611	1228
2020	178	615	605	1220

Average ACT Scores -- 3 year trend

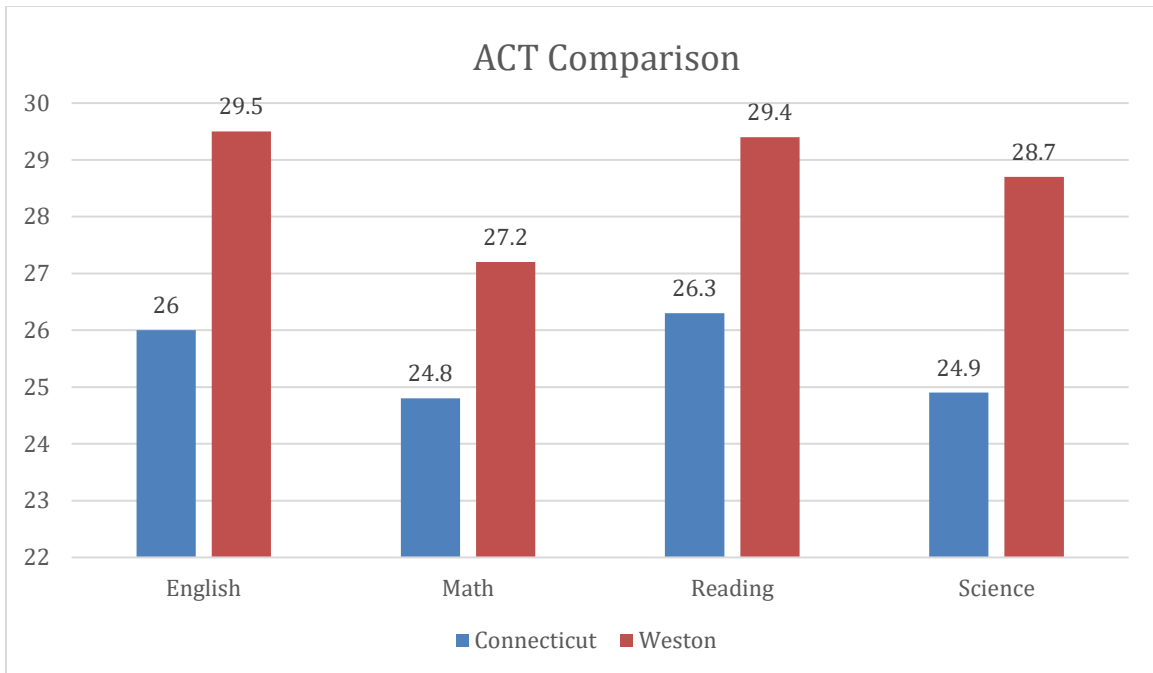
Year	# of Students	English	Math	Reading	Science	Composite
2018	138	29.8	27.6	29.5	27.9	28.8
2019	140	28.6	26.5	28.1	26.9	27.7
2020	120	29.5	27.2	29.4	28.7	28.5

**Class of 2020
Compared to State and National Averages**



***Connecticut Combined Total = 1039**

***Weston Combined Total= 1220**

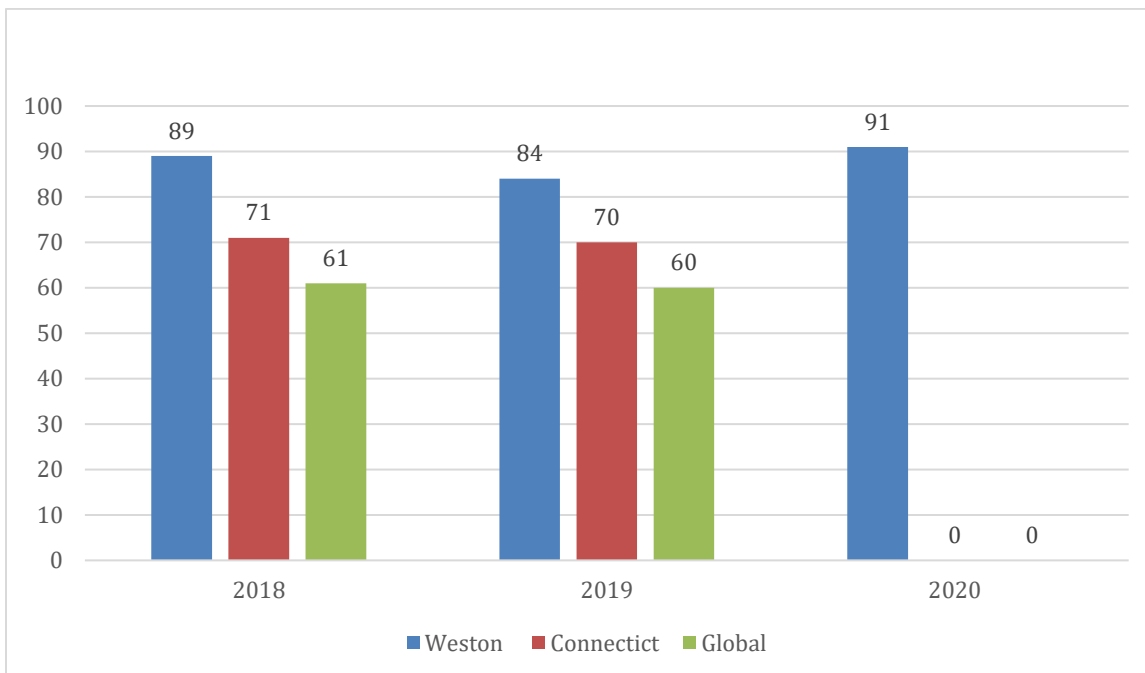


*** Connecticut Composite = 25.9**

*** Weston Composite = 28.5**

Advanced Placement Classes of 2020 and 2021

The **percentage** of students scoring a 3 or higher on AP exams over the past three years is as follows:



State and National Results for 2020 are still not yet available

AP Scholar Awards

- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more APs.
- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all APs and scores of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all APs and scores of 3 or higher on five or more of these exams.
- **National AP Scholar:** Granted to students in the US who receive an average score of at least 4 on all AP exams taken and scores of 4 or higher on eight or more of these exams.

In the class of 2020 and 2021, we had **54 AP Scholars, 40 AP Scholars with Honor, 60 AP Scholars with Distinction, and 12 National AP Scholars.**

**Advanced Placement Scores by Course
Classes of 2020 and 2021
May Administration**

Subject	Average	# of Exams at Each Score Level					Total
	Score	1	2	3	4	5	Exams
2-D Art and Design	3.54		1	4	8		13
Biology	3.70		6	22	20	15	63
Calculus AB	4.36		4	4	9	28	45
Calculus BC	4.86			1	1	19	21
Chemistry	4.42		1		4	7	12
Comparative Gvmnt. and Politics	3.0*						
Computer Science A	5.0*					1	1
Computer Science Principles	3.54		3	4	2	4	13
English Language and Composition	4.20		1	22	23	41	87
English Literature & Composition	3.58	1	5	8	9	8	31
Environmental Science	3.85		8	3	17	13	41
French Language and Culture	3.33		2	1	2	1	6
German Language and Culture	5.0*					1	1
Latin	2.80		1	4			5
Macroeconomics	3.88		4	5	7	10	26
Microeconomics	3.26	5	10	7	9	11	42
Music Theory	3.07	1	5	2	4	2	14
Physics 1	3.64	1	5	6	7	9	28
Physics C: Mechanics	4.91				1	10	11
Psychology	4.01	4	2	14	34	31	85
Spanish Language and Culture	4.13			2	9	4	15
Statistics	3.68	2	3	11	14	10	40
United States Gvmnt. & Politics	3.58	3	5	14	9	14	45
United States History	3.86	2	6	26	19	32	85

* These students were not enrolled in a class at WHS

Total WPS AP Students: 287

Totals for this View	Counts at Each Score Level					Total
	1	2	3	4	5	Exams
Number of Exams	19	72	161	208	271	731
Percentage of Total Exams	3%	10%	22%	28%	37%	100%
Number of AP Students	18	64	130	156	133	501

**Application Statistics
Classes of 2018, 2019 and 2020**

Class of 2018

	# of Applications	% of all Applications
Total Number of Acceptances	903	49
Total Number of Denials	425	23
Total Number of Waitlist/Deferrals	306	16
Total Number of Withdrawn	391	21
Total Number of Unknown	26	1
Average Number of Applications per Student	9.1	
Total Number of Different Schools Applied	342	
Total Number of Students Submitting Applications	205	100
Total Number of Applications Processed	1856	

Class of 2019

	# of Applications	% of all Applications
Total Number of Acceptances	860	50
Total Number of Denials	549	31
Total Number of Waitlist/Deferrals	148	12
Total Number of Withdrawn	226	13
Total Number of Unknown	17	7
Average Number of Applications per Student	8.9	
Total Number of Different Schools Applied	274	
Total Number of Students Submitting Applications	202	99
Total Number of Applications Processed	1801	

Class of 2020

	# of Applications	% of all Applications
Total Number of Acceptances	789	52
Total Number of Denials	364	24
Total Number of Waitlist/Deferrals	186	12
Total Number of Withdrawn	224	15
Total Number of Unknown	43	3
Average Number of Applications per Student	8.3	
Total Number of Different Schools Applied	309	
Total Number of Students Submitting Applications	184	99
Total Number of Applications Processed	1524	

Student Outcomes - Classes of 2018, 2019 and 2020

Class of 2018 (202 Students)

Outcome	# of Students	% of Class
2 Year College	3	1.5
4 Year College	191	94
In-State College	27	14
Out of State College	167	86
International Colleges	3	1.5
Public Institution	73	37
Private Institution	124	63
PG Year	0	0
Military	0	0
Gap Year	1	.5
Undecided	2	1

Class of 2019 (206 Students)

