

Board of Education Meeting

Tuesday, January 26, 2021 7:00 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. Call to Order, Verification of Quorum

**II. Public Forum Regarding FY 22 Budget Request -
Link to FY 22 Budget Questions and Comments
Form can be found on the District Calendar.
(Form will be open from 1/22/21 until the end
of the Public Forum agenda item on 1/26/21)**

III. Board of Education Discussion Regarding FY 22 Budget Request

IV. Adjournment

FY 22 BOE Budget Questions & Answers

Final Version -- January 26, 2021

(NB: This version replaces the draft shared with the BOE on January 25, 2021.)

INTRODUCTION

The Board of Education submitted a set of questions as of January 12, 2021 regarding the FY 22 Recommended Operating and Capital Budgets. The submitted questions are ones most likely requiring a written response, both for clarity and to inform the public process. The administration has prepared written responses to these questions.

The submitted questions and the responses are organized by themes and categories. They are presented as follows (not priority order) :

- Overall p. 2
- Student Outcomes p. 2
- Enrollment p. 3
- Digital Learning & Technology p. 6
- PPS/SPED p. 7
- Staffing p. 12
- Substitutes p. 16
- Health Insurance/Benefits p. 18
- Human Resources p. 20
- Legal p. 22
- Facilities p. 24
- Capital p. 24
- Transportation p. 26
- Revenue Sources p. 27
- COVID-19 p. 27
- Other/MISC p. 28
- APPENDICES p. 31

Each question or set of questions was assigned to a specific administrator. The administrator is noted by last name. The BOE member who submitted each question is noted by initials. The questions are listed exactly as submitted.

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Overall

1. Stressing the budget is always a good discipline to determine the impact on the organization of further reductions in the operating budget. I would like to see what the next 1.25% reductions (not including the technology plan reductions already agreed to by the board) would look like and have that discussion with the board before we make a final decision on the overall budget. (AP) **McKersie/Cross**

Answer: The administration has examined the potential for additional reductions. A list of potential reductions was shared with the BOE at the January 21, 2021 Budget Workshop. Additional discussion will take place about the potential reductions at subsequent BOE Budget sessions.

Student Outcomes

2. What quantifiable metrics are we using to measure where our students fall academically as compared with non-pandemic years so we can gauge whether additional resources are needed to catch students up? (MW) **Craw**

Answer: See Appendix A

3. Do we have a consistent metric over time for quantifiably measuring student progress year to year? (VE) **Craw**

Answer: See Appendix A

4. I would like to understand the administration's future strategy on Project Challenge. Our district continues to dwindle down their talented/gifted program. What does the future look like? This could be a verbal response. (RH) **Craw**

Answer: We are fully committed to the Project Challenge Program in grades 3-8 and the continuum of services associated with it, including the self-contained Project Challenge classes. The program has not been reduced in this budget or in recent years.

The Project Challenge teacher at WIS will continue to teach the self-contained classes and facilitate enrichment classes for the remainder of his schedule. The WMS teacher will continue to teach the self-contained classes as part of the practical and fine arts block. In addition, the middle school has a variety of after school enrichment offerings open to all students.

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Enrollment

5. Please update the enrollment report by the WPS Administration (November 2020) on the withdrawals that have occurred during this school year. Please update from the final data captured by the November 13, 2020 report so it is current as of January 7, 2021. Please provide any information possible on the projected intentions for 2021-22 of those early elementary students who have withdrawn. **McKersie/Kaddis**

Answer: We have updated the November 13, 2020 Enrollment-Withdrawal Report through January 15, 2021. It will be posted on January 25, 2021 as a supplement to this Q&A document. A preliminary look at the most relevant findings:

- The total number of withdrawals increased only slightly since the November 13, 2021 report to the BOE. From July 1 to November 13, we had 112 withdrawals. Adding in the period from November 13 to January 15, 2021, withdrawals increased to 133. As will be documented in the full report, the changes in student enrollment status between the November 13 and January 15 report includes:
 - Moved -- Increased from 24 to 29
 - Transferred to Independent School In-State -- Increased from 46 to 53
 - Transferred to Independent School Out-of-State -- Increased from 4 to 7
 - Transferred to Out of Country -- Decreased from 3 to 1 (reclassification with more information)
 - Homeschooling -- Increased from 31 to 36
 - PowerSchool/State Count Reclassification -- 3
- Subtracting out the Reclassification Count (3), we had only 18 more students withdraw since November 13, 2021. Most notable within this change, 10 students transferred to independent schools (In-State and Out-of-State) and five shifted to Homeschooling.
- Of the 18 students who withdrew since the November 13 report, eight were in Grades K-2, three in 3-5, three in 6-8 and four in 9-12

In addition, Laura Kaddis is in the midst of surveying all K-2 families who withdrew students in Fall 2020 for either Homeschooling or Independent School to request feedback on their plans for Fall 2021. Laura will explain at the January 21 and 25 BOE Workshops what they are learning. A final update will be provided once we hear back from the surveyed families.

6. WIS has a projected class size of 22.6 (5th grade) and 22.1 (4th grade). Have recent trends this academic year exceeded historic and projected growth? At what rate? How

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many new students have enrolled since August 2020 and is that number higher than years past? (MW) **Falber**

Answer: We have had 62 students enroll this year so far. We had 49 students enrolled prior to the start of school, and 13 since the first day of school (with two more coming in at the end of January). Last year, we had 49 new students enroll -- 40 prior to the start of school and 9 throughout the year. This year, our current enrollment in grade 5 is close to what was predicted-- 172 actual enrollment versus 174 predicted. Historically this has been the pattern in this grade; with projections being very close or exact. In grade 4 there has been more variability. Over the past 3 years we have seen enrollment exceed the projected numbers by about 7 students, with the exception of last year when we went down by 7 students. The biggest change we have seen this year is the number of students who have withdrawn; with parents either choosing to homeschool them or send to private school. 11 students were withdrawn due to homeschooling and 20 students either moved or went to a private school, 9 and 11 respectively.

7. Please ask Milone and MacBroom to verify the accuracy of their long-term enrollment projections? Are we now where they told us we would be 5 or 10 years ago? (MW) **McKersie**

Answer: Milone & MacBroom strives to provide a projection that is as accurate as possible relative to the required annual enrollment submission to the CSDE on October 1 of each year. They do not attempt to provide a projection that would hold for other times in a given school year, when enrollment may ebb and flow due to family life situations.

Regarding long term accuracy, Milone & MacBroom has been the WPS demographer since 2017, with their first projection coming on line as of November 2017 when they provided a 10 year projection (2017-2027). Looking at the projection accuracy of the first four years (2017-2020) across all grades, Milone & MacBroom's projection in 2017 for 2020-21 enrollment was off by 53 students or 2.4 percent (2196 projected versus 2249 actual on 10.1.21). A detailed listing of what was projected in 2017 for 2020-21 versus actual in 2020-21 is documented in Appendix G. It lists the variability by grades.

Based on this BOE question on accuracy, we asked Milone & MacBroom to provide charts of their 10-year enrollment projections based on their "low, medium and high projections model." The FY 22 Recommended Budget Book includes a chart for the medium projections model (see p. 56). The additional charts are contained in Appendix G.

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8. Please clarify the projections for the rising First Grade and Third Grade classes. The projections seem atypically large relative to past years. (RH) **McKersie/Kaddis/Falber**

Answer: The projections for First Grade are tied to the estimate that 10 of the current withdrawn Kindergarten students will return to the WPS for First Grade. As of January 15, 2021, a total of 25 Kindergarten students had withdrawn (nine for Homeschooling and 16 for Independent Schools).

The projections for Third Grade account for 10 of the current withdrawn Second Graders returning as Third Graders. As of January 15, 2021, a total of 14 Second Graders had withdrawn (11 for Homeschooling and three for Independent Schools). The Third Grade projection also accounts for typical increases historically. For instance, the Third Grade added on average 10.3 new students in each of the preceding three school years: 16 for Fall 2018; five for Fall 2019, and 10 for Fall 2020 (see p. 50 of Budget Book). Thus, when the estimated return of 10 withdrawn students is added to the three year historical average of 10.3, the resulting projection of 19 new Third Graders for Fall 2021 appears well founded.

9. Regarding enrollment sections, I would like to truly understand what is maxing out? What is the % occupancy rate in Weston? How can we get this number? It's very important for facilities and potential school building closure. (HK) **Craw/McKersie**

Answer: The administration asked for additional clarification regarding this question. The critical question being posed is what led to the overall preK-12 enrollment reduction of 300 students over the past decade and what would be the impact on school facilities if enrollment returned to those same levels over time.

Question #9 seeks to better understand if the district could accommodate an increase in the number of students returning to enrollment levels of 2,500 students, while hypothetically shifting to a 3-school campus. The Town's Facilities Optimization Committee is currently examining the viability of 3-school versus 4-school campus with particular attention to enrollment. The question is one that will likely be addressed through the work of the Town's Facilities Optimization Committee over the next Fiscal Year.

10. Where is the object code listed for what we pay Milone & MacBroom for their annual projections? How much did their predecessor charge? (RH) **Cross/McKersie**

Answer: The contract cost for Milone & MacBroom is listed under Dues & Fees - Object Code 8100, page 224, details on page 227. The anticipated cost will be \$6,500. On average, the cost for the previous demographer, NESDEC, was \$2,200.

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The extent of analysis and reporting by Milone & MacBroom far exceeds what had been provided previously by NESDEC. We have attached in the Appendix H a copy of the latest (November 15, 2017) report from NESDEC. Please note that it was prepared by Lewis Brey based on material submitted to the WPS by NESDEC--this was the annual practice with NESDEC. District personnel had to compile the final report and take the lead in presenting information. This meant we did not benefit from the same level of expert, independent analysis and guidance provided by Milone & MacBroom.

Digital Learning & Technology

11. How solid is the six-year plan? What might be potential stress or risk areas? (Multiple BOE) **DiVito**

Answer: The six-year plan accounts for all major technology purchases that affect entire grades, entire schools, the entire district, and all back-end infrastructure. The equipment replacement plan is aligned with either end of life or end of support for each item. The only potential risk area are the internal switches (count:79), which will reach the end of warranty two years before scheduled replacement. However, we have back up switches that can be used in the event of a failure, and a single switch is around \$4,000. We could potentially move up replacement of the switches and swap with the replacement of the wireless access points, if needed.

12. To what extent would shared services with the Town of Weston be a help financially and operational for technology? (Multiple BOE) **DiVito**

Answer:The BOE and the Town's network are interconnected. All network connectivity begins with two core switches (owned by the BOE) that services both the Town and BOE. The BOE also provides wireless (two access points) to the Town via our wireless controller. We also share fiber interconnectivity. The BOE is required to have a separate internet connection (provided by the Connecticut Education Network). Most service providers provide separate pricing structures depending on whether it is for a public school district or municipal government, so many of these services must remain separate.

13. Do we participate in buy-back programs for technology? (RH) **DiVito**

Answer: As equipment is replaced, we will investigate any and all buy-back programs that are available. Some equipment will be too old to be sellable to a vendor.

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14. What could be assigned to the capital budget versus operating budget with technology?
(AP, RH) **DiVito**

Answer: All items listed on the six year Technology Plan could potentially be assigned as capital items.

15. To what extent should we be considering desktops versus laptops for teachers and other staff? (GA) **DiVito**

Answer: Desktops are about \$400 less than laptops. However, laptops afford staff the ability to work while they are home during off hours. There are less and less people purchasing desktops/laptops for their homes (preferring to use tablets for surfing, social media, etc) so we cannot depend on a staff member having a PC at home to do work. These laptops were especially important during the pandemic, as many districts who only provided classroom desktops ran into numerous problems as staff did not have technology at their homes to provide virtual learning.

16. What are the financing options for the technology plan and what are the pros and cons?
(Multiple BOE) **DiVito**

Answer: The BOE can choose to do a Capital Lease (\$1 buyout at the end of the 48 month term) on all of the equipment that is listed on the six year technology plan. This would be a more even distribution of monies, with a four year build up of applying a new lease for each year. After year four, the dollar amount requested stabilizes, and as a lease expires, and a new lease is attained in its place. This provides the district dependable replacement cycle. The drawback to leasing is the interest costs for each lease, as well as having to make a long term plan to invest into leasing each year.

PPS/SPED

17. Can we project the Excess Cost Reimbursement for the next five years based on historic trends? Pg. 161 (MW) **Edwards/Cross**

Answer: We can make a projection for excess cost reimbursement based on the information we have right now, but the projection would be unreliable for a couple of reasons. First, the amount of excess cost reimbursement we receive is directly related to expenditures for specific students. Students graduate, move into the district, move out of the district or have changing needs that result in new recommendations, which would not be accounted for in this projection. Second, the amount of reimbursement we receive

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from the State is variable. While it has generally been in the range of 60-70%, the reimbursement level is determined by the requests the State receives and their ability to fund them. Increased expenditures in districts around the State, paired with more limited resources at the State level, will likely lead to a decrease in this reimbursement rate over time.

That being said, the excess cost reimbursement rate in Weston has been relatively stable over the last few years. That stability might be due to a level of consistency in our student population over time, but there have also been many changes within that number (i.e. students who have moved into and out of the district) that seem to have balanced themselves out for at least the last couple of years.

18. What is the justification for reducing the SPED tuition/settlement allowance from \$300k to \$150k? (MW) **Edwards/Cross**

Answer: The rationale for reducing the contingency is that we are taking a more conservative approach to the budget. The contingency accounts for placements and services that are not known at this time. While it is being proposed, we are doing so cautiously. We have historically spent the funds allocated for the contingency, and the pandemic has presented us with challenges that could have legal and/or fiscal implications for the district.

19. As much as we talk about SPED cost volatility, the history is relatively stable. Please comment. Pg 26 Code 9205. (VE) **Edwards/Cross**

Answer: The response to Question 14 addresses this from a process standpoint. The relative stability is not something we should count on moving forward. There were shifts within each of those budget years from an excess cost standpoint, but the shifts seem to have balanced themselves out in recent years. This appears to be more of a coincidence as individual student costs drive each of these reimbursements.

20. On page 23, there is a reference to a homebound teacher - is this a specific teacher? Is this overtime? (HK) **Edwards**

Answer: The homebound tutor line is not in reference to one specific teacher. We have multiple people who serve as homebound tutors when the need arises. This is not considered overtime. We have a homebound tutoring rate that we use when we have someone provide this support.

21. Did you decrease hours of school psychologist? (HK) **Edwards**

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Answer: No, we have the same number of school psychologists and related hours, however, we did have a transition in one position, and that staffing change led to a cost savings.

22. Please explain the staffing and support model for Alternative Pathways that leads to a \$40k reduction in operating budget vs ESS. (AP) **Edwards/Wolak/Cross**

Answer: Continued analysis of the shift to Alternative Pathways from ESS has identified additional savings beyond the initial reduction of \$40,000, which had been an initial estimate. The total savings now is projected at \$116,897. The following table presents the full staffing model and a related savings in HS FTE allocation of 0.8 FTE for FY 22 compared to the total ESS cost in FY 21.

