

Board of Education Regular Meeting

Monday, March 15, 2021 6:00 PM

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. RECOGNITION

- A. Weston High School PTO Gifts

IV. APPROVAL OF MINUTES

- V. PUBLIC COMMENT - *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for the link to the agenda, YouTube live stream link and link to the Public Comment Form, which is only open 10 minutes before the start of the meeting.

VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

VII. NEW BUSINESS

- A. Social Emotional Learning Update-Ms. Edwards
- B. Diversity, Equity and Inclusion Update-Dr. Craw
- C. Public Health Guidelines Update-Dr. McKersie
- D. Schooling Scenario Update
 - 1. Grade K-5 Update-Ms. Kaddis and Ms. Falber
 - 2. Grades 6-8 Update-Mr. Doak
 - 3. Grades 9-12 Update-Ms. Wolak
 - 4. Voluntary Distance Learning
- E. Weston Board of Education Policies, Regulations, and Bylaws
 - 1. Policy 4116 - Evaluation, Termination, and Non-Renewal of Athletic Coaches - First Reading
- F. Recognitions and Celebrations Discussion

VIII. SUPERINTENDENT'S REPORT

- A. District Update

IX. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CAFE

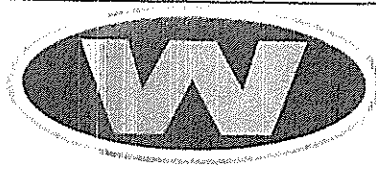
I. Weston Education Foundation

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

A. Regular Session on April 19, 2021 at 6:00 p.m.

B. Review of Pending Agenda Items for Next Meeting

XI. **ADJOURNMENT**



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

February 16, 2021

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

Dear Dr. McKersie,

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

- \$2,500 to fund training sessions for the Social Justice Advocacy Group provided by Dr. Elizabeth Bishop, Director of the Youth Studies program at CUNY and curriculum director for Global Kids. These sessions will help the group develop a mission statement, action plan, and operating norms, as well as help SJAG students plan initiatives and events that promote and celebrate diversity, equity, inclusion and justice for the wider community.
- \$5,716 for the purchase of four iMac computers for the photography department to accommodate an enrollment increase as freshman will now be allowed to enroll in the photography 1 course. This purchase will also enable and support a fully digitized course curriculum.

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

Best,

Laura Schlossberg,
WHS PTO Philanthropy Chair

CC: Janet Hoffman, WHS PTO President

Board of Education Regular Meeting

February 22, 2021 6:00 PM

Via Zoom *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda.

Attendance Taken at 6:03 PM:

Present Board Members:

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

Updated Attendance:

Taffy Miller was updated to present at: 6:09 PM

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the following minutes: August 13, 2020 Special Meeting, August 18, 2020 Special Meeting, 10-26-20 Executive Session, December 17, 2020 Executive Session, December 21, 2020 Executive Session, January 14, 2021 Board Workshop, January 19, 2021 Executive Session, January 19, 2021 Regular Session, January 21, 2021 Board Workshop, January 25, 2021 Board Workshop, January 26, 2021 Board Workshop, January 28, 2021 Board Approval and Adoption of Budget, February 4, 2021 Executive Session and February 9, 2021 Special Meeting; passed with a motion by Melissa Walker and a second by Ruby Hedge.

6 Yeas - 0 Nays.

IV. PUBLIC COMMENT - *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for the link to the agenda, YouTube live stream link and link to the Public Comment Form, which is only open 10 minutes before the start of the meeting.

Discussion:
No public comment.

V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:
Both Ava Pouloupoulos and Natalie Haythorn briefly updated the Board on some upcoming events happening at WHS. The school has been collecting food and toiletry items for the Gillespie Center, hallways have been decorated with the theme of the seasons, daily student announcements have resumed and on February 24 and 25, free hot chocolate will be handed out to students.

VI. NEW BUSINESS

VI.A. Retirements - Jane Sabini

Motion Passed: Move that the Weston Board of Education acknowledge the retirement of Jane Sabini, effective June 30, 2021; passed with a motion by Melissa Walker and a second by Taffy Miller.

7 Yeas - 0 Nays.

VI.B. Public Health Guidelines Update

Discussion:

Dr. McKersie reminded the Board that Weston is still maintaining a 14-day quarantine, and noted that over the past few weeks, positive cases have been on the decline.

This afternoon, the Governor announced that during the month of March, vaccine distribution will be focused on all educators. The scheduling of vaccinations cannot begin until March 1, 2021. Also outlined was the distribution schedule, based on age, that will run concurrently to teacher distribution. Dr. McKersie will be working with the Westport-Weston Health District as to the rollout locally.

VI.C. Update on Schooling Scenarios

Discussion:

Dr. Craw and Mr. DiVito reviewed gauging progress and how students have been progressing during the pandemic. Overall they are seeing students are growing but not at the same levels that we have typically seen in the past.

An increased need for intervention will carry into the summer with a summer academy as well as the fall. The Curriculum Committee will review progress each month in its meeting.

The Board also asked for gauging progress updates at each upcoming monthly Board meeting.

VI.C.1. Grades K-5 All In and VDL

Discussion:

Both Ms. Falber and Ms. Kaddis gave updates to the Board regarding both WIS and HES. Hurlbutt continues to be all-in with all grades. At WIS, many students are coming back to in-person. Traffic has been a challenge but are monitoring it closely. Currently it is taking approximately 40 minutes to get students into the building during the morning drop off.

VI.C.2. Grades 6-8 Hybrid and Future Plans

Discussion:

Mr. Doak walked through his presentation to the Board which included the overall schedule of the teaching modes since the beginning of the school year, the CDC guidelines and key components of the current full-day hybrid mode.

Reviewed were what has been working well and how to strengthen the current teaching model. Mr. Doak reviewed the results from the rapid response survey that was sent to families and teachers. The target for full in-person teaching is targeted for April 19.

VI.C.3. Grades 9-12 Hybrid and Future Plans

Discussion:

Ms. Wolak reviewed the WHS presentation with an overview of Quarter One. She reviewed the feedback from the student survey, noting that they felt the eight classes per day model was too stressful. Based on this feedback, the high school administration revised the schedule to a six class, drop two model for Quarter Two, which has daily access to extra help.

Moving forward, WHS is targeting March 15 for all-in for students with a schedule of six classes from 7:45 a.m. until 12:20 p.m. and an extended learning hour following. After the April Break, the hope is to have full-day all-in for all students. Reviewed were the results from the student and parent surveys and the staff feedback. Both Student Board Representatives reviewed the student survey data. It was noted that 67 percent of students do not want lunch in school at this time and that the Extended Learning Hour has been well-received.

Ms. Edwards updated the Board a social and emotional health standpoint. A more in-depth update will be presented to the Board at the March meeting. The Special Education and Pupil Personnel Services department has been responsive to mental health concerns as they arise and have seen an increase in supports needed.

VI.D. WPS Calendar Committee Process and Schedule for 2021-22

Discussion:

Dr. McKersie reviewed with the Board the memo regarding the Calendar Committee and its process. The Committee will be reviewing the proposed 2022-2023 calendar and the approved 2021-2022 calendar for any necessary changes.

VI.E. Seventh FY 2021 Financial Update

Discussion:

Mr. Cross reviewed the Seventh FY2021 Financial Update with the Board. He mentioned that we should end the year with a surplus. Also discussed was the non-lapsing account and the internal services account.

Motion Passed: Move that the Weston Board of Education approve the Seventh FY 21 Financial Update; passed with a motion by Gina Albert and a second by Ms. Hillary Koyner.

6 Yeas - 0 Nays.

VI.F. Reopening Costs Update

Discussion:

Mr. Cross reviewed the reopening costs with the Board. The District has incurred approximately 1.2 million in COVID-19 related costs. The District was approved for \$51,000 through the CARES Act, which will be used for technology expenditures. Weston's allocation from the Coronavirus Relief Grant was \$469,000, and we will most likely not be drawing the full amount but rather approximately \$390,000. We have received a FEMA reimbursement of \$55,000 and used \$80,000 from the Open Choice program towards one of the additional sections that was added at the K-5 level.

VI.G. FY21 Projected Savings

Discussion:

Mr. Cross looked at all the items that we were allowed to claim for COVID relief and based on that, it looks like there will be an estimated surplus of almost \$300,000 at the end of the fiscal year.

VII. OLD BUSINESS

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

VII.A.1. Policy and Regulation 5114, Student Discipline, Policy and Regulation 6541, Transportation, and elimination of Policy 5131.1, Bus Conduct.

Motion Passed: Move that the Weston Board of Education approve Policy and Regulation 5114, Student Discipline, Policy and Regulation 6541, Transportation, and elimination of Policy 5131.1, Bus Conduct. passed with a motion by Ruby Hedge and a second by Ms. Hillary Koyner.

6 Yeas - 0 Nays.

VII.A.2. Policies and Regulations 4118.11-4218.11 and 5114.6 Title IX

Motion Passed: Move that the Weston Board of Education approve Policies and Regulation 4118.11-4218.11 and 5114.6 Title IX passed with a motion by Ruby Hedge and a second by Ms. Hillary Koyner.

6 Yeas - 0 Nays.

VIII. SUPERINTENDENT'S REPORT

Discussion:

Dr. McKersie thanked all Weston staff members for everything that they have been doing on behalf of the District.

IX. COMMITTEE REPORTS

IX.A. Communications Committee

IX.B. Curriculum Committee

IX.C. Facilities Committee

IX.D. Finance Committee

Discussion:

The March Finance Committee meeting will shift to later in the month. A full Board of Education meeting will be scheduled for later in the month as well.

IX.E. Policy Committee

IX.F. Negotiations Committee

IX.G. CES

IX.H. CABE

IX.I. Weston Education Foundation

X. WRITTEN REPORTS

Discussion:

There were no written reports presented.

X.A. Principals' Reports

Discussion:

No report was submitted.

XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

XI.A. Board Workshop on March 1, 2021 at 7:00 p.m.

XI.B. Regular Session on March 15, 2021 at 6:00 p.m.

Discussion:

An update on Diversity, Equity and Inclusion will be added to the March agenda of the monthly Board of Education meeting.

XI.C. Review of Pending Agenda Items for Next Meeting

XII. ADJOURNMENT

Discussion:

The meeting was adjourned at 9:19 p.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Gina Albert.