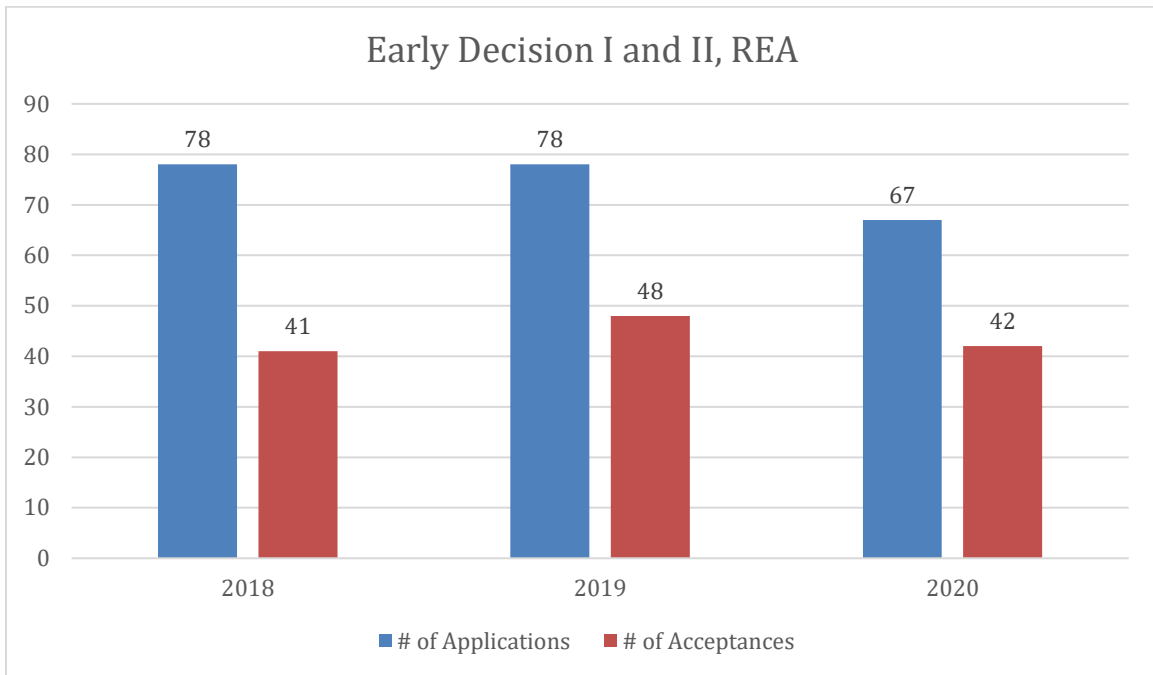
Outcome	# of Students	% of Class
2 Year College	4	2
4 Year College	195	95
In-State College	32	15
Out of State College	167	81
Public Institution	69	33
Private Institution	99	48
PG Year	1	.5
Military	1	.5
Gap Year	1	.5
Undecided	5	2

Class of 2020 (186 Students)

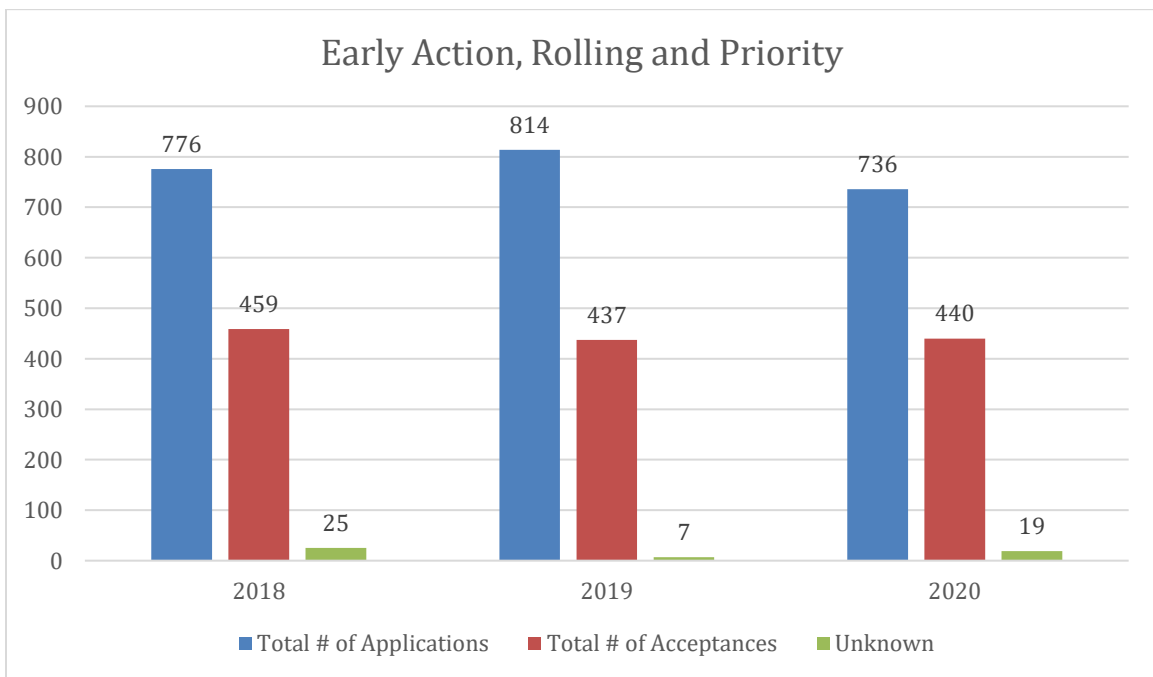
Outcome	# of Students	% of Class
2 Year College	5	3
4 Year College	177	95
In-State College	21	11
Out of State College	160	86
Public Institution	73	39
Private Institution	92	50
PG Year	0	0
Military	0	0
Gap Year	0	0
Undecided	3	1

Analysis of Early Application Programs

Classes of 2018, 2019 and 2020



*63% of the students in the Class of 2020 who applied ED I and/or ED II received an acceptance



*123 of the 141 unique students applying EA, Rolling, or Priority received at least one acceptance (87%)

** 169 of the 184 students' applied to an early program (92% of the class)

Barron's Selectivity Rankings

Barron's *College Admissions Selector Rating* groups the colleges and universities listed in *Profiles of American Colleges* according to the degree of admissions competitiveness. The selector is not a rating of colleges by academic standards of quality of education; it is rather an attempt to describe, in general terms, the situation a prospective student will meet when applying for admission. The factors used when determining the category for each college is comprised of college entrance exams (SAT, ACT), rank in class, and GPA (Barron, *Profile of American Colleges*, 29th Edition).

Class of 2020 Acceptances based on Selectivity

Most Competitive Colleges

Year	# of Applications	# of Acceptances	% Admitted
2018	424	142	33
2019	501	153	31
2020	301	99	33

Highly Competitive Colleges

Year	# of Applications	# of Acceptances	% Admitted
2018	353	215	61
2019	414	192	49
2020	202	108	53

Most Competitive

Amherst College
Barnard College
Bates College
Boston College
Bowdoin College
Brandeis University
Brown University
Bryn Mawr College
Bucknell University
California Institute of Technology
Carleton College
Carnegie Mellon University
Case Western Reserve University
Claremont McKenna College
Colby College
Colgate University
College of the Holy Cross
College of William and Mary
Columbia University
Connecticut College
Cooper Union
Cornell University
Dartmouth College
Davidson College
Duke University
Emory University
Franklin and Marshall College
George Washington University
Georgetown University
Hamilton College
Harvard University
Harvey Mudd College
Haverford College
Johns Hopkins University
Kenyon College
Lafayette College
Lehigh University
Macalester College
Massachusetts Institute of Technology
Middlebury College
New York University
Northwestern University
Oberlin College
Occidental College
Pomona College
Princeton University
Reed College
Rensselaer Polytechnic Institute
Rice University
Rose-Hulman Institute of Technology
Scripps College
Smith College
Stanford University
Swarthmore College
The College of New Jersey
Tufts University
Tulane University
United States Air Force Academy
United States Military Academy
United States Naval Academy
University of California – Berkeley
University of California – Los Angeles
University of Chicago
University of Miami
University of North Carolina-Chapel Hill
University of Notre Dame
University of Pennsylvania
University of Richmond
University of Rochester
University of Southern California
University of Virginia
Vanderbilt University
Vassar College
Villanova University
Wake Forest University
Washington and Lee University
Washington Theological Union
Webb Institute
Wellesley College
Wesleyan University
Whitman College
Williams College
Yale University

Highly Competitive

American University	Rutgers University
Babson College	Santa Clara University
Bard College	Sarah Lawrence College
Beloit College	Skidmore College
Bentley University	St. John's College
Boston University	St. Olaf College
Clark University	SUNY at Binghamton
Clemson University	SUNY at Geneseo
Denison University	Syracuse University
Dickinson College	The New School
Elon University	Thomas Aquinas College
Emerson College	Trinity College
Fordham University	Trinity University
Furman University	Union College
Gettysburg College	University of California- Irvine
Hampshire College	University of California- Santa Barbara
Lawrence University	University of Connecticut
Marquette University	University of Florida
Mount Holyoke College	University of Georgia
Muhlenberg College	University of Illinois – Urbana
New College of Florida	University of Maryland – College Park
Northeastern University	University of Michigan
Pepperdine University	University of Wisconsin – Madison
Providence College	Wheaton College
Rhodes College	Worcester Polytechnic Institute

Description of the College Admissions Selector

Most Competitive: These colleges require high school rank in the top 10% – 20% and grade averages of A – B+. Median freshman test scores at these schools are generally between 655 and 800 on the SAT and 29 and above on the ACT. Admittance is generally less than one third.

Highly Competitive: Colleges in this group generally look for students with grade averages of B+ – B and accept most of their students from the top 20% – 35% of the high school class. Median freshman test scores at these schools generally range from 620 to 654 on the SAT and 27 to 28 on the ACT. Acceptance to these schools is generally between one third and one half of their applicants.