ESS to Alternative Pathways Cost Comparison		
ESS- As Budgeted		298,860
Alternative Pathways		
Social Worker - 1 FTE	72,475	
Teacher -0.8 FTE	57,980	
Para Educator	34,447	
Benefits	59,310	
Online Course	5,000	
Supplies	1,500	
Total Alternative Pathways		230,712
Budgeted YOY ESS Cost adjustment		(5,860)
Savings Alt. Pathways Vs ESS		(74,008)
Other Adjustment		
HS 0.8 FTE staff reallocation (with benefits)		(59,031)
District Savings to switch to Alt. Pathways		\$ (133,038)

23. I went back to our May 18, 2020 meeting and reviewed the ESS presentation. On page 7 of their presentation, they provide the following details:

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- Current Census: 16
- Individual sessions conducted: 134
- Family sessions conducted: 36
- Group Sessions Attended: 259
- PRN Sessions conducted: 72
- Home Visits- 11

The question that has been lingering in my mind since our initial discussion about the proposed WHS Alternative Pathways is about the # of participants and scalability. Our initial discussion indicated 5 students were anticipated to participate in the WHS Alt Pathways.

Question 23, Part 1: If ESS had 16 participants as of May 2020, how are we servicing the 11 delta in the number of students? **Edwards/Wolak**

Answer: As of right now, we anticipate 8 students in the program for the 2021-2022 school year. We anticipate a program capacity of 15 total students within the proposed model for Alternative Pathways.

Question 23, Part 2: What is the scalability of the WHS Alt Pathways program? How many other students can the program handle at the current staffing level? How quickly can the WHS Alt Pathways program adapt if participation changes, particularly an increase? (GA) **Edwards/Wolak**

Answer: We anticipate a program capacity of 15 students. This leaves us with a net potential increase of 7 students from our current projection. Increasing the number of students from our current projected total up to 15 would require schedule adjustments and communication with families. If we were to see an influx in students beyond the total of 15, we would need to increase the staffing capacity of the program including social worker, paraeducator, and academic teaching support.

Question 23, Part 3: What is the prognosis for the annual cost of the Alternative Pathways Program? (RH) **Edwards/Wolak**

Answer: Provided that we can maintain a program size of 15 students or fewer, our staffing model would remain consistent over time. As a result, the annual cost would be expected to increase by the contractual increases required for the social worker, academic teachers and paraeducator.

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It is important to note that, while this program results in a cost savings for the district, that was not the primary motivator for restructuring the program at this time. It is our belief that this program not only provides for the social/emotional/behavioral support that students need in order to access their education in Weston, it also enhances their academic learning opportunities. Even if our capacity increased beyond 15 students, we would be looking to expand the Alternative Pathways program rather than re-engaging an outside contracted service.

24. As a follow up to the budget impact of the proposed transition from ESS to WHS Alt Pathways, I see the FTE regular ed teaching blocks at WHS being reduced on page 83. However, I do not see the FTE additions for the new hires or the WHS teaching FTEs being shifted into Special Education staffing summary on page 88 of the budget book. Please clarify. (GA) **Edwards/Wolak/Cross**

Answer: Revised budget pages will be forthcoming. The full staffing model for Alternative Pathways is contained in the chart presented in response to Question #22.

25. Please explain the importance of adding back in the PPS/SPED Administrative Assistant after it was reduced last year. (Multiple BOE Members) **Edwards**

Answer: When the PPS/SPED Administrative Assistant position was reduced last year, the responsibilities for that role shifted to seven different people. This led to team members being trained to complete discrete tasks without the content knowledge needed to put the pieces together. Given the technical nature of PPS/SPED and the requirements for confidentiality and adherence to strict timelines, this created multiple challenges.

The work of PPS/SPED results in a significant amount of paperwork, documentation and State reporting. In most districts, the staffing model is more robust than Weston's current structure. While Westport is larger, Easton/Redding/Region 9 is comparable to Weston in terms of size. Their staffing structures are as follows:

- Westport:
 - Central Office: 2 assistants dedicated to PPS/SPED only
 - 1 SPED secretary in each building in the district (8 total)
 - This means a total of 10 full time staff devoted to PPS/SPED in Westport
- Easton/Redding/Region 9:
 - Region 9: 1 full time secretary for SPED (12 month position)

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- Easton: 2 full time secretaries for SPED (both 12 month positions)
- Redding: 2 full time secretaries for SPED (both 12 month positions)
 - This means a total of 5 full time staff devoted to SPED only in ER9

In Weston, we now have one 10-month position dedicated to scheduling PPTs and other meetings, and we have one 12-month position supporting all other matters pertaining to PPS and SPED for the entire district.

26. Where is the object code for how much we pay for the Medical Director? Is the contract annual? When do we renew? (RH) **Edwards/Wolak/Cross**

Answer: The contract with the Medical Advisor is completed on an annual basis. This year's contract was signed in July 2020. It is part of Consulting Services object code 3220-21 page 163, details on page 165.

Staffing

27. Is the early retirement incentive savings on Pg. 24, conditional on anything? (MW). **Cross**

Answer: The current early retirement incentive plans are not contingent on anything else. Typically, payments are made over a three-year period. In a few instances there are one time payments.

The final payment for AFCSME was in September of 2020 (FY 21) in the amount of \$30,694.

There are two remaining plans for the WTA. One with a payment of \$125,869 and another for \$19,639. The final payment final for the former will be in FY22 and the latter in FY23.

28. On Page 82, there is a reduction of 1.0 for math FTE in WMS. Didn't we just hire a math teacher at WMS last year? (MW) **Doak**

Answer: 0.2 FTE is due to the overall reduction in sections of seventh grade from 9 sections to 8 eight sections. The remaining 0.8 of the reduction reflects a change in the way we support students who are not making adequate gains in math. Last year's investment in a full-time math specialist position for the middle school has allowed us to develop a more targeted, systematic, data-driven approach to monitor students and

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provide SRBI support as indicated. While classroom teachers will continue to differentiate instruction and materials in the classroom, students in need of more significant math support will receive intervention services from our math specialist.

29. On page 115, why is there a budget dollar increase for academic assistants in WMS and WHS, but an FTE reduction or minimal increase? (MW) **Cross**

Answer:

WHS will be increasing their Math SRBI by 0.3 FTE. Based on anticipated staffing this position is budgeted higher than our usual placeholder (\$32,700, instead of \$14,495). There is a proposed reduction of 0.1 FTE to the writing center. This reduction is budgeted at our assumed budgetary placeholder (MA step 7) salary of \$7,247. The net cost is \$25,453.

WMS- For the FY21 budget the academic support was increased by 2.2 FTE. Typically, when there is an anticipated staffing change (up or down) for a budget placeholder we use the salary of a MA step 7. The proposed FY22 staffing for those positions will be higher than the MA step 7 level.

30. On page 117, what is the .2 FTE reduction for Gifted & Talented and how is that reconciled with a budget increase in dollars of 1.24%? (MW) **Cross/Craw**

Answer: The Project Challenge Program remains unchanged.

31. Question 24 asks about the Project Challenge variance on page 117 of the budget book. The table on page 117 does show a .2 FTE adjustment to the staffing of project challenge. I didn't recall seeing a reduction to Project Challenge so I went back to the Special Education staffing summary on page 88 of the budget book. That page shows no change to the staffing for Project Challenge. Both the FY21 budget and proposed FY22 budget columns show 1.5 FTE for Project Challenge. I don't understand why there is a discrepancy between the staffing level for this program between the 2 reports. Which

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report is correct and do or don't we have an FTE and corresponding savings? (GA)

Cross

Answer: The Project Challenge Program remains unchanged.

32. On page 93, what is the reduction to be determined 1.0 FTE? (HK) **Cross**

Answer: Para Educator - We will be reviewing the staffing level for this group

33. On page 107 what is the decrease with high school counselor? (HK) **Wolak/Edwards**

Answer: We are not decreasing the number of high school counselor positions. On page 107, a \$9,245 decrease is noted, and that decrease is due to a staffing change.

34. On page 117 TAG is listed as districtwide? Is it only for grades 3-8? (HK) **Craw**

Answer: Yes, Project Challenge services grades 3-8.

35. On page 132, ELL is a relatively new staff need. Please provide context. (VE) **Craw**

Answer: For the past five years (FY 17-21), the district has averaged approximately 18 ELL students across grades K-12. This figure is up from the previous five years (FY12-16) from an average of 13 students.

Previous to FY 21, the district supported ELL students by hiring a non-certified tutor to facilitate their learning. Given the number of ELL students in the district, and our obligation to support their development, the district added a .4 FTE ELL certified position to the budget last year.

The individual currently in the role is a WPS Spanish teacher with additional certification in ELL. Her schedule is .6 FTE Spanish and .4 FTE ELL. The teacher's ELL responsibilities include testing and identifying ELL students.

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36. Nursing has 1 on pg 138 and 4 on page 140. Does that mean we have 5 nursing staff?
(VE) **Cross**

Answer: Yes, we have a total of five nurses. We have four school-based nurses and one float nurse. The nursing supervisor (based at the HS) is listed on page 138. The four other nurses are listed on page 140.

37. Please provide in graph format the distribution of staff by step levels districtwide as well as by each building. (Sample of graph provided with the question.) Please provide for both certified and non-certified staff per step. (VE) **Cross/Craw**

Answer: See Appendix D

38. Please consider ways that the Central Office may be reduced in FTE count. (TM)
McKersie

Answer: To be discussed in BOE Workshops.

39. Please provide a listing of staff organized by FTE versus Headcount. That is, list the number of Full-Time and Part-Time staff. (RH, MW) **Cross/Craw**

Answer: See Appendix B

40. Non-Certified Stipends (page 156): Details of what is included in the \$180k of non-certified stipends. (AP) **Cross**

Answer: See Following Table.

1280 Non Certified Stipends

ITEM - Position	Stipend
Lead custodians , Lead Maintainer & Ground Foreman	\$36,974
On-call Stipend	\$2,000
Night shift differential	\$1,044
Trade License	\$14,337

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OT/PT	\$22,366
Nurses	\$22,680
SPED	\$59,030
Lead Security	\$5,234
Traffic	\$20,634
TOTAL	\$184,299

41. It appears that we do not anticipate stipend savings this year even though many activities did not happen this year. I would like to have a discussion on whether there will be further savings at the end of the year from this category. (AP). **Cross/Craw**

Answer: We started this discussion in FINCOMM on 1/15/21. It was discussed that we will start providing updates on potential savings beginning in February.

Substitutes

42. We have budgeted almost \$500k in substitutes for 2021/22 (page 134 in budget book). How do we arrive at these figures? Is there scope for reductions in this category? (AP) **Cross/Craw**

Answer: There is no decrease in the aggregate. The daily sub account was reduced to create a budget for long-term subs.

43. Please explain the strategy for staffing and budgeting for substitute teachers in the coming fiscal year? On page 23, there is a decrease of \$118,000. In past years (pre-covid) we were at \$235k and \$242k? Is that \$118,000 just transferred to the long-term substitute position and if so why? Also, on page 134, there is \$29k allocated per school which is lower than in all pre-covid years? (MW) **Cross/Craw**

Answer: The \$118,000 is a reallocation from the daily substitute account to the long term substitute account. The transfer was made because it is important to start

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budgeting for long term substitutes, which was not budgeted in previous years; and not because we anticipate a reduced demand for substitutes. The goal was to create the fund for the long term substitute account line while not increasing the aggregate budget for substitutes.

44. We need to discuss strategy what happens when a class has no available substitute teacher? (HK) **Cross/Craw**

Answer: See Appendix C

45. P.134 why the decrease in projected subs ? P 158 has subs ? (HK) **Cross/Craw**

Answer: There is no decrease in the aggregate. The daily sub account was reduced to create a budget for long term subs.

46. Substitute expenses have doubled since 2017/18. Pg 134. Please explain why. (VE) **Cross/Craw**

Answer:

On page 134, the total cost for the three categories for substitutes (daily substitutes, building substitutes and long-term substitutes) is as follows:

FY18 Actual	FY19 Actual	FY20 Actual	FY21 Budget	FY21 Projected	FY22 Requested
572,888	481,378	492,211	499,976	960,513	499,976

Substitute expenses for the current fiscal year (FY21) have almost doubled, as compared to previous years, due to the impact of COVID-19 on our staffing. The need for long-term substitutes has increased due the increased number of leaves (FMLA) and the increased need for daily substitutes due to increased absences. Whenever possible, as a mitigating strategy, we have required teachers to teach remotely, but a substitute is still required for the classroom to monitor students.

The district implemented some mitigating strategies in order to control the cost of substitutes during the pandemic.

- The district hired one additional building substitute this year in order to be prepared for an increase in leave requests.

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- We have reallocated staff in existing positions to cover leaves of absences (i.e. Pausing K-2 Spanish to allow for the K-2 Spanish teacher to teach kindergarten, Redeploying Social Studies teachers to pick up sections for a teacher on leave).
- Existing staff have picked up additional fractional FTE above a full-time load to cover sections while a teacher is on leave.
- The MOA with the WTA provided an option for teachers to take an unpaid leave. In these instances, there have been some slight savings due to salary differentials.

47. A one or two pager describing the substitute model. It can be either a narrative or a diagram. (VE) **Craw**

Answer: See Appendix C

Health Insurance/Benefits

48. Can we project our health insurance costs for the next five years based on historic trends? (MW) **Cross**

Answer: Because we are on the State Partnership Plan (SPP) and no longer self-insured, our annual increases or decreases are not based on historical trends. Instead, the level of increase or decrease is based on two factors, 1) census levels(participants) and 2) the percentage increase set by the State.

49. What percentage of district employees are at 100% FTE vs part-time? What is the breakdown by percentage of time worked? We would like to see the raw data? (VE) **Cross**

Answer: See response to # 38

50. What is the time threshold for being eligible for benefits? (VE) **Cross/Craw**

Answer: Staff members are eligible for benefits if they work .5 FTE or higher for the WTA and 20 hours or more for AFSCME.

51. How many individual employees are part-time but receiving full benefits? (VE) **Cross/Craw**

Answer: See Appendix B

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52. Pg 24 Social Security decreased. What is the driver when all other benefit costs are increasing? (VE) **Cross**

Answer: Unlike other benefits accounts in the employee benefit section, the rate for social security and Medicare remains unchanged. Based on State statute, certified employees contribute to TRB and not social security. They do however, contribute only to Medicare (1.45%) with a matching contribution from the BOE. All non-certified employees contribute to both social security (6.2%) and Medicare (1.45%) with a matching contribution from the BOE.

The BOE 's contribution to social security and Medicare (FICA -7.65%) is based on the projected salary for FY 22. This contribution does not account for any unanticipated salary.

53. Pg 168. Is the Health Consultant a yearly expense? What is the scope of their services? (VE) **Cross**

Answer: Yes, this is a yearly expense. See Appendix D for scope of service

54. We need a more in-depth discussion of Dental Insurance; (a) moving from self-funding to a private plan? (b) risks of taking from ISF this year to cover dental costs. (AP) **Cross**

Answer:

a) Because our dental plan has an annual max benefit there is predictable and it is unlikely little to see significant unanticipated increases. Because of this, there is no benefit in changing from a self-funded model for dental.

b) Based on our current model for health insurance (State Partnership Plan), I do not see a risk in not funding the ISF for dental claims.