7 Yeas - 0 Nays.

Chairperson

Superintendent

Board of Education Special Meeting

March 11, 2021 7:15 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.

Attendance Taken at 7:18 PM:

Present Board Members:

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

1. Discussion and Appointment of Weston Public Schools Superintendent of Schools

Discussion:

Dr. Pesco briefly reviewed the processes over the past few months, including the forming of the Search Committee. The Committee was made up of all seven Board of Education members, along with five other members, representing different constituents throughout Weston. A total of 28 applications for Superintendent were submitted.

Dr. Pesco announced that the next Superintendent for Weston Public Schools is Ms. Lisa Wolak. With over 30 years in Weston and 13 years as Principal of Weston High School.

Each of the Board of Education members expressed their excitement in the choice of Ms. Wolak as the next Superintendent.

Dr. Pesco thanked the Superintendent Search Committee and Dr. Erardi for their help and guidance with the search process.

Motion Passed: Move that the Weston Board of Education, in accordance with Connecticut General Statutes Section 10-157, hereby selects Lisa Wolak to serve as the Weston Superintendent of Schools, commencing on the start date of July 1, 2021 and that the Board Chair be authorized to execute the contract on behalf of the Board with respect to Lisa Wolak's employment as Superintendent of Schools. passed with a motion by Melissa Walker and a second by Taffy Miller.

7 Yeas - 0 Nays.

2. Termination of Search Process for Superintendent and Dismissal of Superintendent Search Committee

Motion Passed: Move that the Weston Board of Education terminate the search process for Superintendent of Schools and dismisses the Superintendent Search Committee; passed with a motion by Melissa Walker and a second by Ruby Hedge.

7 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 15, 2021

Information Only

Action Requested


Agenda Item Subject: Social Emotional Learning Update

Submitted by: Tracy Edwards

Document Summary/Purpose and/or Recommended Action:


Social Emotional Learning presentation to be presented by Tracy Edwards

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



Emotional Intelligence and Social-Emotional Learning

Board of Education Meeting
March 15, 2021



Impact of COVID-19 and Schooling Scenarios

What are we seeing? What are we doing? How is it different?

- Individualized, Personalized Approach
- Connecting with VDL Students
- Increase in Referrals (Academic and Social-Emotional Concerns)
- Increase in Level of Need
- Family Support and Collaboration
- Social Distancing and Impacts on Counseling Groups

Updates from Hurlbutt Elementary School

- RULER Curriculum Implementation
- Responsive Classroom including Morning Meeting Structure
- PBIS Activities
- All School Virtual Activities
- EI support for staff: Managing Emotions During Times of Stress and Uncertainty Course created by Yale Center for Emotional Intelligence
- Parent workshop: Covid Copers

Updates from Weston Intermediate School

- **RULER Program**
 - Developmental Guidance lessons reviewing Mood Meter and Meta Moment and Classroom Charters
 - Additionally, teachers are trained in Responsive Classroom and use Morning Meetings as a way to gauge students emotions
- **Emphasis on Self-Care**
 - Presentations to staff
 - Self-care strategies and student goal setting incorporated into developmental guidance lessons for students
- **Assemblies**
 - Student Surveys for Coping Strategies
- **Mindfulness, resilience, coping, gratitude, kindness and positive self-talk**
- **Parent Workshops**

Updates from Weston Middle School

- **DBT Update**
 - School Counseling Department Training on 03/22/21
 - 8th grade emotional health unit - DBT skills introduction and application
 - 6th and 7th grade - working on integrating DBT language into existing lessons.
 - Looking to establish common introductory DBT language for all staff to use with all students.
- **Monthly Advisory Program**
- **SEL Check-Ins with Students**
 - 8th grade counselor and outside facilitators discussed pandemic, academic and adolescent stress, the importance of self-care and identified healthy coping strategies. Exit tickets were completed as a follow up.
 - Individual meetings with 8th grade counselor to guide all students through the course selection process
 - **Counselors supporting 6th and 7th**
 - Individual sessions for all 6th graders with feedback provided to the teams and follow up with students scheduled
 - 7th Grade - Classroom lessons on coping skills to help during the pandemic.
 - Google form sent to all students to sign up for follow up individual or group meetings.

Updates from Weston High School

- DBT Update
 - 9th grade: Year 2
 - 10th grade: Year 1
 - Individual DBT skill work with counselors, social worker, psychologist and students to enhance academic and social emotional concerns.
 - Targeted small group intervention
 - Social Justice Professional Development and collaborative work with taskforce of students to address school climate
 - School Counseling DBT Training 3/22

Next steps: Parent DBT Presentation with Q&A with High School Counseling Staff

Access to Support at WHS

[WHS Communication Protocol](#)



Questions?



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 15, 2021

Information Only

Action Requested

Agenda Item Subject: Schooling Scenarios

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

WPS Diversity, Equity and Inclusion presentation to be presented by Dr. Craw, WPS Principals and Curriculum Instructional Leaders.

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

Diversity, Equity and Inclusion

Presentation to the
Weston Board of Education
March 15, 2021



OUTLINE OF PRESENTATION

- I. Goals and Desired Outcomes
- II. Equity Framework
- III. WPS Teaching and Learning
 - Professional Development
 - Inclusive Curriculum
- IV. WPS Efforts to Reduce Racial Isolation
- V. WPS Efforts to Increase Staff Diversity
- VI. District Policy Work and Training
- VII. Efforts at Our Schools



WPS DISTRICT GOAL

To create & sustain a more inclusive school climate that values and supports all students & staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.



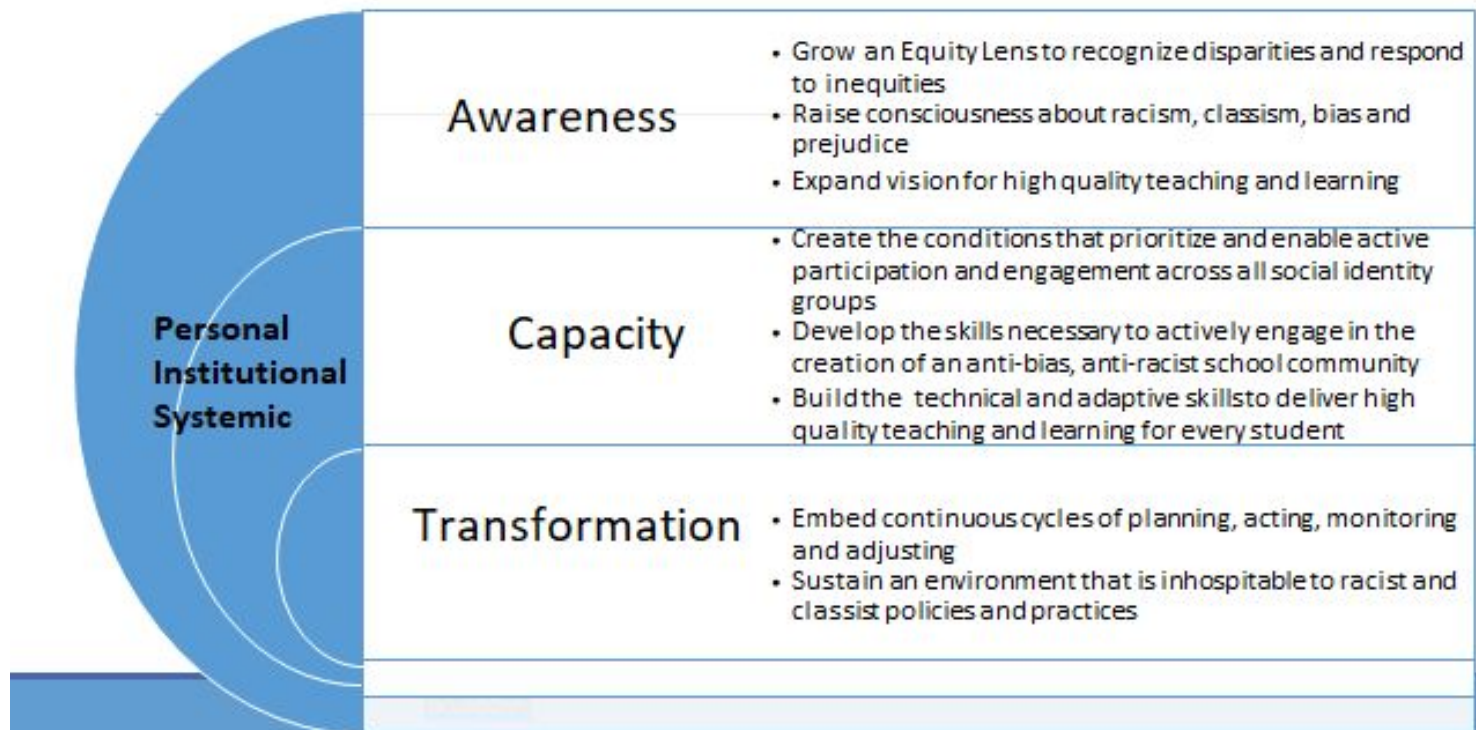
DESIRED OUTCOMES

1. Continuously improve K-12 curriculum to be as inclusive as possible.
2. Build capacity of staff through ongoing professional learning.
3. Reduce racial isolation (student body).
4. Increase diversity of faculty and staff.
5. Review and update district policies related to non-discrimination and enhance workplace training.