Remaining Categories: Very Competitive, Competitive, Less Competitive

Weston High School

June 15, 2020

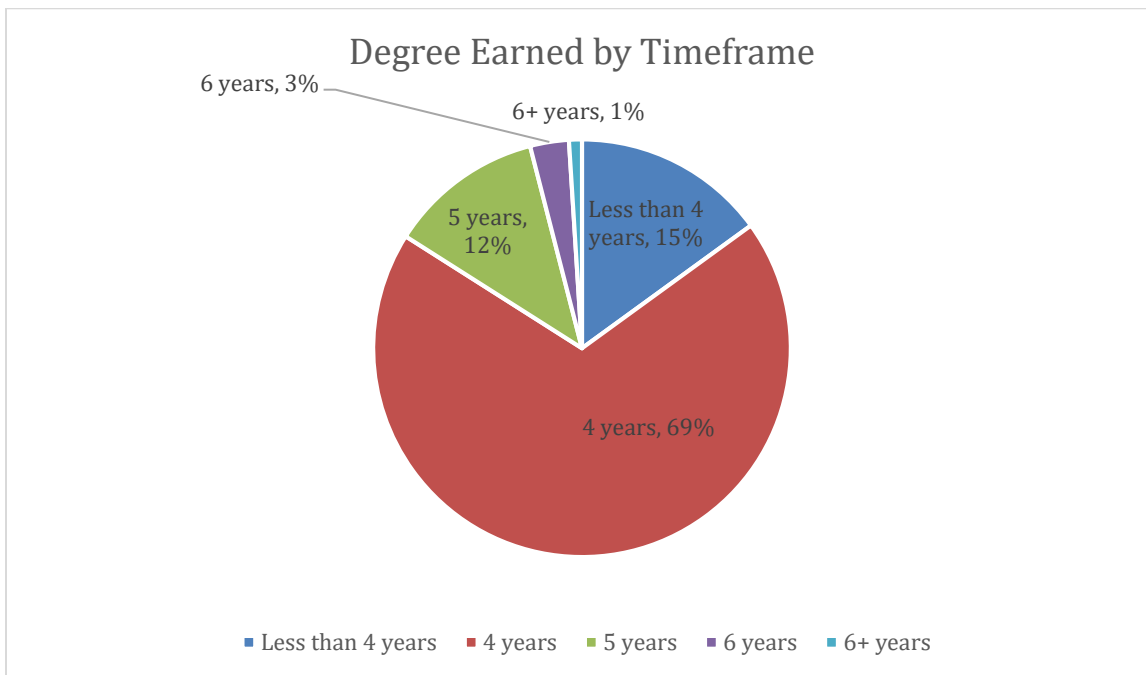
College Matriculation

American University	Manhattanville College
Auburn University	Marist College
Bentley University	Marymount Manhattan College
Berklee College of Music	Massachusetts Institute of Technology
Binghamton University	McGill University
Boston College	Miami University- Oxford
Bowdoin College	Michigan State University
Brandeis University	Montclair State University
Brown University	Northeastern University
Bryant University	Norwalk Community College
Bucknell University	Pace University- New York
Cal Poly, San Luis Obispo	Princeton University
Champlain College	Purdue University- Main Campus
Clemson University	Quinnipiac University
Coastal Carolina University	Roanoke College
Colby College	Rochester Institute of Technology
Colgate University	Rollins College
College of Charleston	Sacred Heart University
College of the Holy Cross	Saint Michael's College
Connecticut College	San Diego State University
Dartmouth College	Southern Methodist University
Dickinson College	Stanford University
Duke University	Stetson University
Eastern Connecticut State University	Syracuse University
Eckerd College	The University of Alabama
Elon University	The University of Tampa
Endicott College	The University of Tennessee- Knoxville
Fairfield University	The University of Texas at Austin
Fordham University	Trinity College
Gateway Community College	Trinity College Dublin
Hamilton College	Tufts University
Indiana University- Bloomington	Tulane University of Louisiana
Iona College	Union College - Schenectady
Ithaca College	United States Naval Academy
Jefferson (Philadelphia University + Thomas Jefferson University)	University of Amsterdam
Johnson & Wales University, Providence	University of British Columbia
Lehigh University	University of Chicago
Lynn University	University of Colorado Boulder
Manhattan College	University of Connecticut

University of Connecticut at Stamford
University of Maine
University of Maryland-College Park
University of Massachusetts- Amherst
University of Miami
University of Michigan-Ann Arbor
University of New Hampshire-Main Campus
University of New Haven
University of Notre Dame
University of Pennsylvania
University of Rhode Island

University of South Carolina- Columbia
University of Southern California
University of St Andrews
University of Toronto Undergraduate Only
University of Vermont
University of Virginia-Main Campus
University of Wisconsin- Madison
Villanova University
Virginia Tech
Washington University in St Louis
Wheaton College - Massachusetts

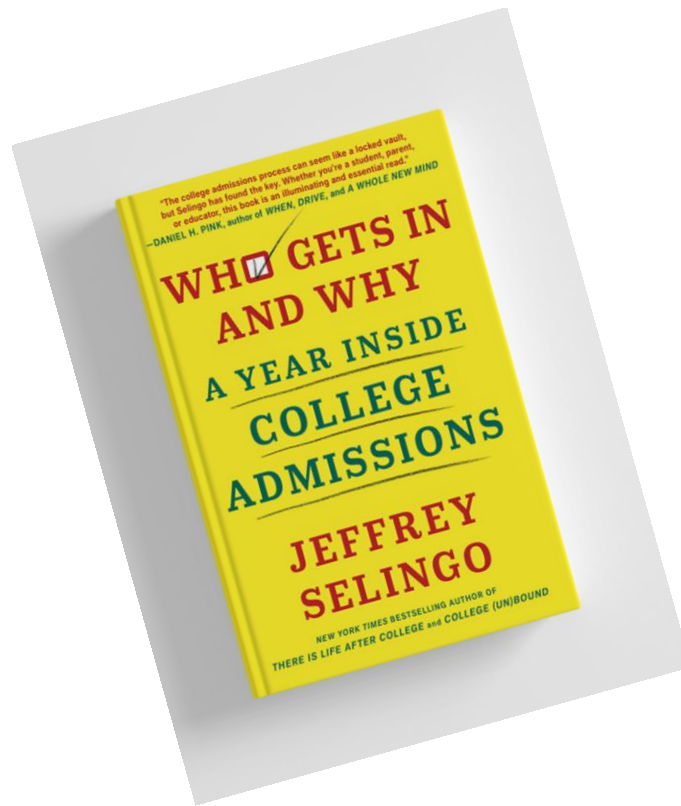
Alumni Data from the Class of 2014



November 19th at 7pm

The WHS Counseling Department Presents

Who Gets In and Why



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Schooling Scenarios Update and VDL Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Assembled together are the communication pieces sent on November 13, 2020 from each school on the shift to the hybrid schooling scenario.

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

From: **Hurlbutt Elementary School** <donotreply@westonps.org>
Date: Fri, Nov 13, 2020 at 1:13 PM
Subject: Information Regarding Hybrid Switch
To: <elainabraddick@westonps.org>

As you know from Dr. McKersie's email we are shifting into a full day hybrid beginning Monday. Here is some important information as you prepare for next week. Monday is a Blue Day. Attached please find the Blue/Gold Days for November and December. The entire district follows the same rotation of Blue/Gold Days.

- * School hours remain 8:15-3:00 for grades K,1,2. Blue Cohort: last names A-K, Gold Cohort is L-Z
- * ELC remains daily in person 8:15-1:15.
- * Every Wednesday is an early dismissal at 12:35 for ALL grades including ELC.
- * Traffic patterns will remain the same. Please continue to follow the current traffic plan. Bus routes and times will not change.
- * Reminder: Lunch orders need to be in by 6:00am if you are ordering from our food service.
- * On Home Remote Learning Days, students at home should zoom in for morning meetings, the mini lesson of each content block, and special area classes. After the mini lesson the home cohort will work off screen. We want to ensure a balance of off screen and on screen learning for our youngest students. Lunch, recess, and breaks should be off screen time for home students.
- * Please be patient: zooms can have unexpected delays and internet connections are sometimes troublesome. The technology department continues to work with our staff resolving issues as they arise.
- * A parent zoom with Hurlbutt Administrators is scheduled for Tuesday at 11:00am. [Parent Meeting Link](#)

Thank you for your continued support.

Attached Files

[Blue Gold Nov-Dec.pdf](#)

HES Blue/Gold Rotation
Wednesdays are early dismissals 12:35pm

November 2020

Monday	Tuesday	Wednesday	Thursday	Friday
2 Gold Day	3 No School	4 Blue Day Delay Open	5 Gold Day	6 Blue Day
9 Gold Day	10 Blue Day	11 Gold Day 12:35 Dismissal	12 Blue Day	13 Gold Day
16 Blue Day	17 Gold Day	18 Blue Day 12:35 Dismissal	19 Gold Day	20 Blue Day
23 Gold Day	24 Blue Day	25 NO School	26 Thanksgiving	27 No School
30 Gold Day				

December 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Blue Day	2 Gold Day 12:35 Dismissal	3 Blue Day	4 Blue Day
7 Blue Day	8 Gold Day	9 Blue Day 12:35 Dismissal	10 Gold Day	11 Blue Day
14 Gold Day	15 Blue Day	16 Gold Day 12:35 Dismissal	17 Blue Day	18 Gold Day
21 Blue Day	22 Gold Day	23 Blue Day 12:35 Dismissal	24 Holiday Recess	25 Holiday Recess
28 Holiday Recess	29 Holiday Recess	30 Holiday Recess	31 Holiday Recess	

From: **Weston Intermediate School** <donotreply@westonps.org>
Date: Fri, Nov 13, 2020 at 12:27 PM
Subject: FULL-DAY HYBRID SCENARIO
To: <cherylchurchill@westonps.org>

Dear WIS Families,

On Monday, November 16, WIS will shift to a Hybrid full-day scenario. With this new scenario, we will once again have one cohort attend in-person while the other cohort works remotely. However, we will not be going back to a schedule that is on a six day rotation. Our schedule will be a Monday through Friday schedule as we have been running since our shift to all in-person and we will simply alternate blue/gold days (please see the attached calendar for that rotation). The students who are at home will receive live, synchronous instruction throughout the day. We will continue to dismiss every Wednesday at 12:35pm. On other days, we will continue to begin dismissal at 3pm for any students who are being picked up.

Monday is a Blue Cohort day, so students in the Blue Cohort (last names A-K) will attend school in-person while students in the Gold Cohort (last names L-Z) will attend school remotely through their Chromebook, at home; on Tuesday Gold Cohort attends school in-person and Blue Cohort attends school from home. All students will follow the full-day schedule whether they are attending in-person or remotely and new instruction will occur each day. Our teachers will continue to be mindful of the amount of screen time students experience each day so schedules may be modified to reflect that. When students are working from home, they will need to check in with the teacher regularly to ensure they are following the schedule correctly.

With the increase of technology use we are hopeful that connection to Zoom classes will be seamless, however we ask for your patience and support as our teachers navigate this new approach to teaching. When entering a Zoom, the teacher is notified of any student in the waiting room through an automated email, so please have patience as they transition the students who are in school and refrain from sending emails alerting them to your child being in the waiting room. Please be mindful that even though students are working at home, it is a full school day and all school expectations and rules should be followed accordingly.

Now that all students will be working from home more frequently, here are some reminders to make the day more productive:

- All materials and books that are needed for the day should be next to where the student is working at the start of the day (i.e. reading books, notebooks, pencils, post-its, math materials, etc).
- The Chromebook should be fully charged each night. Please make sure that your child properly “shuts down” their Chromebook each night; this is how we ensure updates are downloaded properly.
- Cameras should be on when students are on Zoom
- Students should follow the schedule for lunch and mask breaks - these are a good time to take a break from the computer and, if possible, get a little fresh air and exercise.

- If you are experiencing any technology related problems, it is important that you email the helpdesk at elo-support@westonps.org
- Students should be on time for all Zoom meets; being late may cause them to miss instructional time and that instruction may not be able to be repeated.
- Students should be dressed in school appropriate attire. They should not be eating during their Zoom meets unless their teacher invites them to join the class for snack.

We thank you for your patience as we make yet another shift in our schooling scenario this year in an effort to keep our staff, students and families healthy. Please call if you have any questions.

Best,

Pattie Falber, Principal

Attached Files

[BLUE-GOLDCALENDAR.pdf](#)

2020-21 Blue/Gold Calendar

NOVEMBER				
M	T	W	TH	F
16	17	18	19	20
23	24	25NS	26NS	27NS
30				

MARCH				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22 NS	23	24	25	26
29	30	31		

DECEMBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24NS	25NS
28 NS	29 NS	30 NS	31 NS	

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

JANUARY				
M	T	W	TH	F
				1 NS
4	5	6	7	8
11	12	13	14	15
18 NS	19	20	21	22
25	26	27	28	29

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

FEBRUARY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11NS	12NS
15NS	16	17	18	19
22	23	24	25	26

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

 Students whose last names are A-K comprise the Blue Cohort
 Students whose last names are re L-Z comprise the Gold Cohort
NS No School

From: **Weston Middle School** <donotreply@westonps.org>
Date: Fri, Nov 13, 2020 at 9:58 AM
Subject: WMS Full Day Hybrid Resource
To: <dandoak@westonps.org>

November 13, 2020

Dear WMS Families:

I hope you are all doing well. This message follows up on yesterday's communication from Dr. McKersie regarding schooling scenarios. At this time, there is NO change to the Weston Middle School full day hybrid schedule. The Blue/Gold Cohort Days will continue to alternate and are uniform district-wide. I am attaching once again useful documents that you may wish to print out for future reference: Blue/Gold A-Day/B-Day Calendar, WMS full day bell schedule, WMS Early Dismissal bell schedule.