55. Please review the potential and cost benefits of shifting from the State Plan to an alternative health plan. (AP, MW) **Cross**

Answer: We are exploring options, if any, with our Insurance Consultant.

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Human Resources

56. Do we have a hiring strategy specific to each building relative to teacher experience and age-appropriate student need? (VE) **Craw**

Answer: At each building, we seek strong candidates with the appropriate background, experience, disposition and fit for the position. There are several requirements that we need to keep in mind when identifying top-notch teacher candidates, such as state certification, contractual guidelines, district policies and tenure laws.

Certification - Teachers must have the appropriate certification for the developmental level and content area that will teach in. We are not able to hire candidates without the proper certification.

Contractual Guidelines - The district typically budgets for anticipated hires at the MA 7 Step level. On average, WPS hires 10-15 new certified educators each year across grades pre-K to 12. Depending on the position, the district may hire at a step lower or higher than the MA 7 level. Generally, there is a large pool of qualified elementary candidates, while in other certification areas the specialized nature of the role and content area results in a smaller pool of qualified candidates. The WTA contract provides guidelines for the placement of new teachers on the appropriate column and step.

District Policies - There is also a Recruitment and Selection Policy (4111), which charges the “Superintendent to determine the personnel needs of the school district and to locate suitable candidates of employment.” In doing so, the district must abide by all district, state and federal guidelines related to the hiring of new staff, including all non-discrimination policies and regulations.

Tenure - There are 35 non-tenured educators currently working in Weston across the four buildings, which is 16% of our certified educators. Tenure is achieved in CT by working successfully for 40 consecutive months in a school district at .5 FTE or higher. For a teacher previously tenured in another district, they must work successfully for 20 consecutive months to achieve what is commonly referred to as fast-track tenure.

Hiring Process - Our rigorous general hiring process across all of the building includes the following steps listed below.

- HR post positions widely.
- School administration screens applications for viable candidates.
- Administration and team conducts interviews with top candidates.

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- Finalists receive a follow up interview and in most cases conduct a demonstration lesson.
- After checking references, the principal forwards the finalist to the Superintendent and Assistant Superintendent for final interview and determination.
- Lastly, an offer is made to the finalist with the placement on the appropriate column and step following a review of transcripts, work history and background check.

Early Retirement Incentive Program (ERIP) - Periodically, the district has offered an earlier retirement incentive. An ERIP is a strategy that has been used to generate turnover savings based on the assumption that the teacher hired to replace the retiring teacher will come in at a much lower step level (MA 7). The district last offered an ERIP in 2019. Thirty-two teachers were eligible for the ERIP and five ultimately retired as a result of it.

57. Similarly, do we have a strategy for retention of certified staff pre-tenure that differs from post-tenure? And how does it differ? (MW, VE) **Craw**

Answer: Weston attracts and retains a talented pool of educators. Retention has not been an issue in Weston as we do not have a high rate of turnover as evidenced in Appendix E.

For non-tenured staff, Weston provides mentors for all beginning teachers for their first two years in the district as part of the Teacher Education and Mentoring (TEAM) program.

For additional information regarding tenure, please see question # 56.

58. Where is the CREC Teacher Residency Program listed in the budget? (HK)

McKersie/Craw

Answer: The CREC Teacher Residency Program is not listed under the FY22 budget request. The thought is that the district would seek alternative funding from philanthropy to support this initiative.

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Legal

59. Look at financial analysis and trade-off vs having in-house HR Director/Lawyer. (AP)
Cross/McKersie

Answer: See Appendix F

60. I would like to see a more specific breakdown of the District's legal fees. Pg. 24 and 172. This is a 46.4% increase. How much is associated with covid-related costs? I've also noted that these costs have been increasing every year. What is driving this increase year after year? (MW) **Cross/McKersie**

Answer: See Appendix F

61. How much of these legal costs would have been absorbed by a within district Legal Counsel? (HK) **Cross/McKersie**

Answer: We would direct the BOE to Appendix F, which summarizes Legal Fees (for all areas other than PPS/SPED) by line item (within grouped topic areas) for FY 19-21. The three year look shows how Legal Fees fluctuate annually based on certain cyclical expenses, such as WTA, WAA or AFSCME negotiations. The three year look also shows how certain one time expenses can result in a more costly year.

The chart in Appendix F factors in the Salary & Benefits for the HR Director/Internal Counsel, showing the cost differential to the district in FY 21 of not having that position in the budget. While it has been an operational detriment to not have an HR Director/Internal Counsel, the district has saved as much as \$230,316 in FY 21, which is a savings far in excess of any potential increase in Legal Fees from FY 20 to FY 21. (At this point, as the chart lists, we are estimating that FY 21 will see a reduction in Legal Fees from FY 20.)

The three year look shows that the FY 21 Legal Fees would not have been substantially reduced by an HR Director/Internal Counsel. A large share of the work of the HR Director/Internal Counsel in the legal area typically has been supplemented and supported by outside counsel. The division of labor can be summarized as follows:

Outside counsel typically handles the following categories of non-special education matters:

- Negotiations of teacher and administrator contracts

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- Unusually contentious and/or legally complex student and parent matters
- Unusually contentious and/or legally complex personnel matters (particularly when the employee retains personal counsel)
- Unusually contentious and/or legally complex FOIA requests and appeals
- Unusually contentious and/or legally complex investigations
- Board policy review (including the model policy annual subscription fee of \$1000)
- Review of business contracts (e.g., bus contracts, student data privacy issues)

Internal counsel typically handles the following categories of non-special education matters

- Negotiations of AFSCME contract
- Student and parent matters
- Personnel matters
- FOIA requests
- Routine investigations

The cost of outside legal fees can fluctuate by approximately \$20,000 to \$50,000 depending on whether a certified contract is negotiated in that year and whether any unanticipated parent, student, and/or staff issues arise in a particular year.

It is important to note that FY 21 has been a heavy year for employment counsel because of the unique circumstances related to COVID-19, including (but not limited to) the need to interpret the ever-changing legal landscape related to the pandemic. This added burden of COVID-19 legal issues likely would have gone beyond the capacity of an Internal Counsel.

We would underscore the above statement about the operational detriment of not having an HR Director. We have been able to be effective with the work covered by the Assistant Superintendent for Curriculum and Instruction and the HR Manager, but the extent of HR demands has resulted in districtwide leadership on immediate and long-term academic priorities often being delayed while urgent personnel matters are being addressed. It is estimated that as much as 15-20 hours per week has been devoted by the Assistant Superintendent to HR matters that must be handled by a senior administrator. To be clear, the HR Manager role has been highly effective and productive, yet cannot fully replace what had been 2.0 FTE in the HR Department.

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Facilities

62. On page 25, there is an 18.5% fire alarm system increase. Please explain? (HK)
Cross/DelMastro

Answer: The increase 18.5% or \$5,000 is to cover the periodic repairs that are needed for the fire alarm system. The increase is based on historical and current trends.

63. Please confirm cost considerations for Zenon Plan are adequately addressed in the budget. (Multiple BOE). **Cross/DelMastro**

Answer: Based on data for the past two years we believe that the **general maintenance** at the Zenon Plant is adequately funded. We have combined the septic cleaning (4509) with septic maintenance (4518) and increase the maintenance by \$20,000

64. Is rubbish removal cost based on weight or contracted amounts? (RH) **Cross/DelMastro**

Answer: The weekly pickup is based on contracted amounts. The bulk pickup is based on weight.

65. How are the cleaning services with Affineco going? Satisfactory? At what rate are their rates increasing? How long is our contract term? (MW). **Cross/DelMastro**

Answer: Overall, things have improved and we are satisfied with the current level of service.

The contract with Affineco is for five years (7/1/2019 – 6/30/2024).

Contractual increase:

- FY 22- 10.5%
- FY23 -4.5%
- FY24 – 6.2%

Capital

66. What are the priority items for WMS that will absolutely need to get done in the next 2-3 years. I would propose that we have a WMS capital plan (assuming that any major

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renovation projects would not be started for at least 3 years) that prioritizes the items that cannot wait for a large renovation project. (AP) **Cross/DelMastro/Doak**

Answer:

- 1) The HVAC hydronic pumps and chilled water pumps need to be replaced.
- 2) The contingency account for WMS HVAC repairs will need to be replenished every year for any of the HVAC units that may need to be fixed. *
- 3) Three music rooms require sound dampening. **
- 4) Four art rooms require sink, faucet and cabinet replacements. ***
- 5) In the C-Wing, six gang bathrooms surrounding the old gym require renovation and an upgrade to become ADA compliant.

*The reason for a contingency account for the HVAC units is that there is no way to predict which unit will go down sooner than others, as they were all installed in the 1960s and 1970s. These units can be repaired as parts fail until the entire HVAC system is looked at as a whole by the optimization committee. The consensus of contractors that we have brought in to look at our systems feel we can serve larger areas with Roof Top Units and reduce the amount of Interior Air Handler Systems that feed smaller areas.

**The 2' x 4' drop-in sound dampening panels can be repurposed anywhere on campus if the design for the space changes, so the panels can be used no matter what happens in the future with the middle school.

***The replacement of the existing sink/faucet/cabinet enclosures with freestanding stainless steel sinks/faucets etc. can be repurposed anywhere on campus if the design for the space changes.

67. What are the most critical investments needed in the WMS to ensure that it is a safe and effective building to optimize student learning for the next few years? (MW)
Cross/DelMastro/Doak

Answer: See Answer to Question 66

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Transportation

68. Have the school buses all been replaced as per last year's contract? Was the rollout delayed due to covid, and if so, is there any savings we should be receiving for the delay? (MW) **Cross**

Answer: The first half of the fleet was replaced during the second half of FY20. We anticipate the arrival of the remaining buses sometime in February. At this time, we do not anticipate receiving any credits.

69. **Phil --** How many FTE and job functions behind the \$200k budgeted for Bus Aides? (AP) **Cross**

Answer: Bus Aides provide support for our special needs students (based on IEPs) while they are transported to and from school. This service is provided for both in district and out of district students. Currently, there are 14 aides: 11 have other district jobs; three do not have job in the district. Employees that have other district responsibilities provide this service before and after their contracted time.

70. Please address the cost benefits of continuing with Third Party/Contracted provision of transportation as opposed to in-house provision and management. (RH) **Cross**

Answer: Using a third party provider continues to be the more cost effective model. The pandemic has highlighted the additional benefits of using a third party. Chief among these benefits are reliability and flexibility. Similar to Weston, the schedule at many of our out of district schools has changed. Relia has been able to provide drivers as needed for a hybrid schedule, and for multiple morning and afternoon arrivals and dismissals. Because of the ongoing driver shortage, it is very unlikely that Weston would be able to adequately provide drivers.

71. Transportation is not on the org chart. Where does it belong? (VE) **Cross**

Answer: Transportation is not on the org chart because currently do not have any staff providing this service. All in-district and out of district transportation is provided by a third party provider.

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Revenue Sources

72. Is there risk to the 1.3 MM? (VE) **Cross**

Answer: Yes. Because revenue offsets are based on expenses that are reimbursed (excess cost, Medicare), enrollment in programs (tuition) or participation there is some risk.

COVID-19

73. P. 74 where is covid grant ? (HK) **Cross**

Answer: As part of the Cares Act, The State allocated the amounts below to Weston Public Schools. The purpose of these funds was to reimburse the district for expenses directly associated with the Corona Virus mitigation and some reopening costs. These expenses must have been incurred between March 2020 and December 2020.

- ESSER Grant - \$51,548
- CRF Grant - \$406,605

Other funds received:

- FEMA reimbursement (75%) for the one time cleaning of our facilities in March - \$41,985
- The remaining 25% for the one time cleaning of our facilities in March was received from the Municipal CRF grant - \$13,995

We will update the revenue schedule to reflect these funds.

74. Are there any "COVID" savings this year we can use to prepay equipment and/or materials for next year to further reduce the 2021/22 operating budget? **Cross**

Answer: At this time we have not determined the level of savings, if any. We will start that process in February.

75. Current Services column represents current year expenditure. There are several that seem high, especially given COVID and when compared to historicals – Athletic transportation, travel and conference. (VE) **Cross**

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Answer: At this time we have not determined the level of savings, if any. We will start that process in February.

Other

76. Pg 184 Contracted services increased from 28k in 2018 to 186 for this cycle. Please explain the trend. (VE) **Cross**

Answer: The main reason for the increase was due to the fact that maintenance for the athletic fields was moved from our grounds dept. to an outside company.

77. Pg 61 of the Public presentation shows Open Choice as an identified reduction by the Administration. How can this be a reduction if it's a grant that is being used? (VE) **Cross**

Answer: This was included for discussion purposes. We will be moving expenditures from the operating budget to the grant account.

78. Pg 32 – can you add actuals to the historical table? (VE) **Cross**

Answer:

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Historical Budget Appropriation				
Fiscal Year	Approved Budget	Increase (\$)	Increase (%)	Actuals
2010	\$ 43,975,602			\$ 43,858,323
2011	\$ 44,697,024	\$ 721,422	1.64%	\$ 44,665,027
2012	\$ 45,166,337	\$ 469,313	1.05%	\$ 45,162,361
2013	\$ 45,587,192	\$ 420,855	0.93%	\$ 45,580,485
2014	\$ 45,575,418	\$ (11,774)	-0.03%	\$ 45,715,095
2015	\$ 47,364,855	\$ 1,789,437	3.93%	\$ 47,361,902
2016	\$ 48,503,782	\$ 1,138,927	2.40%	\$ 49,680,921
2017	\$ 48,905,141	\$ 401,359	0.83%	\$ 49,823,322
2018	\$ 49,907,522	\$ 1,002,381	2.05%	\$ 52,047,816
2019	\$ 51,444,906	\$ 1,537,384	3.08%	\$ 53,015,747
2020	\$ 53,073,710	\$ 1,628,804	3.17%	\$ 52,248,793
2021	\$ 54,161,442	\$ 1,087,732	2.05%	
2022	\$ 56,218,815	\$ 2,057,373	3.80%	
Average		\$ 1,020,268	2.07%	
5 YR Average		\$ 1,462,735	2.26%	

79. If possible this year, and if not feasible then for next year, I would appreciate seeing a line item for sustainability initiatives. If we can create 5-year budget projections, then it would be nice to track sustainability investments and associated savings. (MW)

McKersie/Cross

Answer: It is not possible to add a line item for sustainability initiatives for FY 22, at least at this point in the budget process. We recommend that the budget implications of the important move to emphasize sustainability as a district priority for new and emerging Board Policy, and the increased initiatives by staff and students, be reviewed as we move later in this school year, as well as when the FY 23 Budget is being developed.

80. On page 136, what is turnover savings? (MW) **Cross**

Answer: When an employee resigns or retires, the new employee is typically hired at a lower step or salary. The difference between the two rates is the turnover savings.