CT CENTER FOR SCHOOL CHANGE

CCSC Equity Framework



WPS Equity Framework in Action 2020-21

Levels	Awareness & Capacity	Transformation
Individual	-Faculty book studies -Summer student book groups	-Examples of changes at the classroom level
Institutional (schools)	-WHS PD ongoing -WMS PD ongoing -K-5 PD begins on 3/22	-WHS Social Justice Advocacy Group -Continue commitment to Open Choice program
Systemic (district)	-CCSC ongoing leadership training -BOE Policy Committee policy work	-Introduction of curriculum renewal equity lens -Staff recruitment and retention work

Systemic - District Level



Capacity: DISTRICT LEADERSHIP PROFESSIONAL LEARNING



Ongoing professional learning with the CCSC for all district/school leaders and CILs

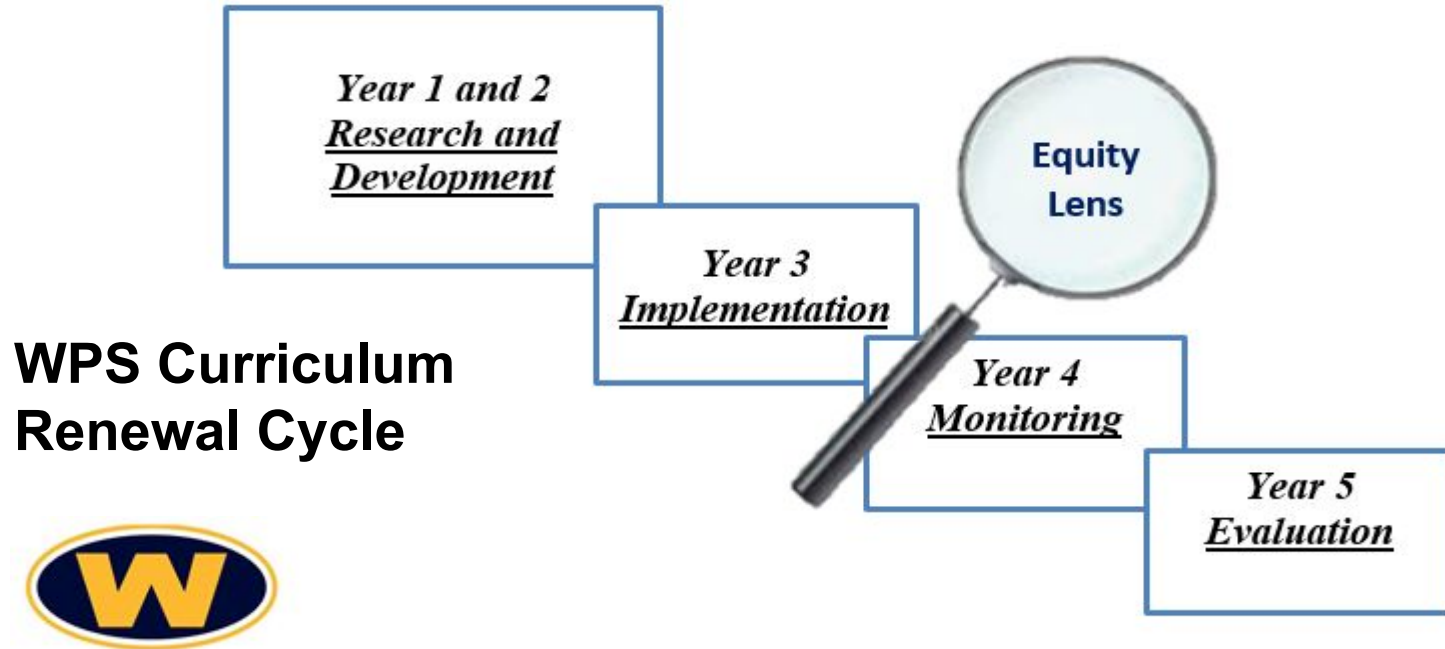
Essential Questions:

How do leaders reduce the effects of bias, in particular racial bias, and “create the conditions for transformational learning to occur?”

How do leaders avoid racial equity detours and proactively disrupt bias, in particular racial bias, in order to “create the conditions for transformational learning to occur?”



Transformational: TOWARD A MORE INCLUSIVE CURRICULUM



Awareness: WPS STUDENT DEMOGRAPHICS

Current as of 3/12/21

Demo-graphic Groups	Asian	Black or African American	White	Hispanic or Latino	Multi-Racial	Did not identify	Total
Total	120	34	1,765	174	144	2	2,239
%	5%	2%	79%	8%	6%	-	100%



Transformational: EFFORTS TO REDUCE STUDENT RACIAL ISOLATION

Open Choice

Weston participates in a regional program through Cooperative Educational Services providing Bridgeport students the opportunity to attend WPS.

28 Open Choice Students

Ongoing WPS BOE and administration commitment to increase the number of Open Choice students attending our schools.



Awareness: WPS STAFF DEMOGRAPHICS

Demographic Groups	Asian	Black or African American	White	Hispanic or Latino	Other	Total
Certified Staff and Administrative Team	2	2	239	4	1	248
All Staff Certified and Non-Certified Staff	3	9	348	15	1	376



Transformational: EFFORTS TO INCREASE STAFF DIVERSITY

WPS BOE and administration strives for diversity in the hiring of teachers, staff and administrators. We are committed to engaging in efforts to recruit and hire outstanding and diverse staff.

- Continue partnership with Diversity Recruitment Partners in Education and other similar organizations.
- Continue collaborating with the CES and CSDE – RESC Alliance in creating Recruitment Plan.
- Explore Teacher Mentorship Programs.



Transformational: TALENT RECRUITMENT

- Job boards - Advertising our job openings with *diversityined.com* and *diversejobs.net*
- In Tri-State area (CT, NY, NJ), reaching out to universities and colleges through the *Handshake* platform.
- Attend more virtual recruitment events to reach a wider audience.
- Establish a dedicated resources page on the WPS Website regarding recruitment and retention of staff of color.



Awareness: DISTRICT POLICIES

BOE Policy Committee has been working on updating district policies.

- Sex Discrimination and Sexual Harassment Policies and Regulations (Personnel 4118.11, Students 5114.6)
- Hate Based Conduct Policy 5114.8

To be reviewed:

- Non-Discrimination Policies and Regulations (Community 1258, Personnel 4118.11/4218.11, Students 5145)
- Disability Accommodations and Discrimination Policy and Regulation 4118.13/4218.13
- Recruitment and Selection Policy and Regulation 4111
- Plan for Minority Recruitment Policy 4111.1



Capacity: **WORKPLACE EDUCATION**

- Providing PD for all staff on diversity, equity and inclusion.
- Review and refine major communication mechanisms (WPS website, WPS social media sites) to ensure representation of all populations and interests within the district.
- Examining job postings and job descriptions - ensuring our postings are inclusive.



Institutional & Personal- School Level



HURLBUTT ELEMENTARY SCHOOL

Accomplishments 2020-2021

K-5 Language Arts CILs attended virtual workshop offered by TC: “Planning and Leading Culturally Responsive Read Alouds and Book Talks.”

- Focus: text selection for read alouds and book talks that promote inclusivity, cultural relevance, and the development of cultural identity.
- Focus: development of lessons that promote discussion of culturally relevant texts.

Emotional Intelligence Work. Teaching students how to recognize, understand and harness the power of their emotions as well as those of others.

Ongoing review and acquisition of additional texts for classroom libraries, read alouds, and book clubs that feature authors and characters of color in classroom libraries and school library.

Language Arts Curriculum focuses on building the communication skills to find their voice as a global citizen.



HURLBUTT ELEMENTARY SCHOOL

Next Steps

- Continued review of materials and resources for classrooms and teachers.
- Professional learning experiences for staff on DEI work and Culturally Relevant Pedagogy.
- Research for upcoming curriculum renewal for social studies. (Curriculum renewal scheduled to start school year 2022-23.)
- Review and reflect on school practices around multicultural learning experiences.
- Return of K-2 World Language Program 2021-22 school year.



K-5 Language Arts and Social Studies Curriculum

*Texts used in read aloud and small group instruction/book clubs featuring diverse characters and backgrounds are embedded throughout all current units

<p>Grade K:</p> <ul style="list-style-type: none"> ● Civics-Importance of rules and why it's important to work with others (SS) ● What makes a community <ul style="list-style-type: none"> □ home, school, town ● Responsive Classroom tenants and Emotional Intelligence program ● Community Service Project (SS) 	<p>Grade 1:</p> <ul style="list-style-type: none"> ● Civics- what makes a community successful ● Roles and responsibilities of all community members ● Culture Quilt project-family heritage, identity and learning about others ● Community Roles and why it is important to participate in the communities we belong to (SS) ● Community Service Project (SS) 	<p>Grade 2:</p> <ul style="list-style-type: none"> ● What is government (at the local level) ● How do individuals and groups make a difference by sharing with others ● Integrated biography unit (ELA and SS) to explore what it means to make a difference in society ● How do American ideals of liberty, freedom, justice, and equality influence how and why people make a difference in society (Bio unit) ● Community Service Project (SS)
<p>Grade 3:</p> <ul style="list-style-type: none"> ● World cultures and ethnicity (LA) ● Native peoples of Connecticut (SS) ● Personal and family heritage, background, identity ● Role of local government 	<p>Grade 4:</p> <ul style="list-style-type: none"> ● Native peoples of the United States: history, culture, discrimination and persecution (LA, SS) ● Laws enacted regarding native peoples and their territory (LA, SS) ● History of native peoples of Connecticut and their interactions/conflicts with European settlers (SS) 	<p>Grade 5:</p> <ul style="list-style-type: none"> ● Rights and responsibilities of the American people ● Civil liberties and citizenship ● How laws of the early US both helped and hindered different groups (native people, people of color, women) ● Study of movements for equality: Civil Rights, Women's Suffrage, Equity in Education

WESTON INTERMEDIATE SCHOOL

Accomplishments 2020-2021

Summer 2020:

- Language arts CIL attended virtual workshop led by TC, “Planning and Leading Culturally Responsive Read Alouds and Book Talks.”
- 46 Students entering grades 3-5 participated in Summer Book Clubs focused on cultural awareness and responsiveness.

School Year 2020-2021:

- Audit of ELA and social studies curriculum to identify further areas of development.
- Acquisition of additional texts for classroom libraries, read alouds, and book clubs that feature authors and characters of color.
- Administrators and CILs participated in professional learning experiences with consultants from CCSC.



WESTON INTERMEDIATE SCHOOL

Next Steps

- Professional learning experiences for staff on DEI work and Culturally Relevant Pedagogy.
- Continue with text acquisition in an effort to balance classroom libraries with an equitable number of texts that feature authors and characters of color.
- Focus on expanding this work across all curricular units.
- Research for upcoming curriculum renewal for social studies. (Curriculum renewal to start school year 2022-23.)



WESTON MIDDLE SCHOOL

Words Matter

The Holocaust

Holocaust 1933

Amanda Gorman is an inspiration as she overcomes speech and auditory processing challenges

Celebrate Women's History Month

40 Minute Virtual Advisory Lesson

Part 2 WMS 2020

The Danger of a Single Story.

Last time we talked about the danger of identifying you as only **one** of the attributes on your web. Today, we are going to talk about breaking down stereotypes and allowing ourselves to seek out our similarities as well as our differences.