Monday, November 16, is a Blue Cohort Day (Last names A-K) for the entire district. Please visit our website for additional information and resources. Thank you for your patience and understanding during these challenging times. I am so proud of our entire WMS community as we continue to wear masks, stay six feet apart, and practice all safety protocols.

Be well,

Daniel Doak
Principal

Attached Files
WMS Early Dismissal Schedule 2020-21.docx (1).pdf
WMS Full Day Schedule 2020 21 (Revised 10 15 2020) - Google Docs.pdf
WMS BLUE GOLD Aday Bday Calendar.pdf

**WMS Early Dismissal Schedule
(No Lunch)
2020-2021**

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:15	Academic	Academic	Academic	Academic	Academic	Academic
2	8:19 – 8:45	Academic	Academic	Academic	Academic	PFA	PFA
3	8:49–9:15	PFA	PFA	Academic	Academic	Academic	Academic
4	9:19-9:45	Extension	Extension	PFA	PFA	Academic	Academic
5	9:49-10:15	Academic	Academic	Extension	Extension	Academic	Academic
6	10:19-10:45	PFA	PFA	Academic	Academic	Extension	Extension
7	10:49-11:15	Academic	Academic	PFA	PFA	Academic	Academic
8	11:19-11:45	Academic	Academic	Academic	Academic	PFA	PFA

WMS Full Day Schedule

(Mask Breaks periods 3 and 7)

*Revised 10/15/2020

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:30	Academic	Academic	Academic	Academic	Academic	Academic
2	8:34 – 9:15	Academic	Academic	Academic	Academic	PFA	PFA
3	9:19–10:06	PFA	PFA	Academic	Academic	Academic	Academic
4		10:10-10:50 Extension	10:10-10:50 Extension	10:10-10:51 PFA	10:10-10:51 PFA	10:10-10:51 Academic	10:10-10:51 Academic
5		11:28-12:09 Academic	11:28-12:09 Academic	10:55-11:35 Extension	10:55-11:35 Extension	10:55-11:36 Academic	10:55-11:36 Academic
6		12:13-12:54 PFA	12:13-12:54 PFA	12:13-12:54 Academic	12:13-12:54 Academic	11:40-12:20 Extension	11:40-12:20 Extension
7	12:58-1:45	Academic	Academic	PFA	PFA	Academic	Academic
8	1:49– 2:30	Academic	Academic	Academic	Academic	PFA	PFA

6th Grade Lunch: 10:54-11:24

7th Grade Lunch: 11:39-12:09

8th Grade Lunch: 12:24-12:54

Weston Middle School Blue/Gold A-day/B-day Calendar

October

Monday	Tuesday	Wednesday	Thursday	Friday
26 (BA)	27 (GA)	28 (BA) ED	29 (GB)	30 (BB)

November

Monday	Tuesday	Wednesday	Thursday	Friday
2 (GA)	3 NS	4 (BA)	5 (GB)	6 (BB)
9 (GA)	10 (BA)	11(GB) ED	12 (BB)	13 (GB)
16 (BA)	17 (GA)	18 (BA) ED	19 (GB)	20 (BB)
23 (GA)	24 (BB)	25 NS	26 NS	27 NS
30 (GA)				

December

Monday	Tuesday	Wednesday	Thursday	Friday
	1 (BA)	2 (GB) ED	3 (BB)	4 (GB)
7 (BA)	8 (GA)	9 (BA) ED	10 (GB)	11 (BB)
14 (GA)	15 (BA)	16 (GB) ED	17 (BB)	18 (GB)
21 (BA)	22 (GB)	23 (BA) ED	24 NS	25 NS
26 NS	27 NS	28 NS	29 NS	30 NS

BA=Blue A-day	BB=Blue B-day	ED = Early Dismissal (11:45)
GA=Gold A-day	GB=Gold B-day	NS = No School

From: **Weston High School** <donotreply@westonps.org>
Date: Fri, Nov 13, 2020 at 9:45 AM
Subject: WHS Extended Hybrid Schedule Information
To: <jodisacchetta@westonps.org>

November 13, 2020

Greetings WHS Families:

Click on the link below to watch an important video from the administrative staff of WHS, explaining the hybrid extended day schedule that will begin on Monday, November 16. We have also attached a document with details.

https://drive.google.com/file/d/1S7RmF6Za5_d1pG6ql9EGb1Yr9DkZ_KDP/view

This information will be posted on the homepage of our [website](#), under Recent News for future reference.

Sincerely,

Lisa Wolak
Principi

Attached Files

[Hybrid Extended Day Schedule and Rotation Information.pdf](#)



WHS Schooling Scenario Update

November 13, 2020

Included in this document:

- 1. Hybrid Extended Day Schedule (in effect beginning 11/16)**
- 2. Letter Day/Cohort Calendar (through 2020)**
- 3. Full Remote Schedule (if move to full remote mode becomes necessary)**

Hybrid Extended Day

All students, location by cohort								
BLOCK	A/E BLUE	A/E GOLD	B/F BLUE	B/F GOLD	C/G BLUE	C/G GOLD	D/H BLUE	D/H GOLD
1 7:45 – 8:25	3	3	1	1	1	1	1	1
2 8:30 – 9:10	4	4	2	2	2	2	2	2
3* 9:15 – 9:55 9:25 – 10:05	5	5	5	5	3	3	3	3
4 10:10 – 10:50	6	6	6	6	4	4	4	4
5 10:55 – 11:35	7	7	7	7	7	7	5	5
6 11:40 – 12:20	8	8	8	8	8	8	6	6
DROP	1 & 2	1 & 2	3 & 4	3 & 4	5 & 6	5 & 6	7 & 8	7 & 8
Transition Time 12:20 – 1:30								
1:30 – 2:30	Extended Learning Hour – All students Drop-in extra help, required intervention/support, extended learning opportunities, conferencing by appointment, scheduled support for VDLs, Trojan Time							

*** Wellness Break (mask break/snack break/movement break scheduled by classroom location)**

1 st Wave	C, D, & E Hallway classrooms	Break 9:15 - 9:25	Class 9:25 - 10:05
2 nd Wave	A, B, G, & H Hallway classrooms, QS and Gyms	Class: 9:15 – 9:55	Break: 9:55 – 10:05

WHS Hybrid Extended Day Cycle Begins 11/16/2020

NOVEMBER				
M	T	W	TH	F
2 (C)	3 NS	4 (D)	5 (D)	6 (A)
9 (A)	10 (B)	11 (B)	12 (C)	13 (C)
16 (A)	17 (A)	18 (B) ^{ED}	19 (B)	20 (C)
23 (C)	24 (D)	25 NS	26 NS	27 NS
30 (D)				
DECEMBER				
M	T	W	TH	F
	1 (E)	2 (E) ^{ED}	3 (F)	4 (F)
7 (G)	8 (G)	9 (H) ^{ED}	10 (H)	11 (A)
14 (A)	15 (B)	16 (B) ^{ED}	17 (C)	18 (C)
21 (D)	22 (D)	23 (E) ^{ED}	24 NS	25 NS
28 NS	29 NS	30 NS	31 NS	

WHS Full Remote (if needed)

All students								
BLOCK	A	B	C	D	E	F	G	H
1 8:00 – 8:45	3	1	1	1	3	1	1	1
2 8:50 – 9:35	4	2	2	2	4	2	2	2
3 9:40 – 10:25	5	5	3	3	5	5	3	3
4 10:30 – 11:15	6	6	4	4	6	6	4	4
BREAK								
5 11:50 – 12:35	7	7	7	5	7	7	7	6
6 12:40 – 1:25	8	8	8	6	8	8	8	6
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8
1:30 – 2:30	Extended Learning Hour – All students Drop-in extra help, required intervention/support, extended learning opportunities, conferencing by appointment, scheduled support for VDLs, Trojan Time							



WHS UPCOMING SCHEDULE CHANGES

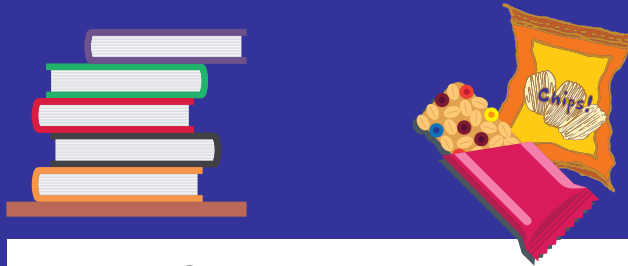
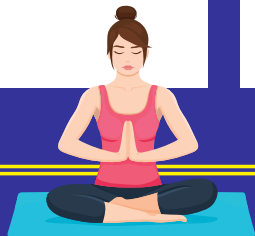
New Extended Day Schedule

- Six classes meet per day/drop 2/class length of 40 minutes.
- Drop 2 means 2 classes will drop daily.
- Daily screen time is reduced.
- More in-person time per day
- On “at home” days, students must turn on their camera and log in at the beginning of every class and may stay logged in throughout the period depending on the teacher’s expectation for that particular lesson.
- At the beginning of every period, teachers will take attendance, review the agenda and the objective for the day, and provide clear instructions as to the learning tasks and location of associated materials.
- this schedule will easily transition to full remote learning



Wellness Break

- Students will have a 15-minute wellness break. Half of the classes will take their break from 9:10 AM to 9:25 AM and the other half from 9:55 AM to 10:10 AM.
- During the break they must be in a “mask break” area to take off their masks and/or eat a snack. The mask break areas are located in the main lobby, galleria hallway by gyms, two large courtyards and a small courtyard by the science wing.



Snack and Lunch

- Snacks can be purchased from 7:20 AM to 9:00 AM in the servery of the cafeteria before the designated wellness break or at lunch time from 12:20 PM to 1:00 PM.
- Students may pre-order lunch the night before their in-person day or until the cutoff at 6 am the morning of school. Lunch is picked up in the servery area of the cafeteria. Students may purchase lunch if they are staying through until 2:30 PM or they may order lunch and bring it home at 12:20 PM.
- To pre-order lunch, go to the Nutrislice website, <https://westonps.nutrislice.com>, or on a mobile device download the app from the app store.
- Lunch ordered through the Nutrislice website will be charged to a student’s MySchoolBucks account.
- Students must eat their lunch in the student desks in the cafeteria and galleria hallway. At 12:50 they should report to the library to check in with staff on duty. Some students will have a specific location on their schedule where they should report.