81. Has the copier center transition been cost effective? Looking at page 196, outside printing costs seem minimal and predictable. Do you expect that to continue post-covid? (MW) **Cross**

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Answer: Yes, the transition has been cost effective. We do expect that outside printing will continue to be minimal and predictable post-Covid.

82. P. 26 Equipment increase. Please explain. (HK) **DiVito/Cross**

Answer: That is the year one request of the six-year technology plan. The request is for replacement staff laptops and 10 Smart Displays.

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**APPENDIX A --
Benchmark Assessments**

What quantifiable metrics are we using to measure where our students fall academically as compared with non-pandemic years so we can gauge whether additional resources are needed to catch students up?

Foundational Skill	Measure	Grade Level(s)	Timeframe
Reading	Fountas and Pinnell (Reading level)	K-5	Fall, Winter, Spring
	Teachers College Running Record	K-2	Fall, Winter, Spring
	Upper Case & Lower Case Letter ID	K	Fall, Winter, Spring
	Letter Sound ID		
	Sight Word ID	K	Fall, Winter, Spring
	Phonological Awareness	K	Fall, Winter Spring
	Foundations (phonics and spelling)	1 & 2	By Unit
	NWEA MAP	6-8	Fall, Winter (for students we are monitoring) Spring
Writing	Pre- & Post- On Demand Assessments for Narrative, Information, Opinion/Argumentative	K-5	By Unit
	Pre- & Post- On Demand Assessments for Narrative, Information, Argument	6-8	By Unit
	Writing Portfolio	8 & 10	Second Semester
Math	NWEA MAP	1-5	Winter, Spring
	NWEA MAP	6-8	Fall, Spring

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	Unit Assessments	K-12	Ongoing
	Progress Report Standards	K-5	Fall, Winter, Spring

APPENDIX B --
Part-Time v. Full-Time Staff Count
2020-21

There are ten (10) part-time **WTA staff members** as listed below. This represents 4.5% of our certified staff. All other WTA educators are full-time (1.0 FTE) employees.

WPS efficiently uses its staffing allocations to minimize the need for part-time teachers as evidenced below. The fact that all four of our schools are located on one campus allows us to share staff between buildings. However, there are instances where we are unable to share staff due to certification, conflicting school schedules, and staffing constraints.

Certification requirements factor into how we are able to deploy and share staff. Teachers must teach in their designated area of certification. We are unable to have teachers teaching out of certification to consolidate positions.

It is very difficult to hire high-quality educators when there is a need to hire at a reduced FTE level. This is especially true in subjects where there is a shortage of teachers. The issue of filling part-time positions was raised at a past teacher negotiations. Previously, part-time staff had to pay a greater percentage of the cost share. For example, 0.7 FTE had to pay 30% of the premium, 0.6 FTE had to pay 40% of the premium, etc. This practice was changed so that any position, 0.50 FTE or higher, does not pay an increased cost share. This change has provided the administration with a tool to secure part-time teachers to ensure that we will be able to staff up with qualified teachers in these positions.

Student enrollment factors into the need for staffing for various content areas or specialized courses. At the secondary level, we attempt to meet student course requests, thus scheduling and staffing is also driven by student needs and interests.

Any teacher with an assignment of 0.50 FTE or higher is eligible for benefits. Eight (8) out of ten (10) of these employees receive benefits.

School	Position	FTE	Notes
WMS	Art	0.50	This assignment could not be picked up by the part-time HES art position due to scheduling

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			constraints and amount of FTE required. This opening emerged very late at the start of the school year. This position would not have been readily filled without the flexibility that the contract offers in terms of benefits.
WMS	Reading	0.50	There is a specialized certification for a reading specialist to deliver reading intervention services.
WMS	French	0.50	The entire secondary French program requires a staffing of 2.5 FTE based on enrollment and courses offered, which results in one part-time position. We do not have any other world language teachers who are dual certified in French who could have picked up this position.
WHS	Biology	0.50	Based on enrollment, there are extra sections of biology that can't be picked up by any other part-time teacher on this list due to the certification.
HES	Math Intervention	0.60	We have looked at sharing these positions in the past; however, that would not work with the scheduling of small groups and individual students across two buildings. There have been discussions of increasing the FTE due to the level of service needs.
WIS	Math Intervention	0.70	
HES	Art	0.70	See WMS art above
WMS	Social Studies	0.80	Program enrollment does not dictate the need for a full-time position.
WHS	Chinese	0.80	Program enrollment does not dictate the need for a full-time position.
WMS	Music	0.90	Program enrollment does not dictate the need for a full-time position.

Note: Four of the district's full-time certified employees teach an additional fractional FTE above their 1.0 FTE assignment. This is an efficiency for the district whenever we have the need for teaching additional sections of a particular subject. Otherwise, schools would need to hire additional staff at a fractional FTE level, with the appropriate certification, which is difficult to do.

- 1 WIS PE/Health Teacher (1.10 FTE)
- 1 WMS Science Teacher (1.20 FTE)
- 1 WHS English Teacher (1.20 FTE)

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- 1 WHS Math (coding) Teacher (1.10 FTE)

II. We have eleven (11) **non-certified/AFSCME staff** working in less than full-time positions as listed below. This represents 10% of our non-certified staff. All other non-certified/AFSCME 10-month, 11-month and 12-month positions are working in full-time roles. Nine (9) out of eleven (11) of these positions receive district benefits.

- 1 - District Vocational Specialist (.60 FTE)
- 1 - District OT (.70 FTE)
- 3 - HES Pre-K Paras (.75 FTE)
- 2 - HES Kindergarten Paras (.75 FTE)
- 1 - HES K Para/Cafe Aide (.70 FTE)
- 1 - HES Aide (.50 FTE)
- 1 - HES General Ed. Para (.80 FTE)
- 1 - WMS SPED Para (.80 FTE)

We also have four (4) staff members working less than .5 FTE that are not in AFSCME, nor eligible for benefits.

III. Lastly, all **administrators and unaffiliated employees** are full-time employees. We do not have any part-time employees in these categories.

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APPENDIX C -- Weston Public Schools Substitute Teacher General Summary

Weston Public Schools utilizes substitutes in four (4) different ways during a school year depending on the nature of the absences. Our typical absences are as follows:

- Daily absences (personal, sick, professional development, jury duty, PPT's etc.)
- Period coverage (PPT's, meetings, professional development, daily substitute shortage)
- Short-term absences due to medical
- Long-term absences due to medical leaves and/or unpaid leaves

To cover these absences we have:

Daily Substitutes

Our daily substitutes typically cover day-to-day absences for our teaching staff and paraeducators. If a WPS staff member is out for the day, then they enter the absence into our absence management system (AESOP), which then sends a notification out to all substitutes that qualify and are coded to that particular building. We do not use daily substitutes for our support services (counselors, psychologists, S&L, PT, OT, librarians, front offices assistants, facilities, security or grounds).

A daily substitute for a teacher position must have at minimum a Bachelor's Degree. A substitute for a paraeducator does not need a Bachelor's Degree, but most do. *Our daily substitutes receive \$100 for a full day if covering for a teacher, and \$12.00 an hour for covering a paraeducator. If a daily substitute works more than ten (10) days at HES as a teacher substitute, they will begin to receive \$110 for any full days worked at HES for the remainder of that school year. If any daily substitute works more than ten (10) days at HES and/or WIS as a paraeducator substitute, they will begin to receive \$14.25 an hour until the end of that school year. Daily substitutes are referenced in the budget line item "Substitute Teachers".

Building Substitutes

A building substitute may or may not be certified who are hired for the full school year to cover any teacher absences or paraeducator absences. They are utilized daily to cover absences and are paid at a daily rate of \$125.

In a typical year, we have two (2) building substitutes assigned at HES, two (2) at WIS and one (1) shared between the two buildings, one (2) at WMS, and one (1) at WHS. These employees are referenced in the budget line item "Building Substitutes".

Internal Coverage

When there is a shortage of daily substitutes we need to ask internal staff to do period coverage in their building. For WTA members, for the 2020-21 school year, they are paid in accordance

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with the WTA contract at \$35.45 per class period. For our AFSCME members who are assigned to cover a teacher's class they receive \$15.00 per class period above their regular hourly rate. Effective July 1, 2020, classroom coverage of less than forty-five (45) minutes shall be paid at a rate of \$10.00 per abbreviated class. Staff being utilized for internal coverage is referenced in the budget line item "Substitute Teachers".

Short-Term and Long-Term Substitutes

For our short term and long term absences, we look at the length of the absence and the need for consistency in the classroom. Any absence for a certified staff member to be estimated more than 40 work days is considered a long-term absence, and per the State of Connecticut requires teacher certification in applicable subject matter. For these assignments, we begin them based on the WTA contract on a BA, Step 1 daily rate (currently \$277 a day). Once the long-term substitute reaches the 40-day mark, they are then given their actual column and step (depending on their years of experience and degree achieved) daily rate. \

For our paraeducators, when we hire a long-term substitute rate we pay them at the Grade II, Step 1 hourly rate of \$24.52. These long and short term hires are referenced in the budget line item "Long-term Substitute".

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APPENDIX D -- Broker Services

Subject to the terms of this Broker Services Agreement, Broker shall provide the Services listed below, but only in relation to the following Lines of Insurance: (a) Medical; (b) Dental; (c) Vision

Services are as follows:

- a) Assist with initial on-boarding to alternate carrier (if necessary)
- b) Facilitate implementation, including completion of application, coordination of census
- c) Explanation of plan differences to unions (Age-off termination date, pre-approval requirements, etc.)
- d) Creation of rate sheets, including calculation of "blended" rates and development of rates to remain compliant with State Statute governing Teachers' Retirement Board
- e) Ongoing claim issue assistance
- f) Education for employees and retirees transitioning from an HSA-qualified plan to a co-pay plan or vice versa
- g) Claims review & analysis for potential of leaving plan in the future
- h) Assistance with Collective Bargaining Language on plan design and exit strategy
- i) Assistance with coordination of benefits issues
- j) Education for staff, including central office
- k) Ongoing collective bargaining assistance, including mediation and arbitrations
- l) Coordinate legal opinions through our attorneys as it pertains to insurance regulations and practices
- m) Research and analysis on Pros & Cons of self-funding vs. traditional fully insured Programs
- n) Traditional review of claims and fees
- o) Secure and place insurance coverages for lines of insurance upon the School's request
- p) Coordinate policy renewals

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APPENDIX E -- STEP Distribution

83. Please provide in graph format the distribution of staff by step levels districtwide as well as by each building. Please provide for both certified and non-certified staff per step.

The following WTA Step Distribution graph represents the step level for educators under schedule B-2 of the Weston Teachers' Association Salary Schedule located on page 40 of the current WTA contract. There are a total of 17 step levels on the WTA salary schedule as well as 7 columns related to the number of credits/degree earned.

2020-21



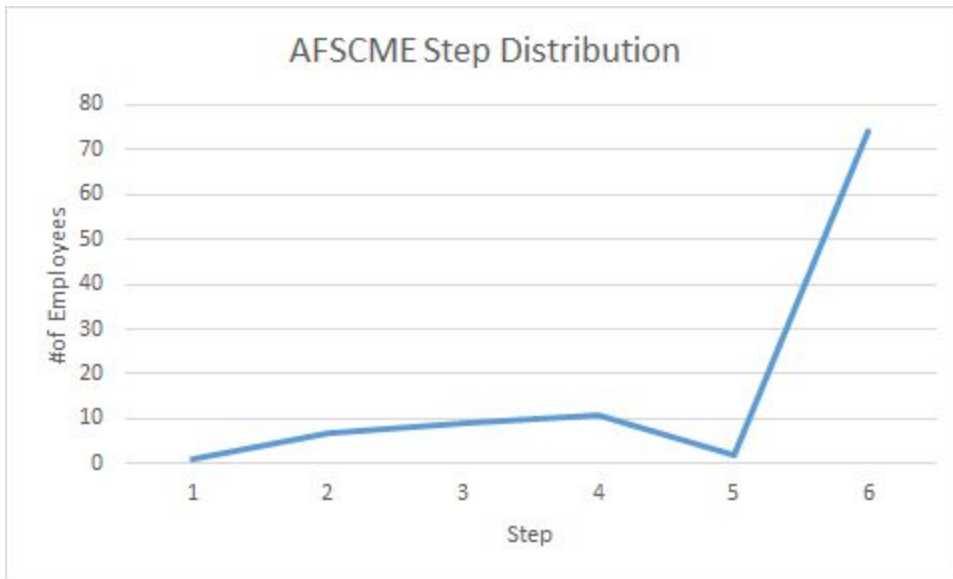
The below AFSCME STEP Distribution graph represents the STEP level under Appendix B - Wage Schedule for the current AFSCME contract. There are a total of six steps on the AFSCME salary schedule.

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2020-21



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APPENDIX F -- Legal Fees Analysis

GENERAL LEGAL FEES SUMMARY FY19-21			
Description	2020/2021	2019/2020	2018/2019
Student Expulsion	-	8,645	5,752
Student Related Matters	105	43,267	-
General	23,629	30,295	38,887
Teacher Separation	-	1,085	-
Administrators Negotiations	132	15,022	1,080
Teachers Negotiations	-	24,596	1,995
Teachers Copy Center Issue	-	7,719	-
Teachers Misc.	25,030	9,641	25,146
Business Contracts	204	6,918	-
Non Certified	-	8,571	168
FOIA	3,489	5,278	-
Model Policies	1,000	1,875	1,000
Superintendent Contract	-	-	1,073
State Court (AR)	-	-	488
BOE Administrative Hearing	-	5,465	-
AFSCME Negotiations	17,215	7,895	
Estimated for Remainder of FY 21	80,000	-	-
Total Legal Fees	\$ 150,804	\$ 176,270	\$ 75,587
<u>HR Director/Internal Counsel</u>			
Salary & Benefits Cost	\$ -	\$ 230,316	\$ 220,615
Total HR Director & Internal Counsel	\$ -	\$ 230,316	\$ 220,615
CIRMA-Lap Deductible	10,000	10,000	20,000
Grand Total	\$ 160,804	\$ 416,586	\$ 316,202

APPENDIX G - MILONE & MACBROOM CHARTS

2020 Weston Public School Projections

District Projections: Low

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	143	151	149	155	180	177	171	194	192	197	193	206	24	2,259
2022-23	2017	60	122	139	152	160	159	159	185	176	174	190	191	196	193	24	2,220
2023-24	2018	59	121	133	148	161	171	163	164	184	180	171	189	190	196	24	2,195
2024-25	2019	66	126	132	142	157	172	175	168	163	188	176	170	188	190	24	2,171
2025-26	2020	78	136	138	141	151	168	176	180	167	166	184	175	169	188	24	2,163
2026-27	2021	56	118	148	147	149	161	172	181	179	170	163	183	174	169	24	2,138
2027-28	2022	59	120	129	158	156	159	165	177	180	183	167	162	182	174	24	2,136
2028-29	2023	63	123	131	138	168	166	163	170	176	184	179	166	161	182	24	2,131
2029-30	2024	65	124	134	140	146	179	170	168	169	180	180	178	165	161	24	2,118
2030-31	2025	68	126	135	143	148	156	183	175	167	172	176	179	177	165	24	2,126