Chimamanda ADICHIE

Who was St. Patrick and Why does he have a day?

Watch this: [Why Do We Celebrate St. Patrick's Day? | National Geographic](#)

Happy Vaisakhi
4/13 2021

What is Vaisakhi & What Does it Mean to Sikhs?

GLSEN'S DAYS OF ACTION

Day of Silence

April 23rd, 2021

What is white privilege?

Watch this: [James Corden Gets a Lesson on White Privilege](#)

What do microaggressions look like and what can you do about it?

WATCH

["You're different for a black guy" | MTV](#)

ACT

Ask clarifying questions to assist with understanding intentions:

- "I want to make sure that I understand what you were saying. Were you saying that...?"
- "Can you tell me what you were hoping to communicate with that comment?"
- "Can you please help me understand what you meant by that?"



Chinese New Year 2021

Check it out! [Bet You Didn't Know Chinese New Year | History](#)

BLACK HISTORY MONTH
MONTH OF ACTION
WMS 2021

Supporting Racial Justice

MLK Day 1.18.21 [MLK Day Legacy](#)

What can you do?



The photo shows one member of the Little Rock Nine, a group of African American students attempting to enter a school that had previously been racially segregated. This followed the momentous 1954 Supreme Court ruling that ordered the end of segregated public schools. In the picture, Elizabeth Eckford, the black student, is carrying her books and trying to go into the school as Hazel Bryan Massery shouts at her from behind. Examine the photograph.

February 22, 2021

Who is the young woman ahead of the crowd carrying a book?

Why does the crowd behind her seem angry?

What do you think is happening in this photo? Why?

What else do you notice about the photo?

Inauguration Day 1.20.21

Thinking Questions:

- Why do you think Bria Goeller created this image?
- What is the significance of the two images?
- How does it illustrate our new Vice President?

P.S. the links are clickable for more info

Want more about our different brains, cause they don't all work the same way

What You Need to Know About Neurodiversity

WESTON MIDDLE SCHOOL
We pledge to celebrate and support our diverse school community because...

OUR WORDS MATTER



WESTON MIDDLE SCHOOL

- Professional Development: Five 90-minute sessions with facilitators from Connecticut Center for School Change.
- Guiding question for session 1 & 2: What are the assumptions you carry into the classroom based upon your socialization around identity and how does that support valuing diversity, inclusion and equity in the classroom?
- Guiding questions for session 3: How do we critically interrogate the story (historical and personal) to recognize bias and understand its impact in schools?
- Guiding questions for session 4: How does implicit or unconscious bias evolve into normalized practices (institutional and personal) and what is the impact on students and staff in schools?



WESTON MIDDLE SCHOOL: ELA and SS Goal

Engage all students in the study of multicultural and diverse materials to encourage the continued development of their critical reading and thinking skills.

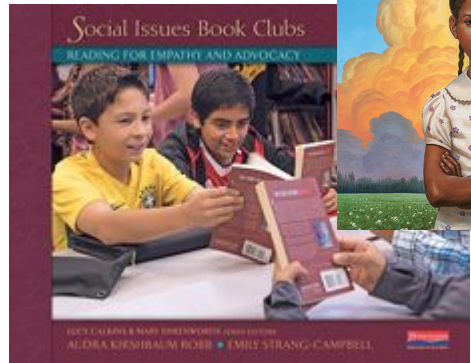
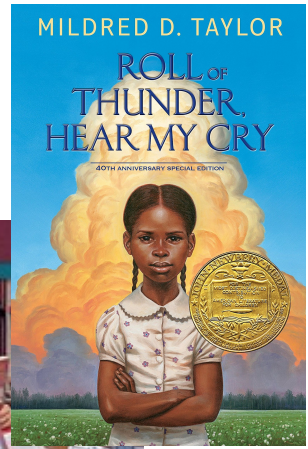
1. Implement the use of multicultural and diverse texts (novels, non-fiction books, short stories, poetry, and film) at scale by grade level to encourage critical reading skills (ELA Department).
2. Expand the use of multicultural primary source materials and make connections between content and current events in order to encourage students' critical thinking on contemporary issues (Social Studies Department).



WMS: English Language Arts

Grade 6

Examining Social Issues through Literature



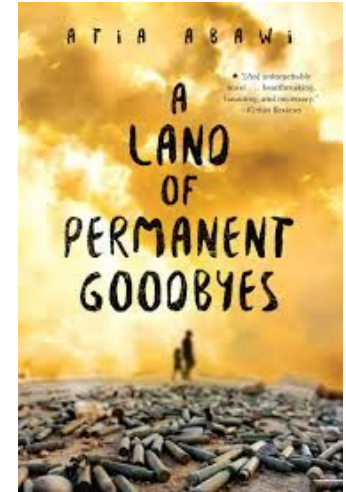
Grade 7

Exploring Identity Through Verse



Grade 8

Building Awareness and Empathy



WHS Social Studies Department

Goal: Engage all students in the issues of discrimination, by connecting history with our current global society.

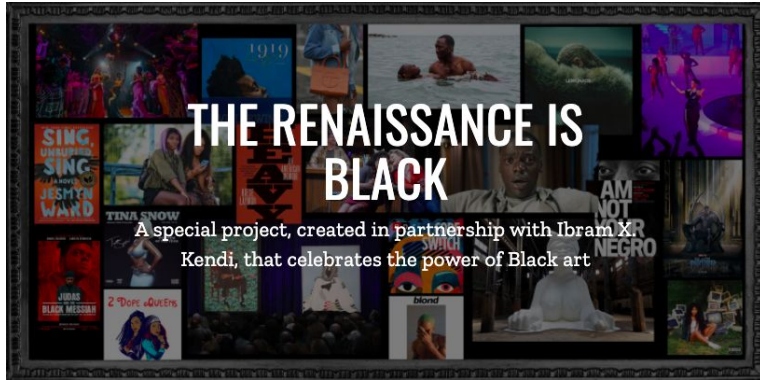
- Identify areas within curriculum where content aligns to issues of race, equity, and social justice.
- Work in curricular groups to build shared activities that address issues of bias, microaggressions, discrimination & their effect on our global society.
- Create a vertical and horizontal timeline by course & year where these tasks are implemented.



WHS SOCIAL STUDIES

MODERN WORLD STUDIES/MODERN WORLD STUDIES (10th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Overarching Themes: Conflicts Over Racist History</u>	<u>Overarching Themes: Peace, War, New Identities</u>	<u>Overarching Theme: Genocide as a Stain on 20th Century History</u>	<u>Overarching Theme: The Future Not Guaranteed</u>
Nationalism	Isolation vs. Cooperation	Ethnic Supremacy	Terrorism
Oppression and Genocide	Personal Experiences in War	Humanitarian Crisis	Resurgence of Nationalism
Legacies of Racism		Prejudice	Environmental Inequities
AMERICAN STUDIES (11th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Overarching Theme: Reconstruction and Race in America</u>	<u>Overarching Theme: Progressivism, Evolving Identities, Racial Tension</u>	<u>Overarching Theme: New Roles, Challenges and Opportunities</u>	<u>Overarching Theme: Modern American Civil Rights Issues</u>
Progress Not Yet Made	Progressivism	Institutional Discrimination	Progress Not Yet Made
Perpetuation of Racist Institutions	Government as a Justice Agent	Patriotism as a Vehicle and Obstacle of Progress	The Civil Rights Movement
America: A Land of Assimilation, Amalgamation, Exclusion	Racial Terror, New African American Identity		Women's Rights in Modern Era
			Environmental Justice

American Studies



Modern World Studies



WOMEN IN THE WORKFORCE

WHAT STRATEGIES SHOULD BE TAKEN TO ALLEVIATE INEQUALITIES WITH WOMEN IN THE WORKFORCE?

Companies must educate their employees and implement more inclusive measures in order to alleviate inequalities with women in the workforce.

Abigail Cohen

 <p>EDUCATION</p>	<p>INCLUSION</p> 
<p>Unconscious bias: training - Improves short term behavior</p>	<p>Equal pay: - "Equal pay certification" - Created by Kamala Harris, "This plan will finally put the burden of ensuring equal pay on the corporations responsible for gender pay gaps, not the employees being discriminated against."</p>
<p>Educate managers and workers about bias and where it might come into account: - Work with company leaders</p> <p><small>Correll wrote, "I argue that educating about stereotyping and bias and formalizing evaluation processes are two key building blocks crucial for producing sustainable change."</small></p>	<p>Improving culture - Diversity and inclusion objectives - Companies must be assertive about gender diversity - Creates successful workforce</p>

Social Studies Department

World Studies

[At the Intersection of Two Criminalized Identities': Black and Non-Black Muslims Confront a Complicated Relationship With Policing and Anti-Blackness



down his son in Kenosha, Wis., he took a moment to say a **muslim prayer**.

Several marches, including one made up of Muslim New Yorkers, gathered in Brooklyn, New York on June 5, 2020.

Scout Tufankian—P
BY **SANYA MANS**
UPDATED: SEPT 5
ORIGINALLY PUB
12:47 PM EDT

Before Ja
media last mon



Female Voices of the Renaissance

Sociology

Think about your identity! Draw the circles just like this on a large piece of paper. Write down the elements of yourself that would describe your identity. Think of ones that you could describe but ones that you could not? Take away.

Silence Is Not An Option
Athletes are people, too. Listen to their stories. Speak up for what's right. Silence is not an option. #BlackLivesMatter.