Extended Learning Hour (ELH)

- The extended learning hour is from 1:30 PM to 2:30 PM daily. During this time students are encouraged to connect with their teachers in-person or remotely.
- Students from both cohorts may work with teachers in-person on any given day. Prior appointments are necessary as in-person space is limited.
- All VDL students are encouraged to access teachers remotely during ELH.
- The math lab and writing center will be open for in-person and remote appointments.
- PLTW and the science research labs will be available for in-person use
- Videography and art rooms with specific equipment and supplies will be available for in-person use
- Testing Center will be open.
- ELH time will also be flexed to include advisory, class meetings, guidance seminars, and programs without disrupting scheduled class time.
- Students that elect to stay through on a given day will bring/buy lunch and eat in designated areas. They will also be assigned to specific communal spaces including the library, college and career classroom, and specific classrooms depending on their needs.

There are students that will be required to stay in school all day on their given cohort day and/or every day. These students will be identified based on demonstrated needs and academic performance.



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 11/16/20

Information Only

Action Requested

Agenda Item Subject: Approval of the October 2020 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the fourth FY21 (October 2020) Financial Report Including Internal Services Fund (for Dental). 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>



November 13, 2020

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: October Financial Report for FY 20-21

Below is a summary report of the FY 21 Budget through October, 2020.

Object Series	FY 21 Adjusted Budget	FY 21 YTD Actuals	FY 21 Encumbrances	FY 21 Estimated Adjustments	FY 21 Projected to EOY	FY 21 Balance Available	Previous Month Balance
Salaries (1000's)	33,082,118	7,219,280	24,130,625	1,732,213	33,082,118	0	(68,000)
Benefits (2000's)	9,666,960	3,282,091	5,822,006	536,308	9,640,405	26,555	(17,570)
Professional Services (3000's)	1,517,445	285,560	720,926	601,760	1,608,245	(90,800)	-
Property Services (4000s)	2,139,034	522,703	1,229,630	523,129	2,275,461	(136,427)	(227,001)
Other Services (5000s)	5,858,228	1,318,528	3,457,379	952,460	5,728,367	129,861	24,251
Supplies (6000s)	2,691,613	921,784	1,370,246	468,016	2,760,046	(68,433)	(38,465)
Equipment (7000s)	219,008	216,432	39,895	-	256,327	(37,319)	(49,030)
Other Objects (8000s)	119,424	66,170	22,995	30,259	119,424	-	-
Revenue (9000s)	(1,132,387)	(115,918)	-	(1,198,747)	(1,314,665)	182,278	294,065
Total	\$54,161,443	\$13,716,628	\$36,793,702	\$3,645,398	\$54,155,728	\$5,715	(\$81,751)

Unanticipated Fall Reopening Expenditures:

In any given year there could be several items that are unanticipated. For this discussion, the relevant costs are those approved after the formal approval of the budget and covid-19 expenditures.

Based on the most recent projection, the unanticipated expenditures will be \$1,143,152. Of this amount, \$983,347 can be directly attributed to covid-19. The remaining \$159,805 is the cost to add new sections at HES & WIS.

It should be noted that our situation remains fluid, thus these expenditures could change.

Below are the projected expenditures and the funding source to cover these expenditures.

**Weston Public Schools
FY21 Unanticipated Reopening Cost**

Expenditures	Amount	Funding Source					BOE
		Cares Act	Corona Virus Relief Fund (CRF)	FEMA reimbursement	Open Choice Grant	Non-Lapsing Account ¹	
Covid-19							
Health & Safety	182,467		182,467				
Technology	178,993	51,548	24,955			102,490	
Additional transportation runs (Sept - Dec)	65,368		65,368				
LTS for teacher not returning due to Covid (excludes LOA)	155,924		55,440				100,484
Enhanced Cleaning protocol (3rd Party provider)	193,916		69,206	41,985		82,725	
Cleaning & disinfecting of buses	19,001		7,284			11,717	
Curriculum Summer Planning & Professional Development	35,053						35,053
Food Service Program supplemental	68,000						68,000
Revenue Loss - Gate Receipts, Athletics	14,500					5,486	9,014
Revenue Loss - Theater Receipts	30,125						30,125
Facility/Athletic Rental Fee	17,500						17,500
Revenue Loss - Reduced Parking Fees	22,500					22,500	
Total Covid-19 expenditures	983,347	51,548	404,720	41,985	-	224,918	260,176
Post adopted budget additions							
New Class Sections	159,805				80,000		79,805
Total Unanticipated Expenditures	\$ 1,143,152	\$ 51,548	\$ 404,720	\$ 41,985	\$ 80,000	\$ 224,918	\$ 339,981
		4.51%	35.40%	3.67%	7.00%	19.68%	29.74%
¹ Assumes that BOF will approve additional of \$47,350.							
FY20 PPE purchases of \$,41,885 will be requested from the CRF grant. Total to be requested \$446,405							

Month over Month Changes:

Salaries

Based on actual and projected savings, we will be able to cover unanticipated expenditures. The scheduled below identifies the areas where we have been able to achieve savings and the areas with unbudgeted salaries.

Salary Analysis

Salary Savings

Turnover Savings (net)	92,786
Leave of Absence	322,797
Re-assignment	51,304
Degree Level Change (net)	22,900
Salary differential (net)	73,180
Substitute Teachers	22,000
Building Substitute	22,000

Home bound tutors	40,480
Total Salary Savings	<u>647,447</u>
<u>Unbudgeted Salary</u>	
New Sections	(143,352)
Additional FTE for coverage	(11,145)
Long term Subs	(389,897)
Food Service Shortfall	(68,000)
Professional development	(35,053)
Total Unbudgeted Salary	<u>(647,447)</u>
Difference	-

Benefits

Health insurance –As compared to budgeted census levels, there have been several changes that have enabled us to cover new staff within the budget, with a small deficit of (\$1,408). In addition, prior to our shift to the State Partnership Plan (SPP 2.0), the provider was Aetna. We were notified that through their claim recovery effort, the district will receive a refund of \$25,248.36. It is anticipated that these funds will be used to cover pending census changes.

Professional & Technical Services

Based on both current and historical trends, it is anticipated that legal fees will be over budget this fiscal year.

The District has requested proposals for recruiting assistance in its search for a new Superintendent of Schools. There will be an unbudgeted expenditure to cover this cost.

Property Services

Zenon Plant- The effluent pumps that allow for the treated water to be transferred to the leaching fields failed. In addition, until the pumps are replaced, there will not be an automatic transfer. To address the issue, the plant will be pumped daily. Because of longer than usual lead times for the pumps, it is anticipated that the new pumps will be installed mid to late November. The estimated cost for these repairs and pumping will be approximately \$38,725. To cover the cost of this, funds from the repair allowance account will be earmarked for the repair.

Cleaning Services – The cost for additional cleaning for the period September to December (\$94,442) was moved to the grant account.

Other Services

Transportation- You will recall that the District took advantage of the State's flexibility allowing us to use some days for professional development days. Based on this, the District will operate for 177 days instead of 180 days. Because transportation will not be provided for those days, the District will save approximately \$27,000.

After a detailed review of several First Student FY20 invoices, we identified the following:

You will recall that the District owns two smaller buses. At contract renewal the operation of these own buses were transferred to First Student. Based on the new contract, half of the fleet, including these two smaller buses, were to be replaced with new buses.

In September 2019 there was a strike at General motors that lasted a month. This delay significantly impacted production, and ultimately the arrival of the buses. The daily rate to operate the District owned buses was \$192 until the new First Student buses arrived. At that time the rate increased to \$384.55. The annual invoice was at the higher rate. After numerous discussions with First Student we have a credit for 136 days of \$52,224.

We also identified errors in the billing for extended school year (ESY) transportation. We have received a credit of \$26,420 for this error.

We started the review process and discussions early in 2020. However, the process was delayed because First Student made a management change. The process was further delayed because of the pandemic.

We plan to use these credits to offset the projected deficit in legal fees.

Supplies & Materials

The materials deficit is related to covid-19 technology purchases. These include the purchase of Chromebook chargers, cases and other miscellaneous items.

Revenue

FEMA

Last month I informed the board, that I was not optimistic that we would receive any FEMA reimbursement. On October 28th, we were notified that we will be receiving a reimbursement of \$41,984.78. This reimbursement covered a one-time cleaning of the facilities when we closed in March. Pending further guidance, we anticipate using the reimbursement to offset the required enhanced cleaning.

Corona Virus Relief Fund (CRF)-

Based on the State's allocation, the District is scheduled to receive \$446,605. The original allocation categories were:

Personnel Related

Cleaning/PPE/Health/Safety - \$6,006

Transportation - \$134,156

Non-Personnel Related

Cleaning/PPE/Health/Safety - \$306,443

Based on new CSDE & OPM flexibilities we were able to reallocate funds to other categories. This reallocation will allow us to partially cover expenditures incurred between September and December. These items are:

- 1) the cost of enhanced cleaning for the school buildings (\$69,206) and buses (\$7,284).
- 2) Substitute staff coverage for those who did not return because of covid-19 (Both known & unknown) (\$55,440).

Now that the category allocations are final, all covid-19 expenditures have been moved to the grant account.

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

11/13/2020

Fiscal Year Ended 2021

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance -July 1, 2020		\$	1,157,506
Revenues:			
General Fund Appropriation		\$	-
Reimbursements		\$	-
Total Contributions		\$	-
Total Revenues (A)		\$	-
Budgeted Expenditures			
Delta Dental:			
Claims		\$	374,355
Administrative Fees		\$	22,545
Total Health Plan Costs (B)		\$	396,900
Net Change (A-B)		\$	(396,900)
Fund balance June 30, 2021 (Estimated)		\$	760,606

Delta Dental- Actual Claims

Month	Claims & Fees
July	26,882
August	31,549
September	29,918
October	32,245
Total	\$ 120,593
Actual YTD Spend Rate	30.4%
Theoretical YTD Spend Rate	33.3%
YTD Theoretical variance %	-2.9%
YTD Theoretical variance \$	\$ 11,707

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 11/16/20

Information Only

Action Requested

Agenda Item Subject: FY21 Unanticipated Reopening Costs

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a breakdown of the FY21 unanticipated reopening costs along with the funding sources to cover these expenditures.

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
FY21 Unanticipated Reopening Cost**

Expenditures	Amount	Funding Source					
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Post adopted budget additions							
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Total Unanticipated Expenditures	\$ 1,143,152	\$ 51,548	\$ 404,720	\$ 41,985	\$ 80,000	\$ 224,918	\$ 339,981
		4.51%	35.40%	3.67%	7.00%	19.68%	29.74%

¹- Assumes that BOF will approve additional of \$47,350 .

FY20 PPE purchases of \$,41,885 will be requested from the CRF grant. Total to be requested \$446,405

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Policy and Regulation 6154, Homework – Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie and Ken Craw will present the changes to Policy and Regulation 6154, Homework. This item is on for a second reading.

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

Instruction

6154

Homework

The Weston Board of Education recognizes the value of homework and considers it an integral part of the educational process.

Homework may be assigned to:

- Strengthen and expand classroom learning;
- Reinforce content and allow the opportunity to practice essential skills;
- Develop good work habits and routines; and,
- Develop organizational, executive functioning and time management skills.

The administration shall issue guidelines outlining the responsibility of teachers, parents and students with respect to homework. Guidelines should be aligned with current research and best practices in education. Further, the guidelines should be developmentally appropriate and align with the district's commitment to promoting healthy learning environments.