District 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

District Projections: High

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	146	156	150	156	181	179	174	198	197	199	194	208	24	2,289
2022-23	2017	60	124	141	160	167	162	161	189	181	181	199	198	199	195	24	2,281
2023-24	2018	59	126	138	155	171	180	167	168	191	188	182	200	198	200	24	2,288
2024-25	2019	66	134	140	152	166	184	186	174	170	199	189	183	200	199	24	2,300
2025-26	2020	78	146	149	154	163	179	190	194	176	177	200	190	183	201	24	2,326
2026-27	2021	68	141	163	164	165	176	184	198	196	183	178	201	190	184	24	2,347
2027-28	2022	71	146	157	179	176	178	181	192	200	204	184	179	201	191	24	2,392
2028-29	2023	72	149	163	172	192	190	183	189	194	208	205	185	179	202	24	2,435
2029-30	2024	70	150	166	179	184	207	196	191	191	202	209	206	185	180	24	2,470
2030-31	2025	71	153	167	182	192	198	213	204	193	199	203	210	206	186	24	2,530

2017 Projection Performance Compared to Actual 2020-21 October 1st Enrollment

2020-21 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12
Actual 2020-21 Oct. 1st Enrollment	122	142	131	145	176	172	172	190	196	198	194	207	204
Projections from Summer 2017 for 2020-21 Enrollment	127	148	141	152	162	167	166	179	180	191	188	190	205
Difference	-5	-6	-10	-7	14	5	6	11	16	7	6	17	-1
Difference %	-4.1%	-4.2%	-7.6%	-4.8%	8.0%	2.9%	3.5%	5.8%	8.2%	3.5%	3.1%	8.2%	-0.5%

2020-21 Enrollment	K to 2	3 to 5	6 to 8	9 to 12	K to 12
Actual 2020-21 Oct. 1st Enrollment	395	493	558	803	2,249
Projected 2020-21 Enrollment in 2017	416	481	525	774	2,196
Difference	-21	12	33	29	53
Difference %	-5.3%	2.4%	5.9%	3.6%	2.4%

APPENDIX H - BREY/NESDEC MEMO

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 15, 2017

Information Only

Action Requested

Agenda Item Subject: Analysis of NESDEC report on 2017/2018 student enrollment and projections for the 2018/2019 school year.

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

The annual written analysis of NESDEC's report regarding current and projected student enrollment will be provided to the Board of Education by Friday, November 17, 2017.

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
MEMORANDUM

To: Board of Education
From: Lewis D. Brey
Date: November 20, 2017
RE: NESDEC Enrollment History and Projections

This memorandum provides an overview and analysis of the attached enrollment history and forecast from the New England School Development Council ("NESDEC"). These enrollment projections provide important data for program development, budget planning, and staffing for the 2018/2019 school year

Projection Methodology

In developing projections for member school districts, NESDEC uses the cohort survival technique, the most common method for preparing enrollment forecasts. By incorporating some appropriate modifications, NESDEC is able to consider information specific to an individual school district and, consequently, avoid forecasts that are entirely formula driven.

NESDEC calculates percentages from historical data and determines reliable percentage increases or decreases between each pair of consecutive grade levels. For example, if 100 students enrolled in grade 1 in 2015/2016, increased to 104 students in grade 2 in 2016/2017, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Migration in and out of the schools;
2. Retention in the same grade;
3. Births in the community;
4. New house construction;
5. Residential turnover;
6. Spikes/declines in real estate sales and leasing;
7. Drop-outs, transfers, etc.; and
8. Economic conditions in the tri-state area.

The ratios selected are applied to the present enrollment statistics for a pre-determined number of years.

Reliability of Enrollment Projections

Enrollment projections based upon the children already in the district (the current K-12 population only) will be the most reliable. The second level of reliability encompasses those children already born into the community but not yet old enough to be in school. The third and least reliable category is the group of students for which an estimate must be made to predict the number of births and health of the real estate market, thereby adding additional variables.

Projections can serve as useful guides to school administrators for educational planning. The projections are generally most reliable when they are closest in time to the current year. Nevertheless, in recent years even near term projections, particularly at the K-5 level, have fluctuated significantly from predictions just one or two years prior. For instance, in 2014, NESDEC projected that the K-2 enrollment for 2018/2019 would be 326. In 2016, NESDEC projected 2018/2019 K-2 enrollment at 434. This year, NESDEC is projecting the 2018/2019 K-2 enrollment to be 389. These discrepancies indicate that, even in the short term, projections can change dramatically – particularly at the K-2 level. Annual updates allow for the identification of any recent changes in trends.

Projections six to 10 years out may serve as a guide to future enrollments and may be useful for long-range facilities planning. However, they should be viewed as subject to change given the possibility for anomalies in the underlying assumptions, such as significant economic upheaval.

Review of Enrollment – 2017-2018

Last year, NESDEC projected a K through 12 enrollment for the 2017/18 school year of 2322. The actual K through 12 enrollment for 2017/2018 is 2314, only eight students fewer than expected. However, even though the districtwide projection difference was statistically insignificant, there were large variations between the kindergarten projections and actual enrollment as well as in the projections and actual enrollment in grade 1, grade 4, and grade 7. Actual enrollments in other grades are closer to NESDEC's projections. These totals are noted in the individual school enrollment summaries below. Please note that the NESDEC grade specific figures do not include students who are currently outplaced due to special education needs.

Hurlbutt Elementary School

At Hurlbutt Elementary School, there was a K-2 variance of 29 students below the projection (402 actual vs. 431 projected – a 6.7% deviation). This deviation was primarily the result of much smaller than projected kindergarten enrollment of 113 actual vs. 142 projected (a 20% percent deviation from the projection). Grade 1 enrollment was closer to the projection (142 actual vs. 139 projected) as was grade 2 enrollment (147 vs. 150 projected).

In 2014, NESDEC projected an enrollment of only 107 kindergarten students for the 2017/2018 school year. As of October 1, 2017, there were 113 kindergarten students. Interestingly, NESDEC's 2014 kindergarten projection was much closer to the current actual enrollment than their projection in 2016 that there would be 142 kindergarten students in the current year. In order to make its predictions, NESDEC uses a birth to kindergarten ratio that measures the number of incoming kindergarten students compared to the number of Weston births five years earlier. In 2012, the birth year of the majority of the current kindergarten class, there were 63 births. This represents an increase in 14 births from the 49 births in 2011. However, whereas the kindergarten class in 2016 had 128 students, this year's class has only 113 students. Therefore, the birth to kindergarten ratio which had reached a 21 year high in 2016 has dropped dramatically as demonstrated below. The birth to kindergarten ratios for the last seven years are as follows:

2011: 1.91
2012: 1.61
2013: 1.97
2014: 1.97
2015: 2.03
2016: 2.61
2017: 1.79

Predicting kindergarten enrollment from births has proven very difficult. While in 2016 there was a ratio of 2.61 enrolled students for each Weston birth, as recently as 2012 this ratio was 1.61 and this year it was only 1.79. The ratio used by NESDEC for the current kindergarten projection was 2.25 (as opposed to the actual 1.79). For next year, NESDEC has used a 2.07 ratio to predict the size of the incoming kindergarten class. (114 projected students and 55 births in 2013). The average ratio over the last seven years is 1.98.

Last year, NESDEC stated that Weston was the New England district with the highest number of "net move-ins." This was an increase from 2015/2016 when Weston was in the top 3-4% of New England school districts for "net move-ins." This in-migration was the primary driver of the increasing kindergarten enrollment as opposed to births, which remain very low. This large in-migration appears to have subsided, at least at the kindergarten level, given the significant decrease in the size of the incoming class in the current school year.

With the birth rates continuing at low levels for the foreseeable future as noted in the NESDEC enrollment projection chart, the birth to kindergarten ratio will need to increase again in order to avoid further declines in enrollment. Weston has been hit hard by the statewide decline in births falling to a low of 49 births in 2011 and only modest increases in births through 2014 when the birth rate was 70¹. Thereafter, NESDEC predicts births will not rise above 60 per year through 2022.

¹ This birth rate was revised upward from last year's provisional birth total of 67.

As in prior years, Hurlbutt has carefully monitored enrollment in area pre-schools to determine the number of Weston students who may enroll in kindergarten in the coming years. Obviously, these numbers change as new students enroll, move into the area, or leave five year old preschool programs to enter kindergarten. Also, these numbers will not reflect students who move into Weston during the summer preceding the start of school.

Year	NESDEC	Preschool Feedback	a/o 10/01
2018:2019	114	76	
2017:2018	142	96*	113
2016:2017	116	101*	128
2015:2016	113	102*	124
2014:2015	138	104*	140
2013:2014	116	89*	136
2012:2013	126	99*	115
2011:2012	140	120*	161
2010:2011	179	149*	159
2009:2010	170	147*	158
2008:2009	130	138*	168
2007:2008	117	139	147

* + 10 eligible 5 year old who could register for either K or 1
 * + 13 eligible 5 year old who could register for either K or 1
 * + 8 eligible 5 year olds who could register for either K or 1
 * + 10 eligible 5 year olds who could register for either K or 1
 * + 15 eligible 5 year olds who could register for either K or 1
 * + 25 eligible 5 year olds who could register for either K or 1
 * + 23 eligible 5 year olds who could register for either K or 1
 * + 29 eligible 5 year olds who could register for either K or 1
 * + 22 eligible 5 year olds who could register for either K or 1
 * + 26 eligible 5 year olds who could register for either K or 1
 * + 25 eligible 5 year olds who could register for either K or 1

The breakdown of pre-school enrollment of Weston students is as follows:

Eligible Preschool
Kindergarten 2018/2019

School Name	2 yrs.	3 yrs.	4 yrs.	5 yrs.
A Child's Place			0	
Beginnings	0	0	0	0
Bright Horizons				
Children's Community Develop. Ctr.			0	
Christ and Holy Trinity Preschool			0	
Conservative Synagogue Preschool	1	2	0	0
Earthplace Nursery School	0	2	1	0
Greens Farms Nursery School	0	0	0	0
Landmark of Ridgefield Academy-Westport	1	0	0	1
Landmark of Ridgefield Academy-Redding	8	10	6	4
Learning Community Day School	2	1	4	3
Norfield Nursery School	4	15	12	0
Old Hill Children's Day School	1	1	0	0
Pumpkin Preschool of Westport	0	0	0	0
Landmark Preschool - Ridgefield	0	0	0	0
Saugatuck Nursery School	0	0	0	0
St. Francis of Assisi Preschool	13	19	16	0
St. Paul Christian School			1	
Temple Israel Early Childhood Ctr.	9	2	7	0
The Montessori School - Wilton	1	0	0	1
Three-Four Open the Door	3	0	2	0
Town & Country Montessori				
Westport Weston Coop Nursery School	13	10	6	0
Wilton YMCA Nursery School	0	0	1	1
Early Learning Center @ HES				
Teacher 1			9	
Teacher 2			11	
TOTAL	56	62	76	10

Weston Intermediate School

At Weston Intermediate School, enrollment was projected at 499 vs. the actual enrollment of 507, a deviation from the projection of eight additional students. While in grade 3 the projected enrollment was 155 vs. the actual enrollment of 153, there is larger than projected enrollment in grade 4 (174 actual vs. 168 projected) and in grade 5 (180 actual vs. 176 projected).

Weston Middle School

As with the intermediate school, the middle school experienced a small influx of unexpected students. At Weston Middle School, enrollment was projected at 570 vs. the actual enrollment of 584; 14 students above the projection. Grade 6 enrollment is six students above the projection (196 actual vs. 190 projected), grade 7 enrollment is two students above projection (190 actual vs. 188 projected), and grade 8 enrollment is six students above projection (198 actual vs. 192 projected).

Weston High School

At Weston High School, there was one fewer student than projected (809 actual enrollment vs. 810 projected). In grade 9, there are seven students above projection (210 actual vs. 203 projected), and in grade 10 there are five fewer students than projected (184 actual vs. 189 projected). Grade 11 came in two students below projection (209 actual vs. 211 projected), and in grade 12 there is one fewer student than projected (206 actual vs. 207 projected).

Review of NESDEC's 2018-2019 Enrollment Projections

NESDEC's most recent K through 12 projection indicates a decrease in total student enrollment for 2018/2019. Total K-12 projected enrollment for 2018/2019 is forecasted at 2276, a decrease of 38 students below the current year total K-12 enrollment of 2314. This represents a 1.6% decrease from the current year. As described further below, each school is projected to experience a small reduction with the most significant reductions at Hurlbutt Elementary School and Weston Intermediate School.

Hurlbutt Elementary School - Grades K-2 Enrollment at Hurlbutt is projected to decrease by 13 students as compared to the current enrollment in these grades in 2017/2018 (402 current vs. 389 projected). This represents a 3.2% decrease in enrollment. This decrease is attributed to a projected reduction in grade 1 enrollment of 17 students (142 current vs. 125 projected) which is due to the current kindergarten class (113) moving up. Other changes in enrollment include a projected increase of one student in kindergarten (113 current vs. 114 projected), and an increase of three students in grade 2 (147 current vs. 150 projected). Grades 1 and 2 projections are usually very accurate given that they are primarily based on students already in the District. However,

as we have seen over the prior three years, there had been dramatic fluctuations in enrollment due to an in steep increase in move-ins leading to an influx of new students. NESDEC factored that trend into last year's projections, but given the much smaller than expected kindergarten class size for the current school year, they have used a more conservative birth to kindergarten ratio for the 2018/2019 projections.

Kindergarten enrollment remains the most difficult to forecast. In developing the enrollment projections for the kindergarten class entering 2018, NESDEC used a birth to kindergarten growth ratio of 2.07. This ratio is higher than the actual birth to kindergarten ratio of 1.79 applicable to the 2017 kindergarten class, but significantly lower than the 2.25 ratio they had originally used to project the size of the current class.

It is important to note that the trend over the past 14 years, and the projection for the upcoming school year, illustrated by the following chart, indicates that the in-migration rate for the current year is at its lowest point since 2012 and is the third lowest since 2004. This is in sharp contrast to 2016 when the difference between the year of birth and kindergarten eligibility five years later was at its second highest point since 2004.