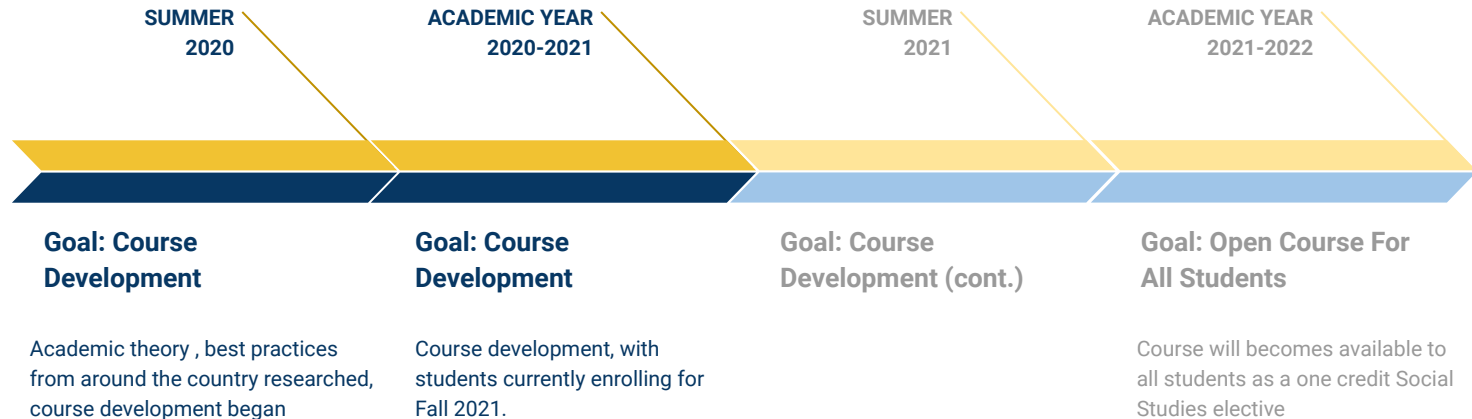
WHITE FRAGILITY
WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM
ROBIN DIANGELO
#BlackLivesMatter

Robin DiAngelo has been teaching about race and racism for over 20 years. During that time, she observed that many people have difficulty in discussing race and explained the difficulty in discussing racism with whites. She called the difficulty "white fragility" and expanded on the idea that whites have difficulty in discussing race and racism in a book titled the same.

Intro. to Economics

THE AMERICAN TAPESTRY: *MULTICULTURALISM IN THE UNITED STATES*

This course will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years.



English Language Arts

Goal: Refine and strengthen students' critical reading skills through analysis of texts that represent culturally diverse voices.

- Implement [multicultural & diverse texts](#) at scale by grade level.
- Use the [CRC Scorecard](#).
- Explore opportunities for ELA professional learning (diversifying the “literary canon”).
- Survey students for feedback.



WHAT OUR STUDENTS ARE SAYING

- *While I may not be able to completely relate to [the characters], I am able to get an understanding of what it is like from their point of view, which helps me learn about things like police brutality.*
- *After reading these three books, especially The Hate U Give, I am much more comfortable & genuinely able to talk about characters who are different from me & experience different things than I do. I am able to talk about the experiences of these characters while still being sensitive enough.*
- *Diversity in the curriculum diversifies our understanding of the world & make us more complete human beings.*

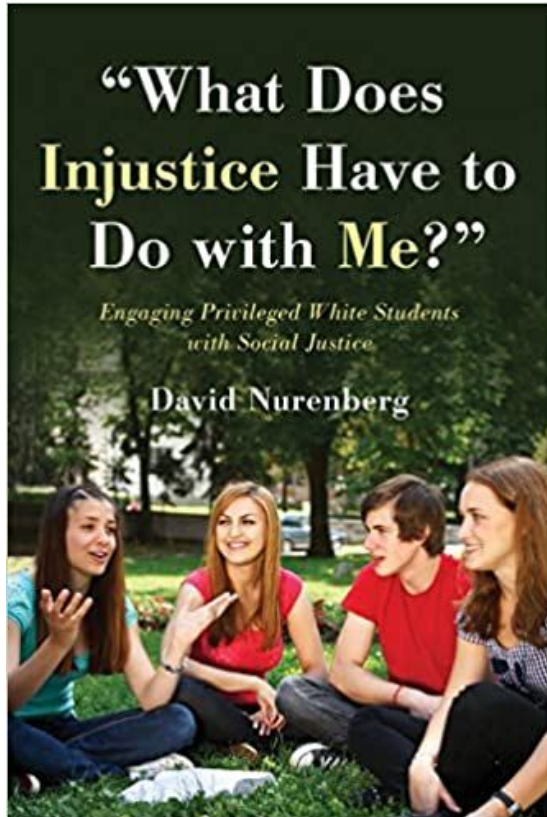


Voices From the Edge: New Course 2021-22

Voices from the Edge is an elective course that encourages students to explore and study diverse voices while honing, discovering, and emboldening their own. Through studying “mirror” texts that reflect their own identities and “window” texts that allow them to gain insight into the identities of others, students will examine and create fiction, non-fiction, poetry, and media that spans genres, modes, and forms.



WHS PROFESSIONAL DEVELOPMENT



- Acknowledge the problem.
- Create a sense of urgency about anti-racism.
- Recognize it is uncomfortable and necessary.
- Share working definition of Culturally Responsive Teaching.
- Recognize race as a social construct.
- Understand and identify implicit bias.
- Examine the concept of white privilege and its negative effects.



DEVELOPING UNDERSTANDINGS

- We have to start with us: Identity Circles.
- Ask yourself what led you to the beliefs you hold.
- Color blind/color mute vs. color brave.
- Understand concepts of windows & mirrors.
- What does inclusive curricula look like?



WHAT THE FACULTY IS SAYING

The question about what defines race--it made me think the hardest.

Understanding tangible ways I can create an inclusive environment.

It was interesting to hear about identity in a different way.

I found myself second-guessing my assumptions.

I really want to learn more about white privilege.



PROFESSIONAL DEVELOPMENT - English



- Centering student voices.
- Focus for staff members to develop and challenge their own understandings.
- Supporting a dialogue on race among colleagues (which then transfers into the classroom).
- Thinking about perception of others and how to honor those perceptions.
- Exploring intersectionality and our approaches in the classroom.



SOCIAL JUSTICE ADVOCACY GROUP

DIVERSITY * EQUITY * INCLUSION * ACTION

- To promote a WHS culture that celebrates diversity and fosters inclusion.
- To raise awareness about critical justice and equity issues at WHS.
- To advocate for positive change in an active, collaborative, and constructive way that is informed by restorative practices in order to foster a safe and supportive school community for all.
- To foster a culture where adult decision is informed by student perspective, experience, and data.
- To maintain effective partnerships with administrators, curriculum instructional leaders, and other faculty stakeholders.



SOCIAL JUSTICE ADVOCACY GROUP

- The intention of the Social Justice Advocacy Group is to be inclusive. The leadership structure allows an organized space for each sub-group's concerns. All subgroup leaders and member advocates can (and are encouraged to) support each other's advocacy efforts.
 - 40+ STUDENTS (Member Advocates)
 - Subgroups based on analysis of data, student perspective, and experience
 - “Working” Student Leadership Structure
 - Racial Justice
 - Procedures, Policies, and Practices
 - Communication and Outreach
 - LGBTQIA+ and Gender Equity
 - Cultural Literacy
 - SJAG Community Facilitation



SOCIAL JUSTICE ADVOCACY FACULTY

- Build an effective youth-adult partnerships.
- Develop an understanding and commitment to social justice ideals and issues among faculty within and beyond the SJAG group.
- Empower and engage students who have a desire to promote equity, diversity, and inclusion with skills and experience to make social change.
- Foster active student leadership capacities in the area of social justice.
- Lead students in a critical reflection on the impact of their work as agents for social change.
- Facilitate productive dialogue to build consensus and to strengthen connections and collaboration within and across interest groups.



QUESTIONS



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 15, 2021

Information Only

Action Requested

Agenda Item Subject: Schooling Scenarios

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

WPS Substitute Teacher Summary document for Board review.

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

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 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".

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 12, 2021

Information Only

Action Requested

Agenda Item Subject: Evaluation, Termination, and Non-Renewal of Athletic Coaches (4116)

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

This is a first reading for Policy 4116. All updates and changes suggested by Shipman and Goodwin.

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

Personnel

Evaluation, Termination, and Non-Renewal of Athletic Coaches

It is the policy of the Weston Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) shall conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department of Education who is hired by the Board to act as a coach for a sport season and shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)). The term “athletic coach” shall not include other assistant coaches and volunteer coaches. However, other assistant coaches and volunteer coaches must also adhere to the expectations listed above.

For purposes of this policy, the term “athletic director” means an individual responsible for administrating the athletic program of a school district under the jurisdiction of the Board, and who is responsible for the supervision of athletic coaches.

The Superintendent of Schools may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific athletic coaching positions may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years.

- B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such athletic coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.
- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
 - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
 - 2) because the sport has been canceled.
- D. If a decision to terminate an athletic coach's employment is made during the athletic season, the Superintendent shall remove the athletic coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures:

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause

shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The athletic coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the athletic coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e [Policy on evaluation and termination of athletic coaches.](#)
 Conn. Gen. Stat. § 10-149d [Athletic directors. Definitions, Qualifications and hiring. Duties.](#)

ADOPTED: December 18, 2017
REVISED:

WESTON PUBLIC SCHOOLS
Weston, Connecticut



Gauging Progress Update:

**A snapshot of student performance comparing
2021 to 2020 school years.**

March 10, 2021

Measurement Tools for this Update



Subject	HES	WIS	WMS
Reading	<ul style="list-style-type: none">● Fountas & Pinnell	<ul style="list-style-type: none">● Fountas & Pinnell	<ul style="list-style-type: none">● MAP
Math	<ul style="list-style-type: none">● MAP	<ul style="list-style-type: none">● MAP	<ul style="list-style-type: none">● MAP

WHS - Quarter 1 and 2 grades are included in this presentation.