Homework**Elementary and Intermediate Schools**

The primary focus of homework at the K-5 level is to promote foundational skills in reading and math. Through independent or assigned reading, students will build their decoding, fluency and comprehension skills by establishing a regular routine of reading at home. In addition to their reading, students in grades 2-5 are assigned math homework to reinforce math facts and skills they have learned in class. Occasionally, students are assigned other meaningful homework activities.

Homework is assigned Monday through Thursday at the K-5 level. No homework is assigned over holidays, weekends and school vacations that will be due the day school resumes.

Grade	Time for Reading	Average Daily Time for HW	Total Time
Kindergarten	20 minutes (may be read to)	Optional brief activity or game	20 minutes
Grade 1	20 minutes (may be read to)	Periodic brief activity or game	20 minutes
Grade 2	20 minutes	Weekly math maintenance activity	25 minute
Grade 3	20 minutes	Up to 10 minutes	30 minutes
Grade 4	20 minutes	Up to 20 minutes	40 minutes*
Grade 5	20 minutes	Up to 30 minutes	50 minutes*

*Students in grades 4 and 5 playing an instrument will need to set time aside to practice playing their instrument.

Students will:

- Build greater independence in completing homework as they progress through grades K-5.
- Establish a reading life through a regular routine of reading at home.

Teachers will:

- Assign purposeful and meaningful homework.
- Explain the purpose of homework to their students.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework, understanding that some students take longer than others to complete assignments.

Parents will:

- Establish a time and place for completing homework.
- Encourage students to give their best effort on homework.
- Monitor homework completion.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

Middle School

At the middle school, there is a continued commitment to reading daily through independent or assigned reading. In addition, middle school students are assigned meaningful homework in their classes to extend their learning. The middle school teaming model establishes time for teachers to meet to coordinate homework assignments, projects, tests, and quizzes in order to stay within the total daily time allotment guidelines listed below.

For middle school students, no homework is assigned over holidays and school vacations that will be due the day school resumes.

Grade	Time for Reading	Average Daily Time for HW	Total
Grade 6	20 minutes	Up to 40 minutes	60 minutes*
Grade 7	20 minutes	Up to 50 minutes	70 minutes*
Grade 8	20 minutes	Up to 60 minutes	80 minutes*

*Students in grades 6 through 8 playing an instrument will need to set time aside to practice playing their instrument.

Student will:

- Keep track of their assignments in a systematic way.
- Manage their time effectively to complete short-term and long-term assignments.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time with the classroom teacher.

Teacher will:

- Assign purposeful and meaningful homework with clear due dates.
- Explain the purpose of homework to their students.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Provide students with strategies and guidance for how to study for quizzes and tests.
- Post assignments online with adequate notice for completion.
- Coordinate the timing of assessments (e.g. quizzes, tests) with other teachers on the team and post on the team calendar.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework understanding that some students take longer than others to complete assignments.

Parent will:

- Establish a time and place for completing homework.
- Monitor homework completion
- Encourage students to give their best effort on homework.
- Support students with managing make up work after absences.
- Encourage students to contact their teacher if they are having difficulty.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

High School

High school students should expect to spend an average of two hours doing homework nightly. A student's course of study will determine the amount of time the student spends on homework each day. Students should consider that taking a course of study consisting of multiple advanced level courses could increase their homework beyond two hours.

For high school students, no homework is assigned over holidays and school vacations that will be due the day school resumes.

Student will:

- Keep track of their assignments in a systematic way.
- Manage their time effectively to complete short-term and long-term assignments.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time with the classroom teacher.

Teacher will:

- Assign purposeful and meaningful homework with clear due dates.
- Explain the purpose of homework to their students.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Provide students with strategies and guidance for how to study for quizzes and tests.
- Post assignments online with adequate time for completion.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework understanding that some students take longer than others to complete assignments.

Parent will:

- Provide a supportive environment for completing homework.
- Encourage students to give their best effort on homework.
- Support students with managing make up work after absences.
- Encourage students to contact their teacher if they are having difficulty.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

Regulation adopted: December 6, 1984

Regulation revised: June 22, 2000

Regulation revised: June 10, 2020

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Policy 3541.5 Transportation Complaints – Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will introduce the Shipman and Goodwin recommended changes to Policy 3541.5 Transportation Complaints. This item is on for a second reading.

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

Non-Instructional Operations

Transportation Complaints

~~All complaints concerning school transportation safety shall be made to the Business Manager. The Business Manager shall maintain a written record of all such complaints and shall conduct appropriate investigations of the allegations. The Superintendent shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty days of the end of the school year.~~

All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof.

Annually, within thirty (30) business days of the end of the school year, the Superintendent of Schools or designee shall provide the Commissioner of Motor Vehicles (“Commissioner”) with a copy of the written record of complaints received during the previous twelve (12) month period.

The Superintendent of Schools or designee shall make a written report of the circumstances of any accident within the Board’s jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner within ten (10) business days thereafter on a form prescribed by the Commissioner.

If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference: Connecticut General Statutes

10-221c Development of policy for reporting complaints re school transportation safety.

10-186 – Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

Policy Adopted: June 17, 1991

Revised Policy:

WESTON PUBLIC SCHOOLS

Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Policy and Regulation 5132.1 C Use of Face Coverings – Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will introduce the new Policy and Regulation 5132.1 C Use of Face Coverings. This item is on for a second reading.

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

5132.1 C

USE OF FACE COVERINGS IN SCHOOL (NEW)

The Weston Board of Education (the “Board”) recognizes the importance of protecting the health and safety of students, staff, and the community during the COVID-19 pandemic. As such, and in accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Board requires that all individuals entering a school building, a Weston Public Schools (“District”) facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. An appropriate face covering shall not include “neck gaiters,” bandanas or exhalation valve masks. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with this policy shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with this policy may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for athletes participating in certain athletic activities.

The Board authorizes the Superintendent or designee to develop administrative regulations and/or protocols to implement this policy. Such administrative regulations and/or protocols shall outline authorized exceptions to the requirement that all individuals wear an appropriate face covering in the school buildings, District facilities and District transportation vehicles and may identify additional face covering rules as related to the safe operation of the school community.

Legal References:

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together,
Connecticut State Department of Education, as amended by Addendums 1-13
(June 2020 through September 2020).

Coronavirus Memo #29, Group Size and Mask Requirements as part of a system
of protections against COVID-19, Connecticut Office of Early Childhood
(September 14, 2020).

ADOPTED: _____

WESTON PUBLIC SCHOOLS

Weston, Connecticut

5132.1 R

PROTOCOLS CONCERNING USE OF FACE COVERINGS IN SCHOOL (NEW)

In accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Weston Public Schools (“District”) requires that all individuals entering a school building, a District facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. Optional: An appropriate face covering shall not include “neck gaiters,” bandanas or exhalation valve masks. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with these protocols shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with these protocols may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for athletes participating in certain athletic activities.

Students and all individuals being transported on District transportation vehicles are required to wear appropriate face coverings (face coverings must be worn prior to boarding and while exiting the vehicle), in accordance with the District’s Transportation Protocols. Please see below for additional procedures for face covering exemption requirements.

Students, staff and all individuals inside school buildings and District facilities are required to wear appropriate face coverings except if: (i) the individual cannot wear the face covering because the individual has difficulty breathing, is unconscious, or incapacitated; (ii) the individual cannot remove the face covering without assistance; (iii) the individual has a documented medical reason making it unsafe to wear a mask; (iv) the student is under the age of three (3); or (v) the individual has a disability that causes the individual to be unable to wear a face covering.

Important Note: The need for a medical exemption for the wearing of face coverings of the styles recommended for use in schools for source control is rare. Medical contraindications to the wearing of cloth or other similar loose fitting masks generally are limited to individuals suffering from severe chronic obstructive pulmonary disease (COPD) such as might be seen with cystic fibrosis, severe emphysema, heart failure, or significant facial burns that would cause extreme pain or interfere with the healing of a skin graft. These severe medical conditions will be rare in students or staff capable of presenting to the school for work or instruction (in most cases these individuals would not be able to move about freely without significant assistance). In addition, for anyone suffering from any of these underlying conditions, the strong recommendation would be for that person to remain at home and engage in fully virtual learning due to their risk of developing severe complications if they did become infected with COVID-19. Mild or intermittent respiratory or other common conditions such as asthma, cardiovascular diseases, kidney disease, or other similar conditions generally are not considered contraindications to the wearing of loose-fitting face coverings.

Face coverings may only be removed within the school building for the following reasons: (i) eating/drinking; (ii) on school grounds with appropriate social distancing implemented; and (iii) educational or medical activities requiring removal of masks (speech and language, evaluations, etc.) ONLY under circumstances when the school has implemented appropriate and District-approved mitigating measures (such as gowns, face shields, additional social distancing, physical barriers for District employees and/or students).

For preschool students only, face coverings may also be removed or not worn (as applicable) under the following circumstances: (i) students are sleeping or resting, when the distance between students is maximized, maintaining at least 6 feet of distance wherever possible when face coverings are removed; (ii) a student is newly enrolled within the past two (2) months and is working toward consistent wearing of a face covering; (iii) a student has just turned three (3) years old, in which case such student may have up to two (2) months to acclimate to wearing a face covering and support developmental readiness; and/or (iv) during outdoor activities.

If a student claims a medical or disability-related exemption from wearing a face covering, the District shall follow the Decision Tree - Face Covering Exemptions in these Protocols. If the District determines the request is based on medical need, the parent or guardian and the **student's treating physician** must complete the Face Covering Exemption Request Form. If the District determines the request is based on disability (skill deficit), the District shall promptly convene a Planning and Placement Team ("PPT") Meeting or Section 504 Team meeting as appropriate to discuss and consider necessary programming revisions, accommodations, modifications, etc.

If a staff member claims a medical or disability-related exemption from wearing a face covering, the District shall comply with all applicable laws, rules, regulations, and requirements regarding the evaluation of, and response to, any such claim.

Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. School district personnel supervising students shall only permit a face covering break when individuals who are indoors are a minimum of 6 feet apart or other District-approved mitigating measures (such as physical barriers) have been implemented, and when individuals who are outdoors are a minimum of 6 feet apart. When practicable, school district personnel supervising students shall schedule mask breaks outdoors.