In-Migration between Year of Birth and Actual Kindergarten Enrollment*

	Birth Cohort	K Enrollment	Difference
1999 to 2004	146	184	+38
2000 to 2005	129	182	+53
2001 to 2006	129	210	+81
2002 to 2007	77	146	+69
2003 to 2008	93	166	+73
2004 to 2009	97	158	+61
2005 to 2010	105	159	+54
2006 to 2011	85	162	+77
2007 to 2012	72	115	+43
2008 to 2013	69	136	+67
2009 to 2014	71	140	+69
2010 to 2015	61	124	+63
2011 to 2016	49	128	+79
2012 to 2017	63	113	+50
2013 to 2018	55	114 (projected)	+59

**Births in 2011 fell to a low of 49 (80 fewer than 10 years earlier). This represents a 62% drop in the birth rate. The 2018 in-migration rate is projected to be +59 which is twenty (20) students fewer than NESDEC had projected for the current year (+79).*

As we have for the last several years, we plan to continue our effort to gather the most accurate kindergarten enrollment data through the following activities:

- Scheduling a late fall pre-registration for kindergarten to help with staff planning and the number of sections needed for the fall of 2018.
- Continuing the practice of contacting all area pre-school programs to obtain an accurate update on the number and ages of children enrolled in these programs.
- Sending parents of kindergarten-age children pre-registration letters, providing information on the school district website and posting information in the Weston Forum about the registration process and deadlines.
- Continuing to work closely with NESDEC and other consultants to identify forecasting strategies and with appropriate town agencies to better identify three-five year-old children who may have moved into the community.
- Monitor home sales, and leases to the extent possible, to better determine how many families with young children have moved into the community. This information has proven critical given the fluctuation in the rate of sales and rentals over the last four years.

The projected enrollment for Hurlbutt Elementary School is as follows:

	Grade K	Grade 1	Grade 2
2017-2018 (current)	113	142	147
2018-2019 (projected)	<u>114</u>	<u>125</u>	<u>150</u>
Increase/Decrease	+1	-17	+3

If the projections for Hurlbutt Elementary School prove accurate, there will likely be a reduction of sections at the kindergarten and grade 1 levels. While kindergarten is projected to increase by one student, this year's class sizes are low due to the unrealized NESDEC projection for the current year, and the reduction of a section next year would keep classes within the Board's class size guidelines. In addition, the reduction of 17 students may lead to a reduction in a section.

Weston Intermediate School - Grades 3-5

Enrollment at the intermediate school is projected to decline by 13 students (507 current vs. 494 projected). This represents a 2.6% decline. Enrollment in all three grades is projected to change as follows:

	Grade 3	Grade 4	Grade 5
2017-2018 (current)	153	174	180
2018-2019 (projected)	<u>157</u>	<u>158</u>	<u>179</u>
Increase/Decrease	+4	-16	-1

As a result of the reduced projection for kindergarten enrollment in the upcoming years (as described further below), WIS is no longer projected to increase past 500 from 2022/2023 and beyond. Instead, NEDEC projects WIS enrollment to rise back to 498 in 2023/2024 and then fluctuate below the 500 level over the following few years.

Weston Middle School - Grades 6-8

Enrollment at the middle school is projected to decrease by seven (7) students (584 current vs. 577 projected). This represents a 1.2% decrease and is attributable to the decreases in grades 6 and 8 as mitigated by the projected increase in grade 7.

	Grade 6	Grade 7	Grade 8
2017-2018 (current)	196	190	198
2018-2019 (projected)	<u>187</u>	<u>200</u>	<u>190</u>
Increase/Decrease	-9	+10	-8

Weston High School - Grades 9-12

Enrollment at the high school is projected to decrease by five students (809 current vs. 804 projected). This represents a 0.6% decrease in enrollment. The sizes of each grade will fluctuate significantly next year as follows:

	Grade 9	Grade 10	Grade 11	Grade 12
2017-2018 (current)	189	213	206	206
2018-2019 (projected)	<u>203</u>	<u>189</u>	<u>211</u>	<u>207</u>
Increase/Decrease	+14	-24	+5	+1

NESDEC continues to forecast a steady decline in high school enrollment for the next 10 years which reflects the smaller cohorts of students coming up through the system.

Currently, NESDEC projects that the enrollment for the high school for the 2027/2028 school year will fall to 681 students.

Long Term Projections (Beyond 2018/2019)

NESDEC has provided the District with a 10 year enrollment projection. *However, it is important to keep in mind that projections beyond the first few years are often far less reliable given the reliance on birth rate projections and other factors.* This is particularly true given the unpredictable nature of the real estate market and the state and national economies. The more reliable districtwide projections will always be for the first three years given that the official birth rates are known.

K-12 Enrollment

Since the 2007/2008 school year, total K through 12 enrollment in the Weston Public Schools has decreased by 221 students (2535 in 2007/2008 to 2314 in 2017-2018). This represents an 8.7% reduction. The forecast for the next five years, using 2017/2018 as the base year, forecasts a further decline of 126 students, a 5.4% decrease in enrollment from 2314 in 2017/2018 to 2188 in 2022/2023.

Hurlbutt Elementary School Enrollment (Grades PK-2)

Enrollment in Grades K-2 is now forecasted to fluctuate between 389 and 421 over the next five years and ultimately settle at 392 in 2022/2023 at the end of the five year period. This would represent an increase of three students from the current year's enrollment. This projection is significantly different from last year's projection of 446 students in the 2022/2023 school year – a difference of fifty-four (54) students. Enrollment is then projected to remain stable through 2027/2028 with an average K-2 population of 400 students between 2023/2024 and 2027/2028. These projections represent a major change from last year's projection which predicted an average K-2 population of 450 during this time period (excluding 2027/2018), but is much closer to the projection from 2016 which forecast average K-2 enrollment of 405 for the period of 2021/2022 – 2025/2026.

The trend from the prior three years of NESDEC projections had been a steady and substantial increase in K-2 enrollment based on larger than previously predicted kindergarten classes. Last year's projections, as noted above, forecast K-2 enrollment for a 10 year period to range from 431 to 454. This year, NESDEC has revised its projections to reflect a stabilization of K-2 enrollment for the next 10 years with enrollment ranging from a low of 387 in to a high of 421.

Weston Intermediate School Enrollment (Grades 3-5)

Enrollment for the next five years at WIS is now projected to fall by 28 students to 479 students in 2022/2023 from 507 students in the current year; a decline of 5.5%. Last year, NESDEC projected that enrollment at WIS in 2022/2023 would be 527. NESDEC's 10 year projection has the WIS enrollment increasing by 25 students to 482 in 2027/2028.

NESDEC's projections for WIS have varied greatly over the last two years. For instance, last year, NESDEC projected WIS enrollment in 2026/2027 to stand at 522. This year, NESDEC projects that WIS enrollment in 2026/2027 will be 458. This difference, 64 students, represents a 12% change in projected enrollment in only one year. This is also in sharp contrast to NESDEC's long-term projection in 2014 which forecast that enrollment at WIS in the 2024-2025 school year would be 397 students; a difference of 93 students from the current projection of 490 (a 19% variance).

The wide swings in long-term projections at WIS, and at other schools, is further evidence of why long-term projections are of only limited value.

Weston Middle School (Grades 6-8)

Over the next five years, enrollment at the middle school is forecast to decrease by 61 students (10.5%); with enrollment ranging from 584 students in the current year to 523 students (2022/2023). The decrease in enrollment is once again projected to occur steadily over that five year period. NESDEC's 10 year projection has middle school enrollment rebounding slightly to 531 students in 2027/2028. As with Hurlbutt and WIS, NESDEC's current long-term projection for the middle school is very different from their recent analyses. Last year, NESDEC projected that enrollment at the middle school in 2024/2025 would be 530 students whereas this year they are projecting enrollment for that same year will be 495². Further, in 2014, NESDEC predicted middle school enrollment in 2024/2025 would be only 402 students – a difference of 93 students from the current projection. Once again, these swings in projections should serve to caution the Board to not heavily rely on long term projections in its planning.

Weston High School Enrollment (Grades 9-12)

During the next five years, enrollment at the high school is projected to decrease by 27 students to 782 in 2022/2023. Interestingly, this projection represents a significant increase over last year's projection of 722 students in the same year. Thereafter, NESDEC predicts that enrollment at the high school will steadily decline over the following five years to 681 in 2027/2028. This represents a 10 year decline of 128 students (15.8%).

² The 2024/2025 middle school enrollment of 495 is the lowest in the ten (10) year forecast.

Summary Comments

Given the dramatic decline in birth rates since 2008, the uncertain real estate market, and the dramatic fluctuation in “move-ins” over the last four years, the NESDEC near-term and long-term projections have varied significantly from year-to-year. Although NESDEC projections have proved reliable and useful, we cannot unduly rely on any single year’s projections. Further, predictions beyond the first few years are less reliable as they are based on estimated future birth rates and assumptions in real estate trends that are simply too far away to predict with sufficient accuracy. Given all of the uncertainties, it may be unwise to plan significant changes too far into the future.

NESDEC Enrollment Report and Projections

The information and charts that follow describe the District’s enrollment history and projections. A PowerPoint presentation will highlight some of the more important enrollment data and projections for the Board, the public, and the viewing audience.



Weston, CT Projected Enrollment

11/16/2017

School District: **Weston, CT 2nd Revision**
 Includes Project Choice and tuitioned-in students - and Special Education students in out-placements

Enrollment Projections By Grade*

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	OUTPL	K-12	PK-12
2012	63	2017-18	27	113	142	147	153	174	180	196	190	198	210	184	209	206	12	2314	2341
2013	55	2018-19	28	114	125	150	157	158	179	187	200	190	202	209	182	211	12	2276	2304
2014	70	2019-20	29	145	126	132	160	162	166	186	191	200	194	201	207	183	12	2261	2290
2015	61	(prov.)	30	127	161	133	141	165	166	188	190	191	204	193	199	203	12	2259	2289
2016	51	(prov.)	31	106	141	170	142	146	169	173	171	190	195	203	191	201	12	2210	2241
2017	60	(est.)	32	125	118	149	182	147	150	176	176	171	194	194	201	193	12	2188	2220
2018	59	(est.)	33	123	139	125	159	188	151	156	179	176	174	193	192	203	12	2170	2203
2019	60	(est.)	34	125	136	147	133	164	193	157	159	179	179	173	191	194	12	2142	2176
2020	58	(est.)	35	121	139	144	157	138	168	201	160	159	183	178	171	193	12	2124	2159
2021	58	(est.)	36	120	134	147	154	162	142	175	205	160	162	182	176	172	12	2103	2139
2022	59	(est.)	37	123	133	142	157	159	166	148	178	205	163	161	180	177	12	2104	2141

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, and births.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*

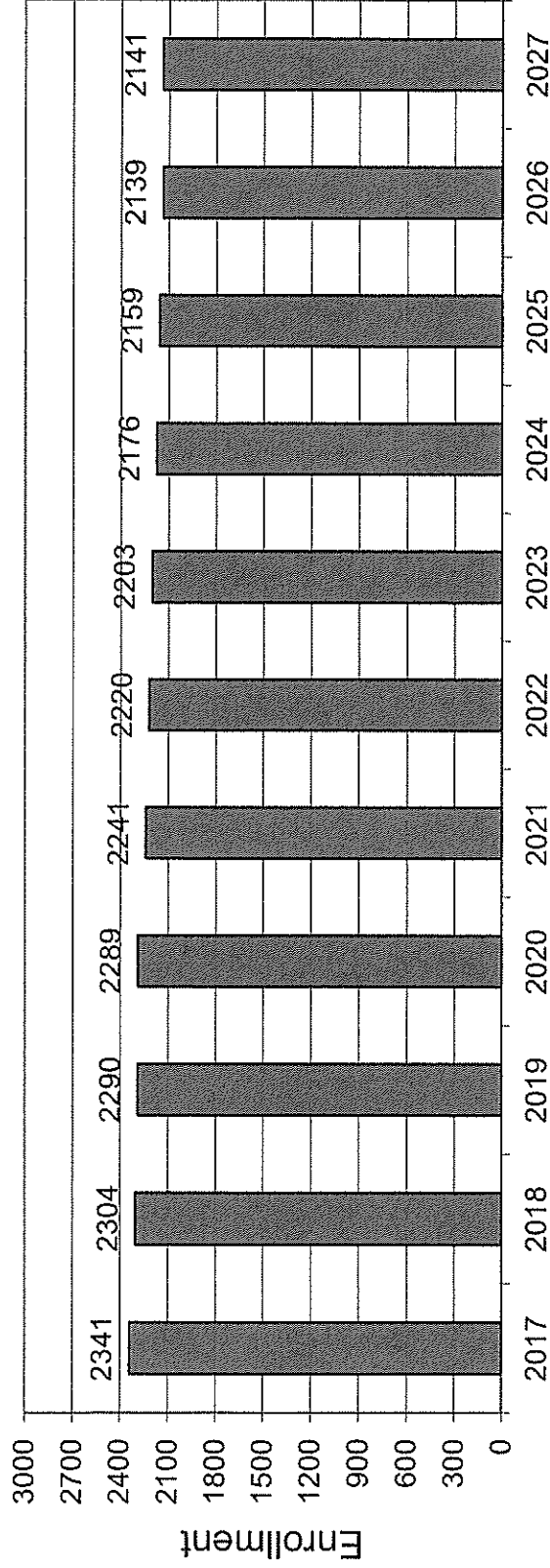
Year	K-2	K-5	3-5	K-8	PK-2	6-8	7-8	7-12	9-12
2017-18	402	909	507	1493	429	584	388	1197	809
2018-19	389	883	494	1460	417	577	390	1194	804
2019-20	403	887	484	1464	432	577	391	1176	785
2020-21	421	893	472	1442	451	549	381	1186	805
2021-22	417	874	457	1408	448	534	361	1151	790
2022-23	392	871	479	1394	424	523	347	1129	782
2023-24	387	885	498	1396	420	511	355	1117	762
2024-25	408	898	490	1393	442	495	338	1075	737
2025-26	404	867	463	1387	439	520	319	1044	725
2026-27	401	859	458	1399	437	540	365	1057	682
2027-28	398	860	482	1411	435	531	383	1064	681

Projected Percentage Changes			
Year	K-12	Diff.	%
2017-18	2314	0	0.0%
2018-19	2276	-38	-1.6%
2019-20	2261	-15	-0.7%
2020-21	2259	-2	-0.1%
2021-22	2210	-49	-2.2%
2022-23	2188	-22	-1.0%
2023-24	2170	-18	-0.8%
2024-25	2142	-28	-1.3%
2025-26	2124	-18	-0.8%
2026-27	2103	-21	-1.0%
2027-28	2104	1	0.0%
Change		-210	-9.1%



Weston, CT Projected Enrollment

PK-12 TO 2027 Based On Data Through School Year 2017-18





Weston, CT Historical Enrollment

School District:

Weston, CT 2nd Revision

11/16/2017

Includes Project Choice and tuitioned-in students - and Special Education students in out-placements

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	OUT PL	K-12	PK-12
2002	77	2007-08	35	146	220	191	196	213	170	188	203	192	197	197	197	185	18	2535	2570
2003	93	2008-09	36	166	159	220	202	194	211	183	190	210	196	206	214	198	28	2577	2613
2004	97	2009-10	39	158	171	160	214	203	209	217	181	202	208	191	193	206	28	2541	2580
2005	105	2010-11	40	159	166	178	170	216	207	211	215	181	195	205	186	192	23	2504	2544
2006	85	2011-12	30	162	156	177	180	173	217	211	207	211	170	193	203	189	22	2471	2501
2007	72	2012-13	26	115	157	163	180	186	179	221	209	207	210	173	188	205	20	2413	2439
2008	69	2013-14	20	136	135	175	176	183	194	190	214	216	214	209	169	180	21	2412	2432
2009	71	2014-15	32	140	150	146	185	177	186	203	188	212	201	207	206	167	21	2389	2421
2010	61	2015-16	26	124	141	156	161	186	184	190	206	186	216	207	206	211	26	2400	2426
2011	49	2016-17	25	128	143	145	163	173	185	186	194	205	189	213	206	206	12	2348	2373
2012	63	2017-18	27	113	142	147	153	174	180	196	190	198	210	184	209	206	12	2314	2341