HES Reading Grade K

Winter 2021

Winter 2020

Fountas and Pinnell Benchmark Assessment		
Below Benchmark	24	19.8%
Approaching Benchmark	11	9.1%
Meeting Benchmark	57	47.1%
Beyond Benchmark	29	24.0%

Fountas and Pinnell Benchmark Assessment		
Below Benchmark	21	15.7%
Approaching Benchmark	9	6.7%
Meeting Benchmark	70	52.2%
Beyond Benchmark	34	25.4%

Total # of students assessed: 121

Total # of students assessed: 134

HES Reading Grade 1

Winter 2021

Winter 2020

Fountas and Pinnell Benchmark Assessment		
Below Benchmark	12	9.1%
Approaching Benchmark	5	3.8%
Meeting Benchmark	73	55.3%
Beyond Benchmark	42	31.8%

Total # of students assessed: 132

Fountas and Pinnell Benchmark Assessment		
Below Benchmark	7	6%
Approaching Benchmark	5	4.3%
Meeting Benchmark	62	53%
Beyond Benchmark	43	36.7%

Total # of students assessed: 117

HES Reading Grade 2



Winter 2021

Fountas and Pinnell Benchmark Assessment		
Below Benchmark	5	4.1%
Approaching Benchmark	31	25.4%
Meeting Benchmark	49	40.2%
Beyond Benchmark	37	30.3%

Total # of students assessed: 122

Winter 2020

Fountas and Pinnell Benchmark Assessment		
Below Benchmark	10	7.5%
Approaching Benchmark	30	22.4%
Meeting Benchmark	61	45.5%
Beyond Benchmark	33	24.6%

Total # of students assessed: 134

HES Math MAP

%tile Band

81%-100%

61%-80%

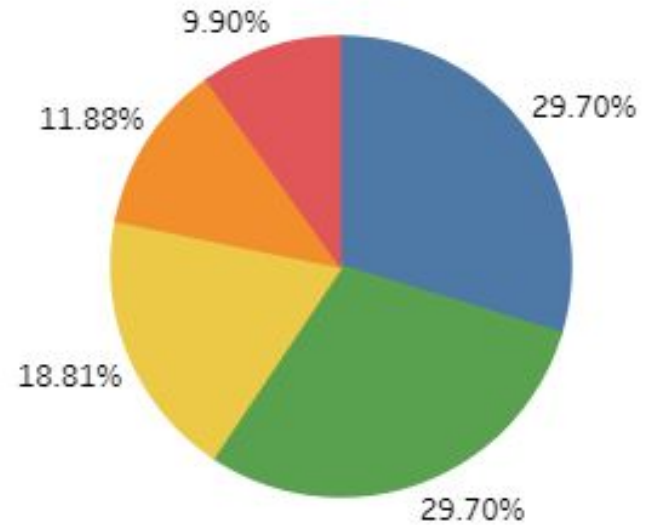
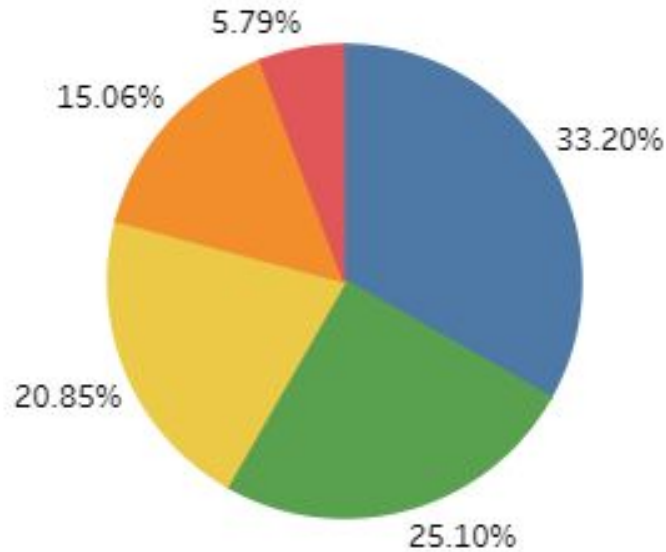
41%-60%

21%-40%

Below 20th %tile

2020-21
Winter

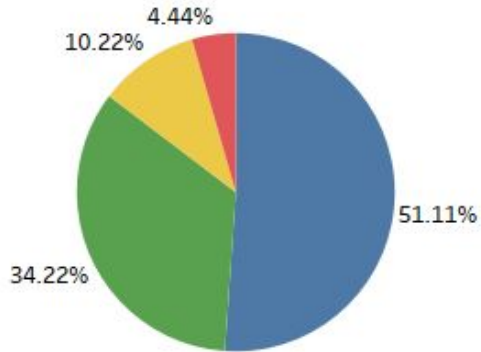
2019-20
Fall



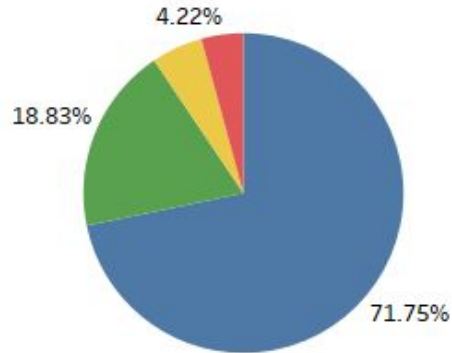
WIS Reading Fountas and Pinnell



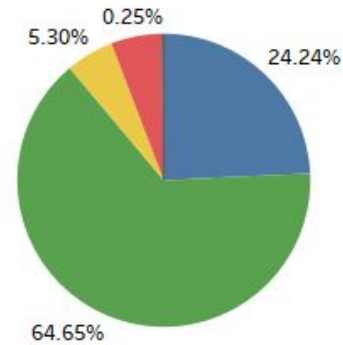
2020-21
Fall



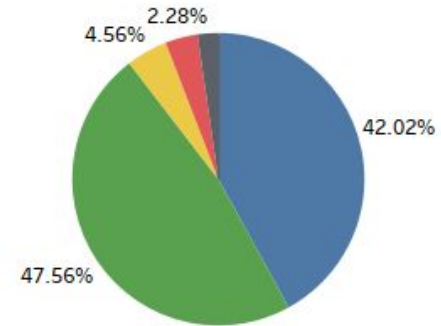
2019-20
Fall



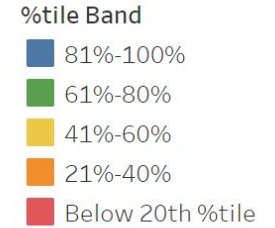
2020-21
Winter



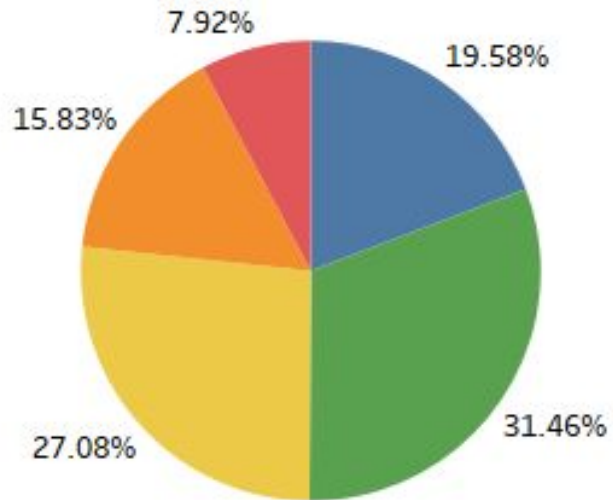
2019-20
Winter



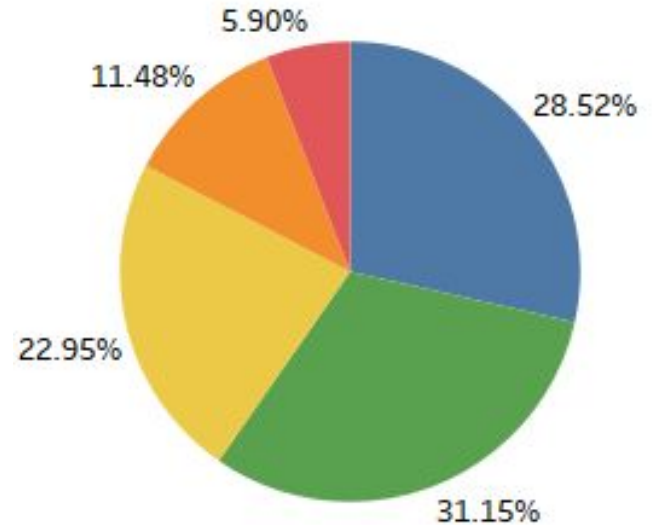
WIS Math MAP



2020-21
Winter



2019-20
Fall



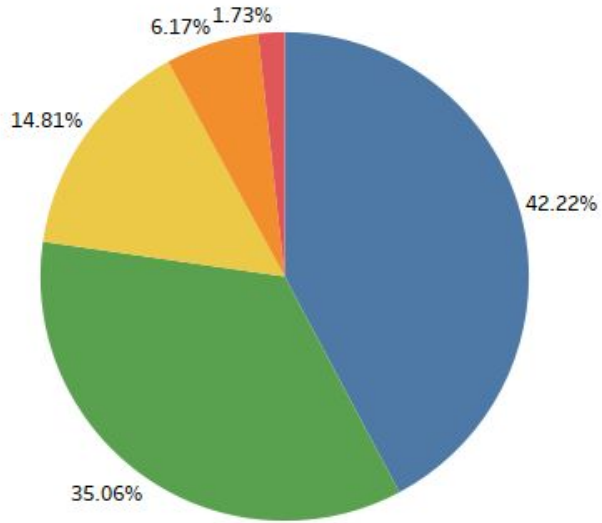
WMS ELA MAP

%tile Band

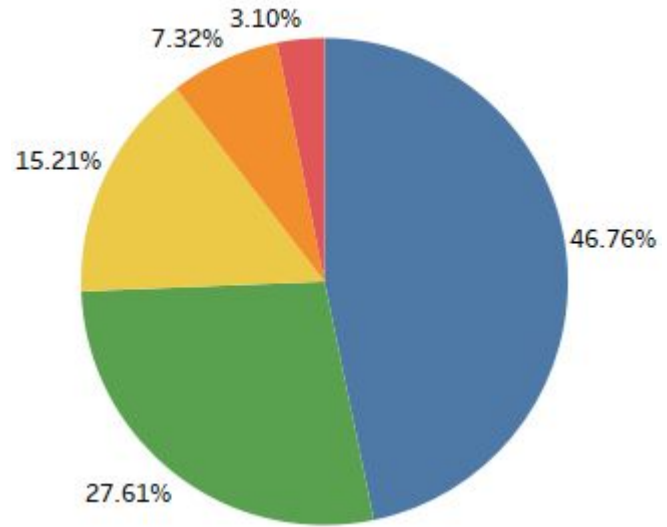
- 81%-100%
- 61%-80%
- 41%-60%
- 21%-40%
- Below 20th %tile