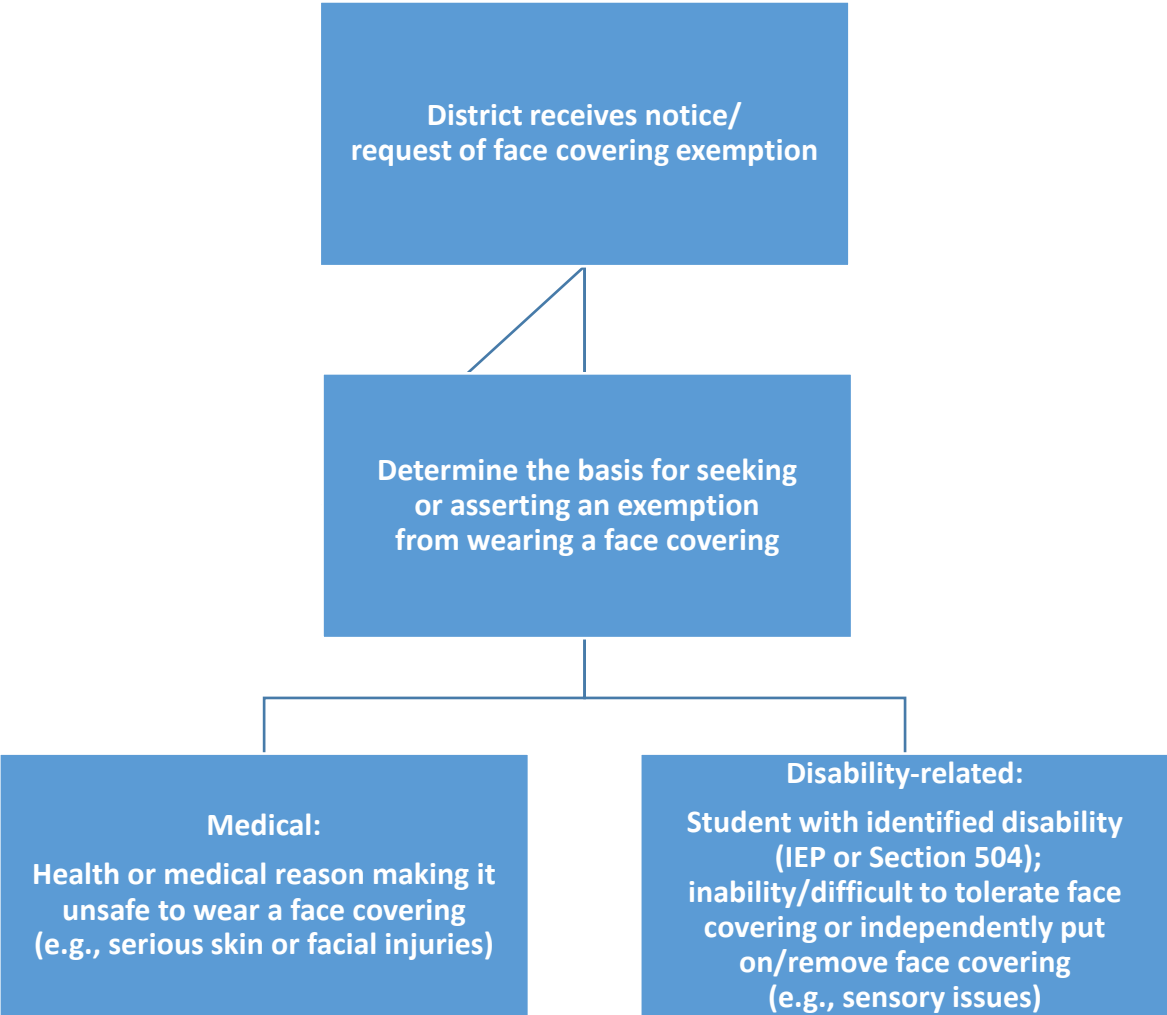
The Administration and school employees shall initially address student non-compliance with these protocols through the use of verbal reminders and other less restrictive means of supporting compliance with the use of face coverings. Student discipline may be imposed, in accordance with Board policies, in situations when less restrictive means are not effective and no exception to the wearing of a face covering applies. A preschool student shall not be excluded from the program or isolated from the student's peers due to the student's non-compliance with the face covering requirements.

The Administration shall communicate individually with parents/guardians who refuse to permit their child(ren) to wear an appropriate face covering to discuss the parents'/guardians' concerns, review the requirements issued by the Connecticut State Department of Education and Connecticut Office of Early Childhood, and/or discuss whether an exception to the face covering requirement may apply to their child(ren) and the appropriate process to obtain such exception.

Regulation Adopted:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Decision-Making Tree - Face Covering Exemptions



SAMPLE

[Board of Education/School Letterhead]

FACE COVERING

MEDICAL/HEALTH EXEMPTION FORM

COVID-19 is a highly contagious virus that spreads when individuals talk, cough or sneeze. Many individuals infected with COVID-19 are asymptomatic and contagious. Federal and state public health agencies, including the United States Centers for Disease Control and Prevention (CDC), recommend that individuals wear a face covering to limit the spread of COVID-19.

The Connecticut State Department of Education and Weston Public Schools require ALL students, beginning in preschool (ages three and over), to wear face coverings during the school day. Any student seeking a medical exemption to the face covering requirement must have the student's treating physician complete the below Medical/Health Exemption Form. As noted below, Weston Public Schools will consult with the student's treating physician to determine what reasonable accommodations, if any, would allow the student to wear a face covering during the school day. In light of the significant public health and safety requirements, the Weston Public Schools require that any request for medical exemption be completed and submitted to _____, the [title] at _____ [email].

Students submitting requests for medical exemption are subject to COVID-19 containment strategies pending the completion of the exemption review process. COVID-19 containment strategies may include assignment to home-based remote learning to mitigate the possibility of infection to the student or others in the physical school building.

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____

(if different from child)

Contact Information for Treating Physician

Name: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

THE WESTON PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY MASK EXEMPTION REQUESTS WITHOUT SUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE WESTON PUBLIC SCHOOLS CONSULTING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR A MEDICAL EXEMPTION FROM WEARING A FACE COVERING DURING THE COVID-19 PANDEMIC. I UNDERSTAND THAT MY CHILD'S TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE FACE COVERING MEDICAL EXEMPTION REQUEST SUBMITTED ON BEHALF OF MY CHILD, _____ [NAME OF STUDENT], WITH THE WESTON PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER A MEDICAL EXEMPTION IS NECESSARY AND/OR WHETHER THERE ARE ANY REASONABLE ACCOMMODATIONS THAT SHOULD BE CONSIDERED IN CONNECTION WITH THE FACE COVERING EXEMPTION REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2021, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLER TIME BY SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I ACKNOWLEDGE THAT HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE WESTON PUBLIC SCHOOLS, WILL BE

EDUCATION RECORDS UNDER FEDERAL EDUCATION RECORD LAWS (FERPA) AND
MAY NOT BE PROTECTED BY THE HIPAA PRIVACY RULE. I ALSO UNDERSTAND
THAT REFUSAL TO CONSENT TO THE EXCHANGE OF INFORMATION DESCRIBED
ABOVE WILL NOT AFFECT ACCESS TO HEALTHCARE.

PRINT NAME
PARENT/GUARDIAN

DATE

SIGNATURE
PARENT/GUARDIAN

The section below must be completed by the student's treating physician to verify a health or medical reason that prohibits the student from wearing a face covering in the school building and/or on school grounds or to identify possible accommodations for the student to wear a face covering within the school building or on school grounds. Upon completion, this form must be provided by the treating physician directly to the Weston Public Schools, care of [insert contact name] at [address].

The treating physician MUST consult with school health supervisory personnel prior to completing this form. The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison at Weston Public Schools) is:

Medical Verification

Yes No

 I have consulted with school health supervisory personnel regarding the student's ability to wear a face covering due to a verified medical or health reason.

 After consultation with school health supervisory personnel, I have determined that reasonable accommodations would permit the student to wear a face covering for parts or all of the school day.

If yes, to the above question:

I have determined that the following reasonable accommodations would permit the student to wear a face covering during the school day (examples include, without limitation, face covering breaks at specified intervals, use of face shield when a face covering is contraindicated, use of bandana or looser fitting face covering):

-
-
-

 After consultation with school health supervisory personnel, I have determined that the student cannot wear a face covering during the entire school day due to a verified medical or health reason.

The student has been diagnosed with the following medical condition(s) that prevent the student from wearing a face covering at all times during the school day:

*** Documentation supporting the above diagnosis MUST be submitted to the Weston Public Schools along with this Medical Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

Signature of Treating Physician

Date

Print Name of Treating Physician

CT License No.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Policy Hate Based Conduct – Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will introduce the new Hate Based Conduct Policy to the Board. This item is on for a second reading.

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

Hate-Based Conduct

Respecting diversity and fostering inclusion are core goals of the Weston Board of Education as we help students become civically engaged and develop critical skills for a global perspective. The Weston Board of Education is committed to creating and maintaining an educational environment that embraces diversity and inclusion, and believes our community is strengthened by the richness of each other's diverse characteristics, identities, statuses, backgrounds, beliefs, traditions, and opinions.

Hate-based conduct is antithetical to the Board's commitment to diversity and inclusion and will not be tolerated. As such, it is the policy of the Board that hate-based conduct is prohibited, whether by students, Board employees, or third parties subject to the control of the Board. The Board's prohibition of hate-based conduct expressly extends to academic, nonacademic, and extracurricular activities, including athletics. Further, the Board expressly prohibits hate-based conduct on school grounds; at a school-sponsored activity (including, without limitation, on a school bus); or off school grounds if such conduct is seriously disruptive of the educational process. Discrimination and/or retaliation against an individual who reports or assists in the investigation of hate-based conduct is likewise prohibited.

For the purposes of this policy, **hate-based conduct** means conduct that attacks, threatens, intimidates, degrades, or otherwise infringes on the rights of an individual based on such individual's race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. Such conduct includes, but is not limited to, the use of a written, oral, or electronic communication or a physical act or gesture that:

1. is reasonably expected to cause substantial emotional harm (including a reasonable fear of physical harm) to an individual;
2. creates a hostile environment for such individual at school or during a school-sponsored activity; and/or
3. substantially disrupts the educational process or the orderly operation of a school.

Hate-based conduct may also include, without limitation, conduct that violates other Board policies and administrative regulations (*e.g.*, Policy and Regulation 4218.11, Non-Discrimination (Personnel); Policy and Regulation 4218.12, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5114.6, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145, Non-Discrimination (Students)).

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or

assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held, part of a person's core identity, or not being asserted for an improper purpose.

Any allegations of hate-based conduct will be brought before an appropriate body, in accordance with the Board's student conduct and discipline policies. That body will consider the circumstances surrounding such alleged conduct, including, but not limited to, how a reasonable person would have interpreted such conduct, while balancing the protection of students from emotional harm and the constitutional right to free speech.

Students who are found to have engaged in hate-based conduct shall be subject to intervention ranging from school counseling and restorative justice opportunities to school discipline, up to and including expulsion, in accordance with Board Policy 5114 (Student Discipline), and consistent with state and federal law. Employees who are found to have engaged in hate-based conduct shall be subject to discipline, up to and including termination of employment, in accordance with any applicable Board policies, administrative regulations, and/or contractual provisions, and consistent with state and federal law.

Allegations of conduct that violates other Board policies, such as allegations of discrimination, harassment (including, but not limited to, sexual harassment), and/or bullying, will be handled under the appropriate policies and administrative regulations (*e.g.*, Policy and Regulation 4218.11, Non-Discrimination (Personnel); Policy and Regulation 4218.12, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5114.6, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145, Non-Discrimination (Students)).