Historical Enrollment in Grade Combinations

Year	K-2	K-5	3-5	K-8	PK-2	6-8	7-8	7-12	9-12
2007-08	557	1136	579	1719	592	583	395	1193	798
2008-09	545	1152	607	1735	591	583	400	1214	814
2009-10	489	1115	626	1715	528	600	383	1181	798
2010-11	503	1096	593	1703	543	607	396	1174	778
2011-12	495	1065	570	1694	525	629	418	1173	755
2012-13	435	980	545	1617	461	637	416	1192	776
2013-14	446	999	553	1619	466	620	430	1202	772
2014-15	436	984	548	1587	468	603	400	1181	781
2015-16	421	952	531	1534	447	582	392	1232	840
2016-17	416	937	521	1522	441	585	399	1213	814
2017-18	402	909	507	1493	429	584	388	1197	809

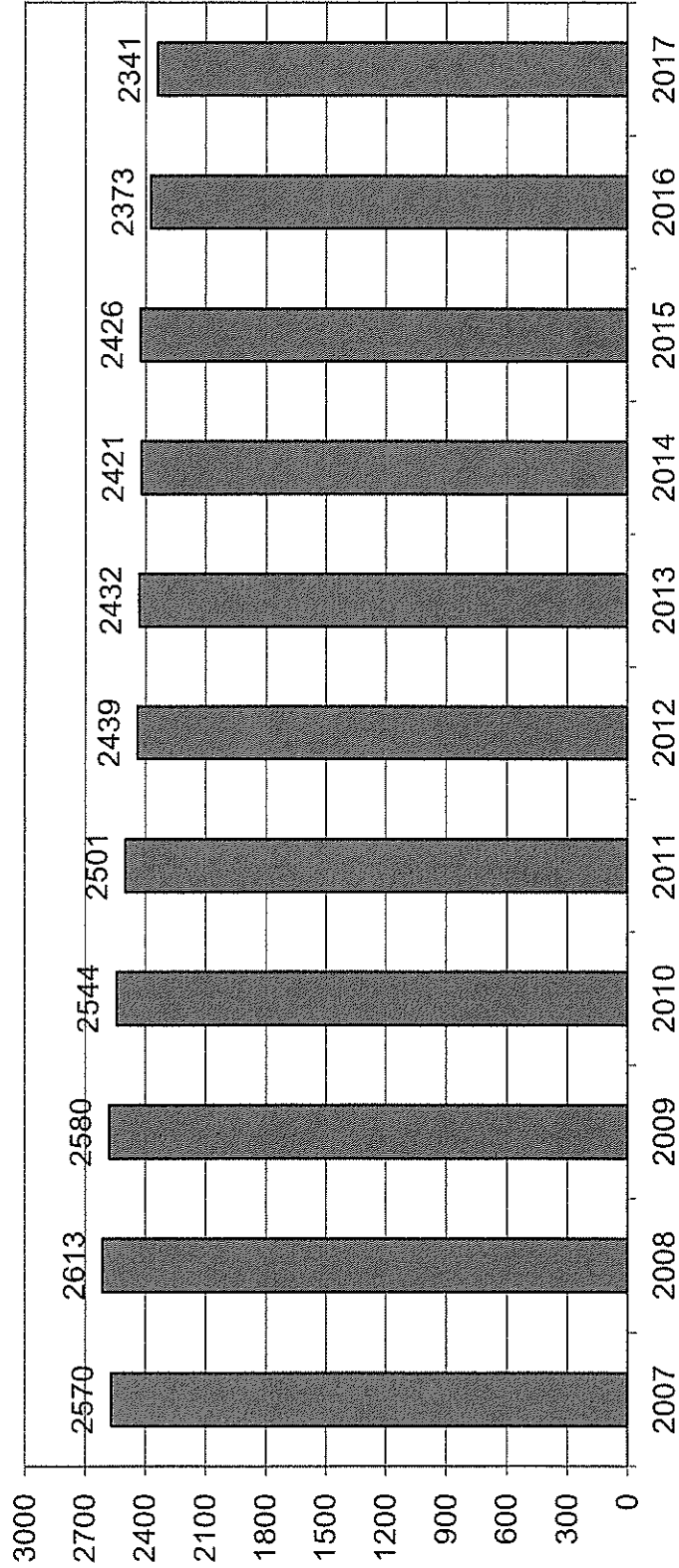
Historical Percentage Changes

Year	K-12	Diff.	%
2007-08	2535	0	0.0%
2008-09	2577	42	1.7%
2009-10	2541	-36	-1.4%
2010-11	2504	-37	-1.5%
2011-12	2471	-33	-1.3%
2012-13	2413	-58	-2.3%
2013-14	2412	-1	0.0%
2014-15	2389	-23	-1.0%
2015-16	2400	11	0.5%
2016-17	2348	-52	-2.2%
2017-18	2314	-34	-1.4%
Change	-221		-8.7%



Weston, CT Historical Enrollment

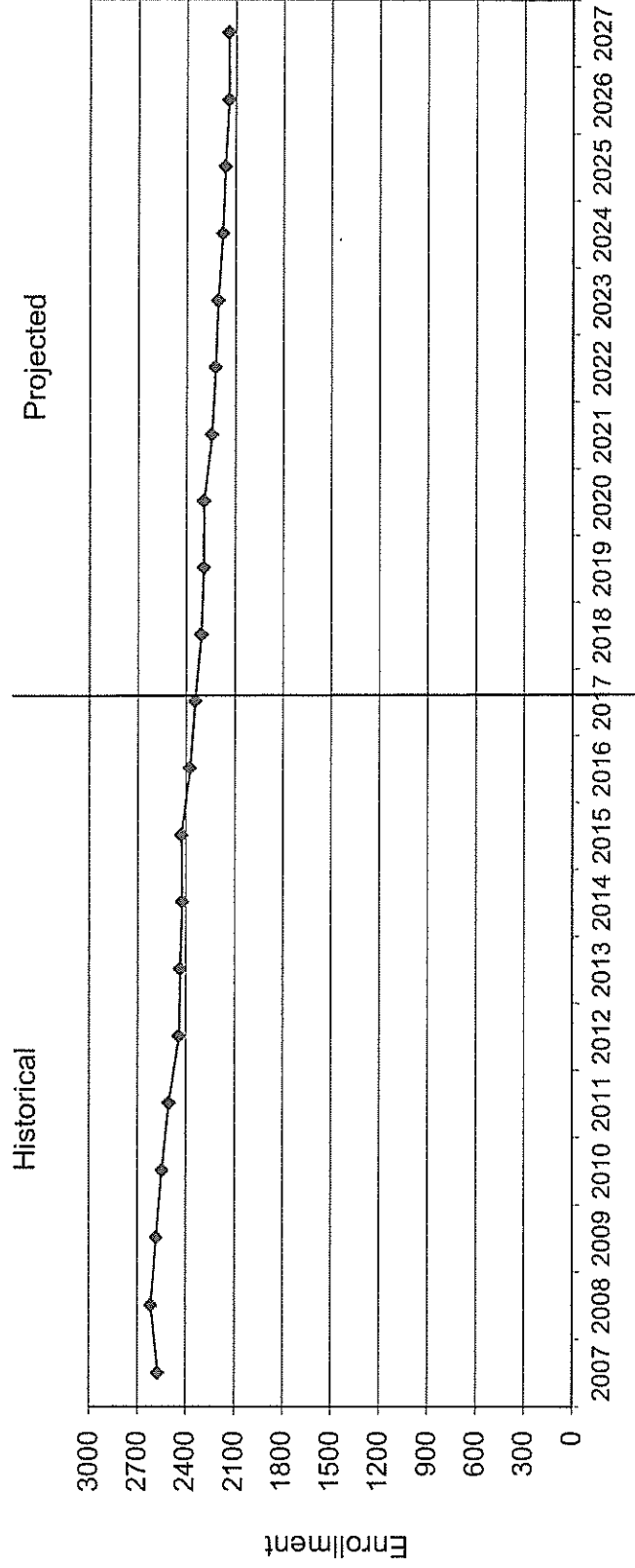
PK-12, 2007-2017



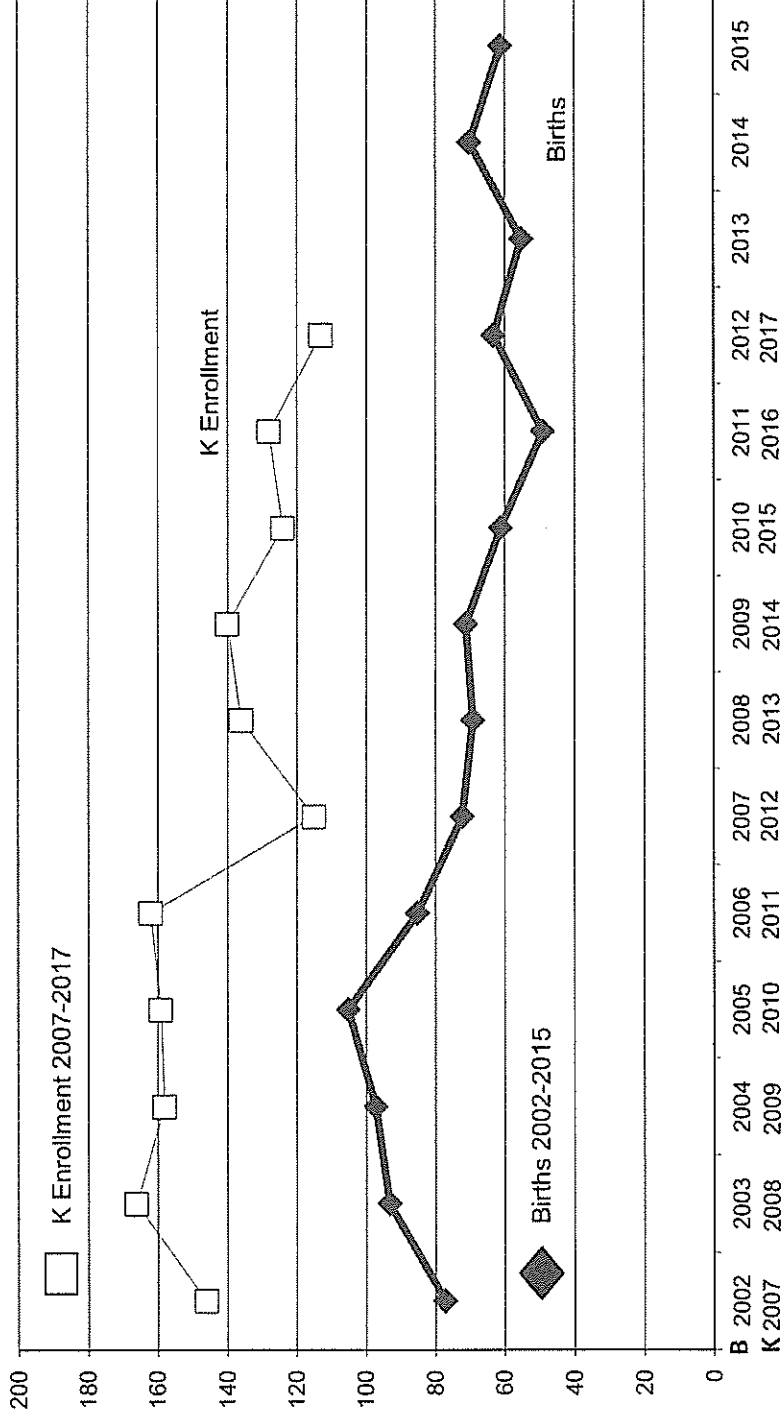


Weston, CT Historical & Projected Enrollment

PK-12, 2007-2027



Weston, CT Birth-to-Kindergarten Relationship



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 1/25/21

Information Only

Action Requested

Agenda Item Subject: Board Workshop on FY 22 Budget Request

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a draft of the FY22 capital budget. This is the revised budget which was already included in the replacement pages sent out on 1/21. We just wanted to bring to your attention the two middle school items which we have included in FY22: the contingency for HVAC repairs and the installation of sound dampening tiles in the music rooms.

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 CAPITAL BUDGET - DRAFT

Weston Public Schools, Weston, CT

1.13.21				
	Description of Project	Year 1 FY 2022	Year 2 FY 2023	Year 3 FY 2024
1	WHS: Installation of Concrete Pad Over Oil Tank	\$ 26,700	\$ -	\$ -
2	WHS: Replacement of Old Gym Air Handler Units, Windows and Lights	\$350,000*	\$ -	\$ -
3	WIS: Window Sill Repairs	\$ 250,000		
4	Contingency for WMS HVAC Repairs	\$ 130,000		
5	HES: Replace or Rebuild North House Gym Air Handler Unit	\$48,000*		
6	WHS: Cut In an Operable Window to the Nurse's Office	\$ 20,000		
7	Facilities: Replace Grounds Pick Up with Plow Truck	\$ 42,860		
8	WMS: Sound Dampening of Music Rooms	\$19,840	\$ -	\$ -
9	WHS: Replace New Gym Floor	\$125,000	\$ -	\$ -
10	Bus Garage: Purchase and Installation of Back-Up Generators	\$ 10,000	\$ -	\$ -
11	HES: Replace VCT Floor in South House Cafeteria	\$35,000*		
12	WHS: Replacement of Track	\$ -	\$225,000	\$ -
13	HES: Repoint Brick	\$ -	\$ 72,000	\$ -
14	HES: Reline Chimney Interiors	\$ -	\$ 30,000	\$ -
15	WIS: Add Double Doors to Exterior of Gym	\$ -	\$ 25,000	\$ -
16	HES: Solicit Bids for Renovation of Bathrooms	\$ -	\$ 40,000	\$ -
17	HES: Solicit Bids for North House HVAC System	\$ -	\$50,000	\$ -
18	WHS: Renovation of Courtyards, Including Drainage and Brickwork	\$ -	\$ -	\$ 160,700
19	HES: North House Split System A/C			\$300,000**
20	HES: Replace North House Finned Tube Radiator and Unit Ventilators			\$400,000***
21	HES: Upgrade Bathroom	\$ -	\$ -	\$ 259,000
	Total Capital Request	\$ 1,057,400	\$ 442,000	\$ 1,119,700

*Estimates reflect Silver Petrucelli analysis from 10 Year Plan (11/2017)

**Deferred from 2022 and 2023 pending town-wide strategic development decisions

***Deferred from 2022 and 2023 pending town-wide strategic development decisions. Estimates reflect Silver Petrucelli analysis from 10 Year Plan (11/2017)

DEFERRED WESTON MIDDLE SCHOOL CAPITAL BUDGET - DRAFT		
<i>Weston Public Schools, Weston, CT</i>		
1.13.21		
	Description of Project	Cost
1	Hydronic Heat Pump Set Replacement	TBD
2	Replacement of HVAC Units*	TBD
3	Replacement of Science Labs and Fixtures	TBD
4	Replacement of Art Room Cabinets and Fixtures	\$ 20,563
5	Renovation of Bathrooms	\$ 1,980,250
6	Renovation of Pool Locker Rooms and Bathrooms	\$ 200,000
7	7th & 8th Grade Student Locker Replacement	\$ 110,000
	Total Capital Request	\$ 2,310,813

*For more detailed information, please refer to the separate WMS HVAC priority list.