2020-21 Fall



2019-20 Fall



WMS ELA Growth MAP

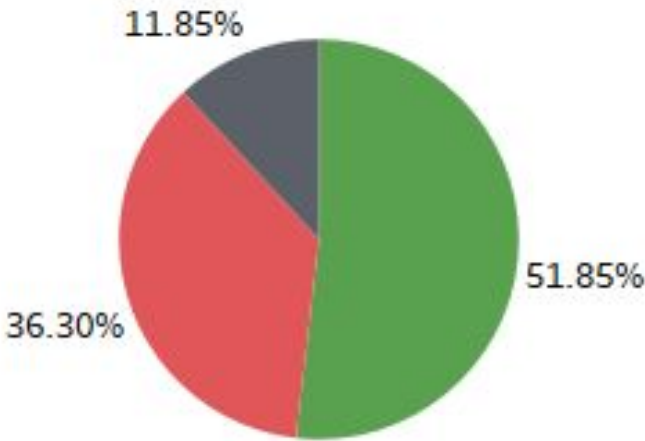
Growth Met

Yes

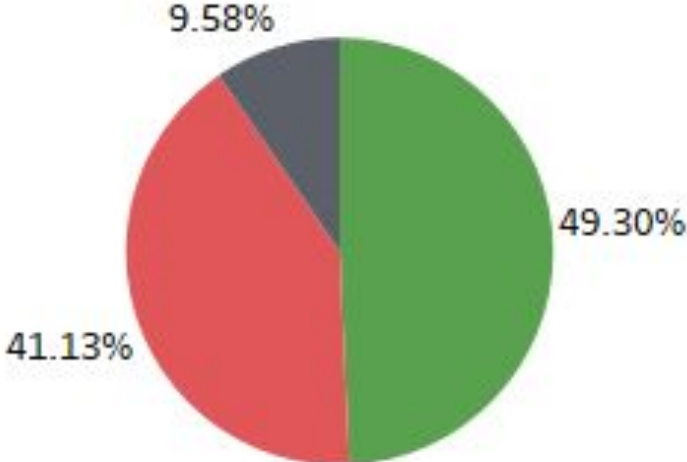
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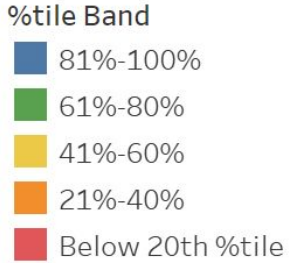
2020-21
Fall



2019-20
Fall

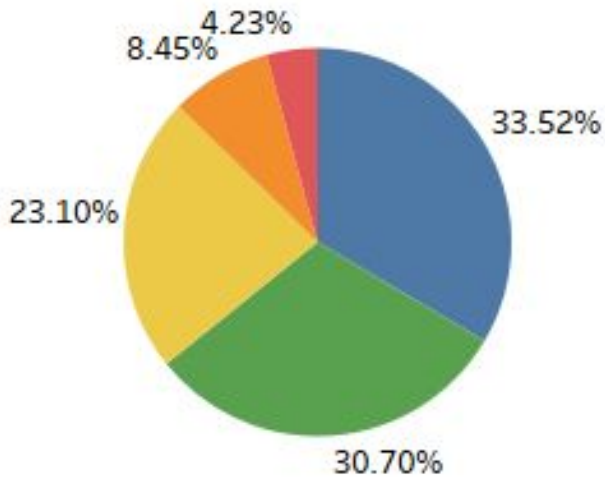
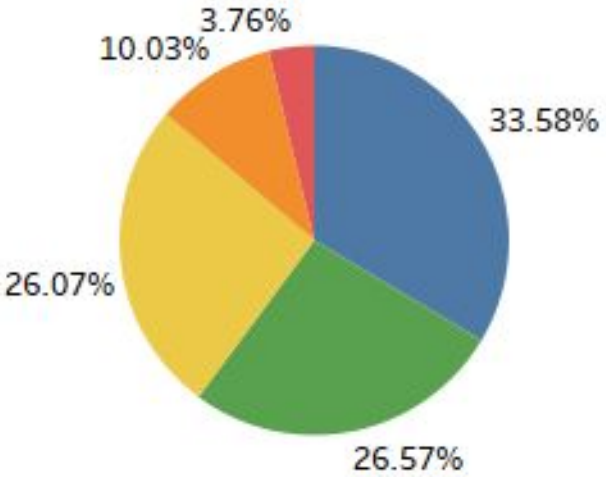


WMS Math MAP



2020-21
Fall

2019-20
Fall



WMS Math Growth MAP

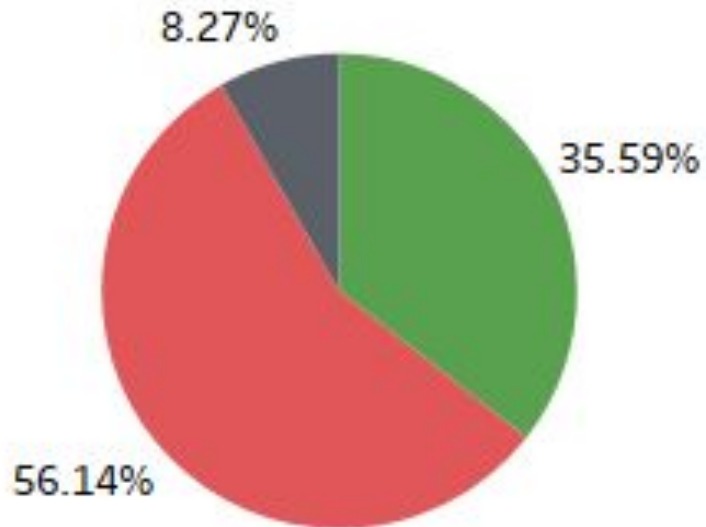
Growth Met

Yes

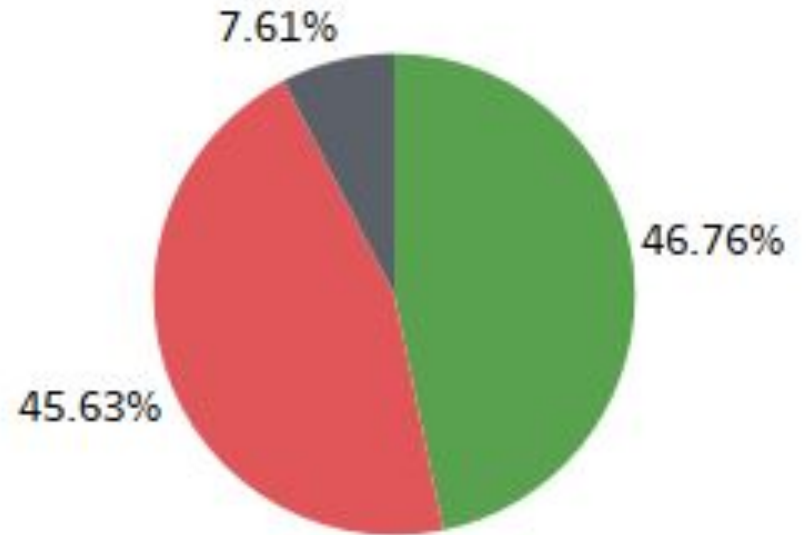
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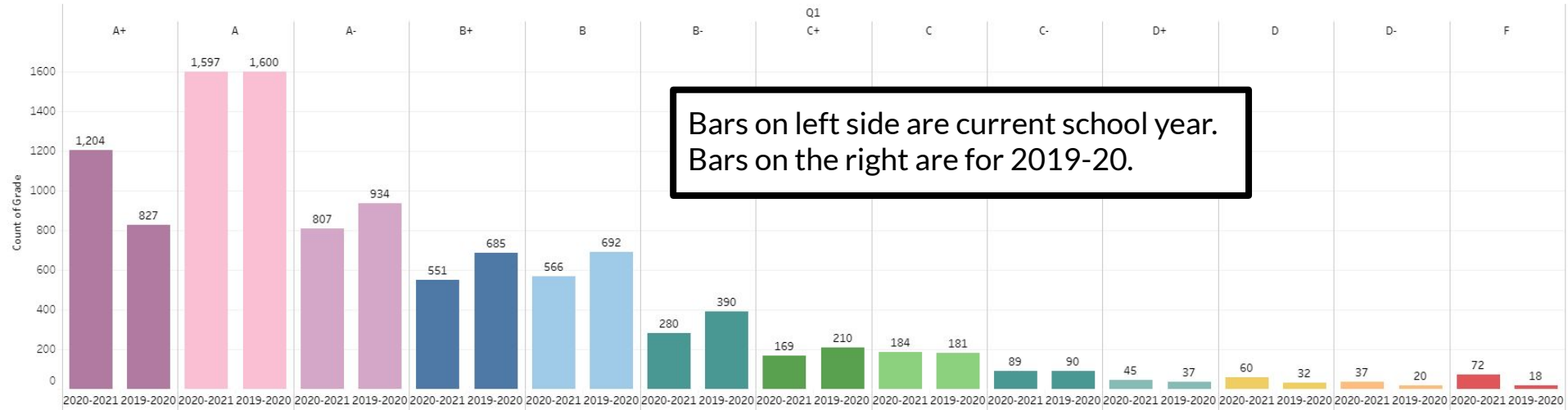
2020-21
Fall



2019-20
Fall

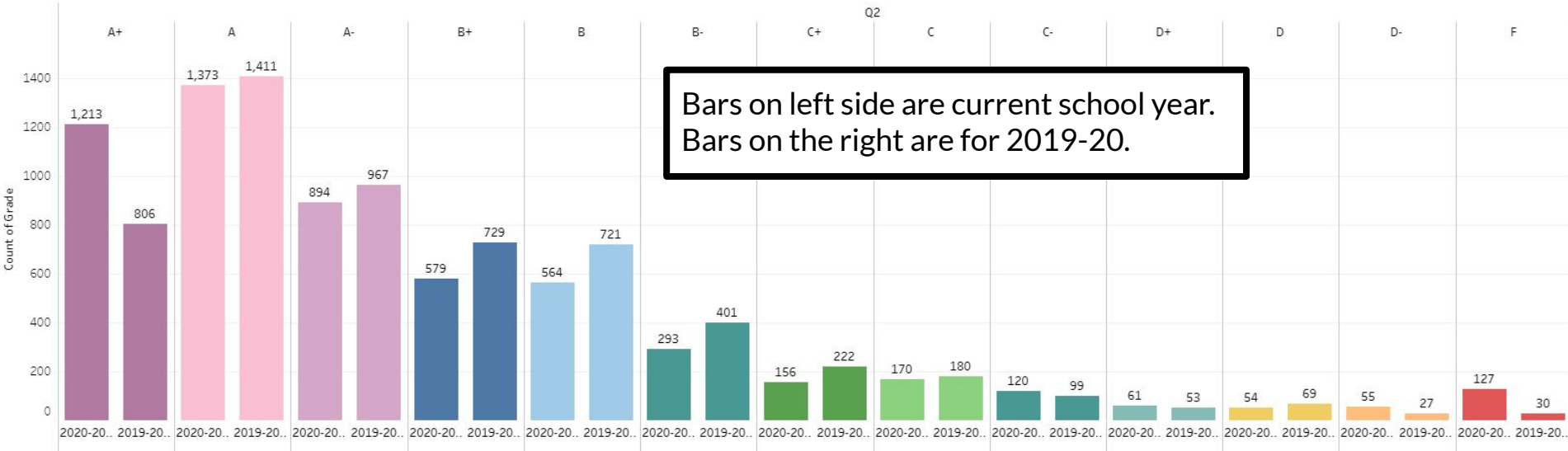


WHS Grades Comparison Quarter 1




In Fall 2020, significant increase in numbers of students receiving A+'s and D/F's in Q1 as compared to Fall 2019.