Cross references:

Policy 1255, Civility

Policy 1258, Non-Discrimination

Policy 4218.11, Non-Discrimination (Personnel)

Regulation 4218.11, Administrative Regulations Regarding Discrimination Complaints (Personnel)

Policy 4218.12, Sex Discrimination and Sexual Harassment (Personnel)

Regulation 4218.12, Sex Discrimination and Sexual Harassment Complaint Procedure (Personnel)

Policy 4118.5, Social Networking - Personnel

Policy 5114, Student Discipline

Policy 5114.1, Alternative Educational Opportunities for Expelled Students

Policy 5114.6, Sex Discrimination and Sexual Harassment (Students)

Regulation 5114.6, Administrative Regulations Regarding Sex Discrimination and Sexual Harassment

Policy 5131.1, Bus Conduct

Policy 5131.5, Vandalism

Policy 5131.91(a), Hazing/Initiation

Policy 5131.911, Bullying Prevention and Intervention Policy

Policy 5145, Non-Discrimination (Students)

Regulation 5145, Administrative Regulations Regarding Discrimination Complaints (Students)

Policy 5145.2(a), Freedom of Speech/Expression

ADOPTED: _____

REVISED: _____

Communications Committee Meeting

October 15, 2020 - Via Zoom

Members Present:

Ruby Hedge
Hillary Koyner
Taffy Miller

1. Call to Order

Ruby Hedge called the meeting to order at 9:01AM. In attendance, William McKersie, Ph.D., Superintendent of Schools, Daniel DiVito, Director of Technology, Meredith Herman, Administrative Assistant to the Superintendent, and Jen Ryan, HR Manager

2. Approval of Minutes

Discussion:

September minutes were approved.

3. Website Update

Discussion: Mr. DiVito discussed updates needed for the Prospective Families and Realtors webpage on the WPS website. It was decided that while working on getting quotes and texts for this particular page, a place holder of four highlights (one per school) would be used. Dr. McKersie will discuss with the principals draft language to be used. Mr. DiVito then updated the committee on the search for a temporary webmaster, the position has been posted, and he is reviewing any candidates that have applied. Mr. DiVito is also working on updating all the social media pages and is looking to set up a District Facebook page that will synch with the website for news updates and meetings. Once Mr. DiVito sets up the official Weston Public Schools Facebook, a notification will be sent out.

Technical changes to be made to the website:

- Make the Out of District Tuition button smaller or move to new location
- Change the Principal's reports to an annual link, instead of a direct link to each report
- Continued work on fixing the issues with the mobile link

4. Revised Brochure Update

Discussion: Dr. McKersie discussed the updated and shared WPS Brochure. Some changes were discussed (see below). Once completed the brochure will be emailed back out to the committee for a final review then placed on the website, and made available to the local realtors, as well as sent to Town Hall and placed in the CO Lobby.

Technical changes to be made to the brochure:

- Update school photos (Meredith Herman to ask school principals for any new photos)
- Change wording to Robust Learning and Extraordinary Opportunities
- Take out the fax number and put in a social media link

5. Discussion on Upgrading BOE Meeting Space

Discussion: The committee then discussed the issues in relation to the Board of Education meetings being moved back to in person meetings. Mr. DiVito did a

walkthrough with a contractor to get an estimate on what would be needed to make the Middle School Library work in regards to sound and video, while also maintaining social distance and wearing masks. Currently while the middle school library has the space, the video cameras would not be able to pick up all the members, and the audio would not be clear enough to pick up sound through a mask. The estimate was around \$54,000. The committee then discussed if spending the money at the Weston Middle School would make the most sense, or if the meetings should be moved to another school, that would then receive the upgrade. It was decided that this topic should move to another committee first, either Facilities or Finance, to see if feasible and if so then the bid process would need to be followed. Ms. Hedge will speak to the Chairs of the Finance and Facilities Committee to see what the next step should be.

5. Adjourn 10:25AM

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 16, 2020

Information Only

Action Requested

Agenda Item Subject: Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

October 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

October 14, 2020 9:00 a.m.

Via Zoom

1. Call to Order

The meeting was called to order at 9:14 am

Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Alex Bluestein, CIL K-5 ELA and Social Studies; Nicholas Torres, CIL 6-18 Social Studies; Christine Cincotta, CIL 6-8 ELA.

Members of the Public:

Anthony Pesco, Ruby Hedge, K. Esslinger

2. Presentation and discussion on district and school goals for promoting an inclusive and culturally responsive curriculum

Discussion:

The Curriculum Instructional Leaders and Principals presented on Inclusive Curriculum

- Ms. Bluestein spoke on professional development opportunities both she and CIL, Andrea Noble took advantage of this summer on how to teach what racism is and how develop lessons that promote meaningful discussions for K-5 students.
- Students in grades 3-5 participated in books clubs this summer to promote discussions. The observation is that our students are ready to have these discussions. Ms. Cincotta also spoke of the books clubs that took place this summer for WMS and WHS students.
- The goal for the high school ELA department is to refine and strengthen student's critical reading skills through texts that represent culturally diverse voices.
- Teachers are highly engaged in creating a more inclusive curriculum. Department meetings started last year and are ongoing on how to teach and have open and honest discussions focused on multiculturalism and diversity of perspectives.
- Ms. Wolak spoke on the WHS schoolwide goal for 2020-21 to create a more inclusive school climate that values all students and staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or gender.
- The high school is organizing a social justice committee that includes teachers and students from each class level. Ms. Wolak shared some comments from students that gave examples of their commitment to creating cultural change.
- The goal of the 9-12 Social Studies Department is to engage students in discussions on discrimination by connecting history with our current global society.
- The goals in grades 6-8 are aligned with the high school but at an age appropriate level.

- Texts used in the K-5 ELA and social studies curriculum feature diverse characters and backgrounds and are embedded throughout all current units.
- The next steps are to evaluate existing curriculum and resources, provide professional development opportunities for staff, and curate additional texts that represent how historical issues are influencing current culture.
- The high school is also preparing for the new State requirement of offering a black and Latino studies one-credit course available to grades 9-12 by the 2022-23 school year. The Social Studies Department is proposing a new elective offering; The American Tapestry: A Study of Multiculturalism in the United States.
- Committee members asked follow up questions regarding the new high school social studies course requirement. Further discussion will take place when the course is formally presented to the Curriculum Committee.
- Dr. Pesco reminded the Committee of the WEF grant offer to support the district Diversity, Equity and Inclusion efforts.

3. Follow up discussion regarding modifications to school scenarios

Discussion:

- The Committee discussed supports for Voluntary Distance Learning (VDL) students.
- Three areas of focus were identified: Academic, social-emotional and technology support.
- SRBI supports are being scheduled the same as if the VDL students were in school and are given the same amount of time. Students are not being pulled from any core instruction.
- Curriculum leaders are facilitating conversations regarding professional development needs of the teachers.
- They are working creatively on how to facilitate small group instruction for VDL students and other classroom management issues.
- The final decision will be announced to parents today.

4. Approval of May and September 2020 Minutes

Motion Passed: With a motion by Taffy Miller and second by Gina Albert, the May 2020 and September 2020 minutes were approved.

2 Yeas - 0 Nays.

5. Other curricular issues

Additional topics were raised by the Committee as future agenda items to be added to upcoming Curriculum Committee meetings. Topics for future meetings include:

- Co-curricular programs discussion.
- WHS Statistical Report.

No other items were put forth for discussion. Meeting was adjourned at 10:59 a.m.

Respectfully submitted,

June Curiano

**Minutes
Facilities Committee
November 6, 2020**

Present:

Tony Pesco, Committee Chair
Ruby Hedge, Committee Member
Victor Escandon, Committee Member
Dr. William McKersie, Superintendent of Schools
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Guests:

Richard Wolf, Weston Building Committee

The meeting was called to order by Mr. Pesco at 9:02 a.m.

The Committee discussed the following items regarding a COVID 19 facility management update:

- Mr. DelMastro informed the Committee that the buildings continue to be cleaned thoroughly on a nightly basis, and when there is a positive case at one of the schools, the affected rooms are sprayed with the disinfecting mister. This procedure is followed whether it is a student or staff member that tests positive.
- Regarding parents purchasing and donating HEPA cleaners for classroom use, Mr. DelMastro reported that the District needs to control and centralize any equipment that is purchased as to not over tax the breaker panels and overload the power grid for the school, so all purchases need to comply to certain specifications. He added that HEPA air cleaners have been ordered for all the classrooms in the elementary school, and that the intermediate school is well ventilated through the HVAC system and doesn't require any additional air filtering.
- Mr. Cross reported that currently only 30% of the student population is using District transportation.

The Committee discussed the following items regarding an update on facilities and grounds maintenance:

- Regarding the high school façade repairs, Mr. Wolf informed the Committee that the project is going well and there are only two outstanding items left to complete – two roof leaders still need to be installed, and will be in in about two weeks, and the staining of the concrete patches still needs to be completed, but they are awaiting materials from the manufacturer. Additionally, it's been determined that there are no serious problems with the brick work or concrete. Mr. Wolf added that overall the roofs on the other schools look to be in good shape. A portion of the high school roof that was installed in 2005 may need to be replaced in the next five years.
- Mr. Wolf added that he asked an architect to put together a proposal for study and design as it relates to the remedial work needed to repair the pre-cast window sills at the intermediate school which are pulling away from the building. Mr. Wolf also mentioned that the Building Committee hired a consulting firm to study the HVAC system in the old gym at the high school. They are going to increase the scope of work to include the replacement of the old windows in the gym as well, and to study the lighting there as well.
- Regarding the East House heat control project, Mr. DelMastro reported that this project is completed.
- Regarding the Zenon Plant, Mr. DelMastro informed the Committee that the motors in both effluent pumps have gone down, so right now the treated water is being pumped out since it can't get to the leaching field. The repairs will be done in approximately two weeks. Additionally, Mr. DelMastro reported that the District is going to be proactive and have a complete plant assessment performed to determine what the next possible failure could be, and try to address the issue before it becomes a problem.

The Committee discussed the following items regarding the capital budget:

- Mr. DelMastro reported that he and Mr. Cross have started to work on next year's capital budget, and they have moved a few things around. The replacement of the North House finned tube radiator and unit ventilators, and the high school C and D wings unit ventilator replacements have all been deferred. Replacement of the high school's old gym air handling unit, the North House's air handling unit, and replacement of the South House's cafeteria floor will remain on the project list for next year. In addition, they would like to add the study of the intermediate school pre-cast window sills that are pulling away from the building as well as replacement of the floor in the high school's new gym. Also, they would like to add the purchase of a piece of equipment for the grounds department and a truck for the grounds department, as well to help in snow plowing and other jobs.
- The Committee agreed that a decision needs to be made regarding the middle school and as to what the plans are for either keeping it open or closing it. If it is going to remain open, then the District needs to start dealing with critical repair issues. Some of

the main areas of concern include, the HVAC system, bathrooms, pool locker rooms, and the art and science rooms.

The Committee discussed the following items regarding approval of the October minutes:

- The Committee approved the October minutes.

There being no further business to discuss, the Committee adjourned at 10:16 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

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