WESTON MIDDLE SCHOOL HVAC PRIORITY LIST - DRAFT	
<i>Weston Public Schools, Weston, CT</i>	
1.13.21	
<u>Description of Project</u>	
1	Hydronic Pumps with Motors
2	AC-5, Library
3	AHU-2, Cafeteria
4	AC-3, Main Office
5	AHU-3, Old Gym
	AHUW, Old Gym
6	HV6E, New Gym, LHS
	HV6E, New Gym, RHS
7	Make-Up Air, H Wing
	Make-Up Air, F Wing
8	AC4, Music
9	AC1, Art/Science
10	AC2, Science
11	RTU, C16
12	RTU, C17
13	HV4E, Pool, Boy's Locker Room
	HV1E, Pool, Girl's Locker Room
14	HV8, Pool Viewing Area (Left)
	HV9, Pool Viewing Area (Right)

Key

AC - Heating, Cooling, Fresh Air

AHU - Heating, Fresh Air

HV - Heating, Fresh Air

FY 22 -Adjustment To The Requested Budget -As of 1-25-21

<i>Description</i>	<i>Amount</i>	<i>Change %</i>	<i>Adjusted Growth</i>
FY 22 Year Over Year Increase As Presented		3.81%	
<u>Adjustments</u>			
K-2 World Language (0.6 FTE)	34,376	0.06%	3.87%
K-5 Section Salary & Benefits Reduction (1.0 FTE)	(97,021)	-0.18%	3.69%
WHS Library Para (0.3 FTE)	(11,365)	-0.02%	3.67%
WHS FTE (.3 FTE)	(21,743)	-0.04%	3.63%
Alternative Pathways - Benefit & Other Reductions	(34,008)	-0.06%	3.57%
ERIP Adjustment	202,477	0.37%	3.94%
ISF Drawdown for Dental Claims	(421,680)	-0.78%	3.16%
Legal Fees	(20,000)	-0.04%	3.12%
Visual Classroom Software	(4,200)	-0.01%	3.12%
Academic Internship - Student Employment Software	(3,750)	-0.01%	3.11%
Survey Monkey Software	(428)	0.00%	3.11%
Equipment Replacement Leasing Option	(221,958)	-0.41%	2.70%
Total	\$ (599,300)	-1.11%	

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: January 26, 2021

Information Only

Action Requested

Agenda Item Subject: Board of Education Discussion Regarding FY 22 Budget Request

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Staffing fluctuations FY 14-FY 20 document 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>

TOTAL DISTRICTWIDE FTE - CHANGES SINCE 2013 - DRAFT - JANUARY 21, 2020

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	+/- F.T.E.	Total
<u>Administration</u>									
Central Office	6	6	6	6	6	6	6	0.00	
Buildings	12.6	12.6	12.6	12.6	13	14	14	1.40 *	1.4
<u>Certified Staff</u>									
Pre-School	2.5	2.5	2.5	3	3	3	3	0.50	
HES	22	23	22	22	22	20	19	-3.00	
WIS	25	24	23	23	23	22	23	-2.00	
WMS	25	25.2	24	24.5	24.4	24.4	24.6	-0.40	
WHS	33.6	34.1	35.5	35.85	35.9	37.4	36.7	3.10 **	
Specials/Support/Other	72.81	74.1	77.06	73.65	72.32	72.46	73.5	0.69	
SPED	18.3	20	21	21	21	21	21.4	3.10	
BCBA/BA	0	0	2	2	3	4	4	4.00 ***	
Counselors	12	12	10	10	10	11	10	-2.00	
School Psychologists	4	4	5	5	5	4	5	1.00 ****	
Social Worker	1	1	1	1	1	2	2	1.00	5.99
<u>Non-Certified Staff</u>									
Para-Educator	20.16	18.66	16.4	15.9	17.4	15.7	13.95	-6.21	
Special Education Paras	34.02	36.05	34.05	44.63	42.63	43.39	47.14	13.12	
Facilities Staff	19.6	19.6	19.6	19.1	18	18	17	-2.60	
Security	9	9	9	8	6	6	6	-3.00	
Transportation	1.43	1.55	1.55	1.55	1.55	2.05	0	-1.43	
Support Staff	35.35	34.9	38.74	39.03	38.57	38.12	34.48	-0.87	-7.9
Total:	354.37	358.26	361	363.81	366.87	364.52	360.77		6.4

* Addition one of Assistant Director of Pupil Personnel Services and restoration of Hurlbutt Assistant Principal position to 1.0 FTE

**Includes addition of writing center teacher and science research program

***BCBA responsibilities were previously outsourced at a higher cost

****Replaced counselor position at Hurlbutt with a school psychologist position

WPS FY 22 Budget Review Process
Explanations of Reductions Presented to BOE for Consideration on January 7, 2021
 Document Updated as of January 20, 2021

Background

This document provides concise explanations of budget reductions the administration included in its Recommended FY 22 Operating Budget, which was presented to the BOE on January 7. The BOE had requested short explanations for the listed reductions. As requested, we have provided explanations for each potential reduction, even if it is one that the BOE may not choose to adopt.

This document was completed by Ken Craw, Phil Cross, Dan DiVito, Tracy Edwards, Dan Doak, Laura Kaddis, Pattie Falber, Lisa Wolak and Mark Berkowitz. The specific respondent for each explanation is listed under the “Who” column. The description for each item ties back to the charts in the January 7, 2021 PowerPoint presentation, pp. 57-61.

#	Who	Item	Explanation
Salaries & Benefits			
1	Cross	Para-educator District (1 FTE) (\$24,944)	We will be reviewing the staffing levels as it relates to Para Educators.
2	Doak	Speech MS (0.2 FTE) (\$19,169)	Projected service hours indicate that student needs can be met with 1.0 FTE for speech/language pathologist at WMS.
3	Doak	Grade 7 Section & Math Lab Reduction (1.6 FTE) (\$115,960)	Grade 7 will be reduced from 9 sections to 8 sections based on enrollment. This is consistent as the current cohort in 6th grade with 8 sections is now moving up to 7th grade. 7th grade enrollment is projected as 173 students for an average class size of 22. This reduction represents a saving of .8 FTE. Math Lab at the middle school was originally designed as an opportunity for struggling students to have more instructional time with their regular math teacher to support them in reaching grade-level expectations, in response to changes in our curriculum. Our theory of action at the time was that by making time the variable, all students would be able to achieve at high levels. Last year’s budget supported the addition of a 1.0 FTE math specialist position. This

			position has allowed us to strengthen our Tier 2 and Tier 3 math intervention strategies in a more targeted manner. We find that there is redundancy in services now that we have students in math lab and math intervention in terms of Tier 2 interventions. Our grade level math teachers will continue to support students at all levels through differentiation in the classroom. Our math specialist will provide Tier 2 and Tier 3 interventions to those students who are indicated as needing such services based on a systematic review of performance data.
4	Cross	Groundskeeper (1.0 FTE) (\$53,679)	Based on a negotiated agreement with AFSCME, the position is not being renewed.
5	Wolak	Staffing HS (1.2 FTE) (\$86,971)	High School Staffing request is 1.4 decrease from 2020-21 budget request of 62.6 Certified Staffing request for 2021-22 is 61.2, which is a .8 decrease from 2020-21 actual staffing of 62 (additional staffing cut this current year =.6) .8 of the staffing reduction is a reallocation of funds to the new Alternative Pathways Program. Math, science, social studies, English reduced .2 each .2 for Drama Coordinator- not listed in Drama program
6	Kaddis/ DiVito	K-2 Computer Teacher (0.5 FTE) (\$36,238) ¹	The request was to reinstitute a 0.5 Computer Teacher position, which had been reduced in FY 21. Computer classes are currently being taught by the Library Media Specialist; this practice would continue in FY 22.
7	Kaddis/ Craw	K-2 World Language (0.6 FTE) (\$34,376)	Pause K-2 Spanish for the 2020-21 school year and reallocate that time to core academic classes. K-2 Spanish would be reinserted into the curriculum the following school year.
8	Cross	Employee Benefits (\$65,436)	Census change relating to FTE reduction

¹ This particular description has been corrected from the January 7, 2021 PowerPoint.

Stipends			
9	Wolak	Green Team Advisors (\$1,608)	Will be funded (Aspiring Scholars Stipend reduction)
10	Wolak	Acadeca Advisor (\$804)	Will be funded (Aspiring Scholars Stipend reduction)
11	Wolak	Tutoring on Wheels Advisor (\$804)	Will continue without stipend
12	Wolak	Save the Children Advisor (\$804)	Will continue without stipend
13	Wolak	Young Progressives Advisor (\$804)	Will continue without stipend
14	Wolak	St. Baldrick's Advisor (\$804)	Can be funded (Aspiring Scholars Stipend reduction)
15	Wolak	Aspiring Scholars Stipends	This is a new reduction that will be used to cover the above the stipends This ASA program has been embedded with ninth grade team in September
Athletics			
16	Berkowitz	Golf -- Assistant Coach Boys & Girls (\$7,391)	These are necessary positions due to sport and skill specialization and the growth of the sport. We will put these positions into the 2022-23 budget in hopes that they will be funded. We have had a volunteer varsity assistant for the boys for the past few years but have had no luck finding the same for the girls. Also, with boys golf moving to the fall season in 2021 we will lose our volunteer for the boys as he is our head football coach. These are two of the seven Tier II, non-contact sport, assistant varsity coaching positions that were originally scheduled to start rolling in during the 2018-19 budget
17	Berkowitz	E-Sport Head Coach (\$7,117)	This program is completing its third year as a self-funded program and has grown in numbers and opportunities each year. This is the only expense that we are looking to include in the BOE budget for this program and will be

			included in the 2022-23 budget in hopes that it will be funded.
18	Berkowitz	Cross Country -- Assistant Coach Boys & Girls (\$3,559)	Due to sport specialization and growth in numbers overall in cross country an additional coach is necessary for safety and accountability. We will include this position in the 2022-23 budget in hope that it will be funded. This is one of the seven Tier II, non-contact sport, assistant varsity coaching positions that were originally scheduled to begin rolling in during the 2018-19 budget.
Property Services			
19	Cross	Rubbish Removal (\$7,946)	The carting company has agreed to extend for another year with no price increase.
20	Cross	Repair Allowance (\$13,000)	This account was reduced to mitigate the increase allowance for the zenon plant (septic maintenance #4518)
21	Cross	Roof Repairs (\$5,000)	After analyzing the account and to mitigate the overall budget growth we have reduced this account.
22	Cross	Contracted Services (\$18,000)	After analyzing the account and to mitigate the overall budget growth we have reduced this account.
23	Cross	Paving (\$1,500)	After analyzing the account and to mitigate the overall budget growth we have reduced this account.
24	Cross	Snow Plowing (\$2,000)	After analyzing the account and to mitigate the overall budget growth we have reduced this account.
Other Services			
25	Edwards	SPED Tuition/Settlement Allowance (\$150,000)	The allowance is a contingency for placements that are currently unanticipated. Historically, the district has set aside the average placement cost (\$75,000) for four placements (total: \$300,000). The proposed allowance cuts the contingency in half. This is being recommended cautiously. The town has a moral, ethical and legal obligation to meet the needs of all special education students in the district, and the full contingency has been used during most school years. COVID 19 has also led to changes that could have legal and fiscal implications

			for the district. The decision is whether or not we choose to maintain this allowance to account for unanticipated needs or if we to take a more conservative approach to budgeting and only account for costs that are known or anticipated at the time of budget development.
26	Edwards/ Wolak	ESS Transition Alternative Pathways (\$40,000)	2020-21 Budget ESS cost: \$293,000 Alternative Pathways cost = .8 FTE Certified Staff (math, science, social studies, English- this is reallocated from WHS staffing) 1.0 FTE social worker/psychologist, 1.0 FTE paraeducator and \$5,000 for online courses
Equipment			
27	Cross	Wedge Mats for Gymnastics (\$802)	Can be purchased from FY21 funds.
28	Craw/ Doak	Yamaha Timpani Set TP-7304CL (\$14,000)	Items # 28-33 refer to the music and art programs. We will try to seek alternative funding or delay purchase.
29	Craw/ Doak	Juniper Professional Concert Chimes C8622C (\$5,229)	
30	Craw/ Doak	Stamell Eastman Bass ½ Size (\$1,400)	
31	Craw/ Wolak	Strings: Eastman Strings Full Size Cello (\$950)	
32	DiVito/ Doak	iPads for Digital Arts Units (for 8th Grade Art) (\$10,660)	
33	Craw/ Doak	26 Apple Pencil 1 for Drawing (\$2,600)	

34	Craw/ Doak	20 Updated VEX V5 Robotics Kits; Year 1 of 5 year plan	Items # 34-38 refer to PLTW. Defer purchase of new middle school and high school PLTW kits and sensor upgrades. PLTW requires us to upgrade to the new kits and sensors in the coming years. For FY22, our current equipment will still allow us to deliver both the middle school and high school programs fully next year.
35	Craw/ Doak	Updated VEX V5 Robotics Kits -- Five Year Phase In Plan (\$780)	
36	Wolak/ Craw	VEX V5 Upgrade Kit for CIM/POE (\$8,568)	
37	Wolak/ Craw	VEX V5 Upgrade New Sensors for CIM/POE (\$1,860)	
38	Wolak/ Craw	VEX V5 Upgrade New Sensors for CIM/POE (\$1,860)	
39	Wolak	CEA Survey Transit and Equipment (\$438)	PLTW - This equipment for CEA (Civil Engineering and Architecture) course will be purchased from FY21 funds.
40	Wolak	CPR Training Manikins (\$575)	Will be purchased from FY21 funds.
41	Wolak	21.5 Inch iMax with Retina 4K Display (\$5,600)	The funding for these computers was to provide increased flexibility in the photography program because of the new focus of Photo 1 to include more digital units. This supports revisions to this introductory course and anticipated increased enrollment. Will defer or seek alternative funding (PTO)
42	DiVito	BOE Meeting Space Upgrade (\$31,000)	Defer to FY23 for purchase
Miscellaneous			
43	Cross	Other Objects	After analyzing the account and to mitigate the overall budget growth we have

		(\$2,500)	reduced this account.
44	Cross	Open Choice Grant Expenditures (\$81,000)	This is a grant account and will be removed before the budget moves to the level. This is included to allow for a discussion about which expenditure will be transferred to the grant. I recommend transferring the additional section at HES.