WHS Grades Comparison Quarter 2



In January 2021, significant increase in numbers of students receiving A+'s and D/F's in Q2 as compared to 2020.

Action Steps

- 
1. Data Teams and Intervention Services - Ongoing
 2. Develop ESSER II Grant application - March/April
 3. Summer Academy Planning - March
 4. Summer Reading Lists and Math Resources - May
 5. Curriculum Revisions - Spring/Summer
 6. Annual Instructional Update - May
 7. MAP Spring Assessment - Spring

Curriculum Committee Meeting

February 10, 2021 9:00 a.m.

Via Zoom Dial In: 1 646-558-8656 Code: 969458

1. Call to Order

The meeting was called to order at 9:01 am

Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, (Absent - Gina Albert)

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Mercedes Fernandes, CIL K-12 World Language

Members of the Public:

Victor Escandon, Ruby Hedge

2. Information on curriculum renewal cycle

Discussion:

- Dr. Craw reviewed the curriculum renewal progression cycle with the Committee. He presented a spreadsheet detailing the timeline in the renewal progression of each of the district-wide departments. Dr. Craw also presented a 10-year continuous improvement document that outlined District professional development initiatives, new programs and new courses implemented during that timeline.

3. World Language curriculum renewal presentation and discussion

Discussion:

- Mrs. Fernandes gave a presentation on the WPS world language department and curriculum renewal from 2015 to present. She spoke on the stages of learning for language learners and reviewed proficiency expectations for students who start at various ages.
- Committee members asked questions regarding the correlation between early introduction of foreign language and additional language acquisitions.
- The committee also discussed the merits of one foreign language over another in the early grades.
- Mrs. Fernandes went on to discuss the types of standardized testing available in Weston schools, opportunities for real-world interactions with international students and the next steps in completing the world language curriculum renewal.
- Committee expressed they would like to explore how IB programs structure their world language programs.

4. Approval of January 2021 Minutes

Motion Passed: With a motion Taffy Miller and second by Hillary Koyner the January 2021 minutes were approved.

2 Yeas - 0 Nays.

5. Other curricular issues

Discussion:

No other items were put forth for discussion. Meeting was adjourned at 10:58 a.m.

Respectfully submitted,

June Curiano

Minutes
Facilities Committee
March 5, 2021

Present:

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

Absent:

Tony Pesco, Committee Chair

Guests:

Richard Wolf, Weston Building Committee

The meeting was called to order by Ms. Hedge at 9:02 a.m.

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

- Mr. DelMastro reported that no major repairs have been needed since the previous month, and there have only been some minor breakdowns, but nothing major. He plans on having all the filters changed over Spring break, and this will be the fourth filter change this school year, ensuring a good supply of clean air being brought into the buildings. Even during the cold temperatures, the District has been able to get a sufficient amount of fresh air, even if the systems couldn't be open 100% due to fears of the coils freezing. Now with temperatures above 32 degrees, it shouldn't be a problem keeping the systems fully open.
- The Grounds Department has been busy preparing equipment for Spring work, as well as prepping fields for Spring sports. Additionally, with the intermediate and elementary schools back in full-time, many of the Grounds staff have been performing traffic duty for 3-4 hours per day.
- Dr. McKersie reported that regarding bus transportation and the ability to track which students rode on which bus, there still doesn't seem to be a perfect solution. First Student still feels that to have the drivers mark down which students are on the bus presents a safety issue. Additionally, the Assistant Principals at each school indicated that during

contact tracing they would still call everyone who was scheduled to ride the bus, not just those who actually did, in order to ensure that they don't miss anyone.

The Committee discussed the following items regarding programmatic updates provided to the Town of Weston Optimization Committee:

- Dr. Craw reported that the Optimization Committee is currently in the process of reviewing the RFPs they received from consultants to perform an analysis of the District and Town needs. Once the consultant is hired, the next phase of the work will begin, and the District will then provide in-depth information as to what the programmatic requirements are.
- Dr. Craw added that the greatest needs for the middle school include upgrades to the science and music facilities, as well as upgrades to the art, life skills and community classrooms. A cooking and family consumer space would ideally be added as well.

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

- The Committee approved the February minutes.

The Committee discussed the following items regarding other business:

- Mr. DelMastro reported that regarding the intermediate school window sill project, the contractor has come up with several different options that might work. It might require that only a couple of the windows are repaired this year, and then next year, once it's determined that the repair was successful, then the rest of the windows will be repaired. This will ensure that it's a long-term solution.

There being no further business to discuss, the Committee adjourned at 10:06 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes
Finance Committee
February 19, 2021**

Present:

Gina Albert, Committee Chair

Ruby Hedge, Committee Member

Victor Escandon, Committee Member

Dr. William McKersie, Superintendent of Schools

Phil Cross, Director of Finance and Operations

Guests:

Michael DelMastro, Director of Facilities

The meeting was called to order by Ms. Albert at 9:03 a.m.

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

- Mr. Cross reported that seven months into the fiscal year the District has a better perspective regarding expenditures for the remainder of fiscal 20/21. Based on this, he has lowered the projected expenditures for the year. He is anticipating an ending balance of \$299,725. Salary savings from the previous month's report has increased by \$243,485. Savings from benefits has increased by \$5,000, and savings in the Other Services account has increased by \$58,510, which is due to savings from SPED ESY transportation, which was not used in FY21. Mr. Cross added that the anticipated savings of \$299,725 assumes a draw from the non-lapsing account of \$224,918. Without the draw, the savings will be \$74,807.
- Regarding the ISF, Mr. Cross reported that the actual claims for the year are \$191,470 and the estimated year end fund balance is \$760,606.

The Committee discussed the following regarding reopening costs:

- Mr. Cross informed the Committee that based on the most recent projection, the unanticipated expenditures for the current fiscal year are \$1,343,621. Of this amount, \$1,183,816 can be directly attributed to COVID 19. The remaining \$159,805 is the cost to add new sections at HES and WIS. Between funding from the Cares Act, the Corona Virus Relief Fund, FEMA reimbursement, and the non-lapsing account, the District

would be responsible for \$593,593 of the COVID expenditures. Regarding the costs for the additional sections, the Open Choice Grant would pay for \$80,000. Mr. Cross added that there will be a Phase 2 Esser Grant, but based on the guidance received from the State, the funds are not to be used for PPE purchases, so the District will be limited as to how much of the funds it will actually be able to use.

The Committee discussed the following regarding FY21 projected savings:

- Mr. Cross reported that the District is anticipating a total projected savings for FY21 of \$299,725 after expenses. Before expenses, total savings equals \$1,234,377, but from this is deducted \$818,511 in re-opening costs, \$110,800 in legal fees, and \$5,341 in other expenses, which reduces the amount to \$299,725. This final amount includes \$224,918 from the non-lapsing account. Included in the total savings is \$705,540 from Salaries, \$33,641 from Benefits, \$65,000 from Professional and Technical Services, and \$188,371 from Other Services. Ms. Albert suggested that the District should make the Board of Finance aware of these savings by the end of March or beginning of April.

The Committee discussed the following regarding the FY22 Capital Budget:

- Mr. Cross and Mr. DelMastro shared with the Committee a revised version of the FY22 capital budget requested, which has been reduced since the Board's approval. The original budget was for \$1,057,400, and the new, reduced request is for \$807,400. This was achieved by removing some items and reducing the anticipated costs of others. The Committee agreed that before the April 6th budget deliberation meeting by the Board of Finance, the BOE needs to vote on and approve the final capital budget request. An additional Board meeting will be held towards the end of March to vote on this and discuss other matters.

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

- The Committee approved the January minutes.

There being no further business to discuss, the meeting adjourned at 10:07 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Policy Committee Meeting

February 3, 2021 - Via Zoom

Members Present:

Melissa Walker

Hillary Koyner

Taffy Miller

1. Call to Order

Melissa Walker called the meeting to order at 8:32am. In attendance, William McKersie, Ph.D., Superintendent of Schools, and Jen Ryan, HR Manager

2. Approval of Minutes

Discussion:

January Minutes were approved.

3. Discussion of policies, regulations, and bylaws

3.A. Sustainability - (New)

Discussion: Ms. Walker presented a draft version of the new Sustainability policy. After a discussion on the details of the policy's Mission Statement, Objectives, Implementation, and Monitoring and Evaluation, the committee decided on the following action items:

1. Ms. Walker will revise the policy based on the committee conversation then send to Dr. McKersie and Ms. Ryan, who will then forward on to the Sustainability Committee for a discussion.
2. The Sustainability Committee will look at the objectives and begin working on a dashboard of where the District is in achieving/planning for/prioritizing the different categories.
3. Jen Ryan will list any relevant policies and regulations that the District already uses.
4. The final step will be to bring to the District's legal counsel for a final review.

Discussion of policies, regulations, and bylaws in future meetings

Discussion: The committee was presented with a list of policies and regulations that Shipman and Goodwin suggests updates to. The committee decided to focus on the following for the next few meetings:

- Child Sex Abuse or Assault Response
- Use of School Facilities
- Athletic Coaches (Evaluation and Termination)
- Non-Discrimination (Community, Personnel, and Students)
- Employee use of District Computers

5. Adjourn 9:24 am