

Board of Education Regular Meeting

Monday, May 16, 2022 7:00 PM

Weston Middle School Library Learning Commons, 135 School Road, Weston, CT 06883

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

III.A. Meeting minutes from the April 21, 2022
Weston Board of Education Regular Meeting

IV. PUBLIC COMMENT

V. NEW BUSINESS

V.A. Consent Agenda (new hires, resignations and retirements)

V.B. Personnel Matter - Discussion and vote regarding 2022-2023 compensation for the following positions: Finance/Facilities Office Manager, Technology Coordinator, Payroll Coordinator, Vocational Specialist, Administrative Assistant-Superintendent, BCBA, Administrative Assistant-Assistant Superintendent, Accounts Payable/Accounts Receivable, Athletic Trainer, Bookkeeper HS, Administrative Assistant-Pupil Personnel Services, Data Analyst, Food Services Director, Nurse Supervisor.

V.C. Annual Instructional Update 2021-2022

V.D. Financial Update

V.D.1. Approval of the FY23 Operating and Capital Budgets

V.D.2. FY23 Budget Review

V.D.3. Approval of the FY23 PreK Tuition Rates

V.D.4. Approval of the FY23 Tuition Rates for Non-Residents

V.D.5. Approval of the FY23 Utility and Facility Rental Rates

V.E. Discussion and vote on hybrid schedule for regular Board of Education meetings.

VI. DISTRICT UPDATE

VII. COMMITTEE REPORTS

VII.A. Communications Committee

VII.B. Curriculum Committee

VII.C. Finance & Operations Committee

VII.D. Policy Committee

VII.E. Negotiations Committee

VII.F. CES

VII.G. CABE

VII.H. Weston Education Foundation

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

VIII.A. Regular Session on June 20, 2022 at 7:00
PM.

VIII.B. Review of Pending Agenda Items for Next
Meeting

IX. **ADJOURNMENT**

Board of Education Regular Meeting

Thursday, April 21, 2022 7:00 PM
Weston Middle School Library
24 School Road
Weston, CT 06883-1623

Absent: Sharon Ferraro, Anthony Pesco, **Present:** David Felton, Peter Gordon, Bernie Kingsley, Taffy Miller, Melissa Walker. Present: 5, Absent: 2.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional attendees: Lisa Wolak, Superintendent; Kenneth Craw, Assistant Superintendent; Phillip Cross, Director of Finance; Tracy Edwards, Director of Pupil Personnel Services; Juliane Givoni, WHS Interim Principal; Daniel Doak, WMS Principal; Patricia Falber, WIS Principal; Laura Kadis, HES Principal; Matthew Filip, WHS Assistant Principal; Teresa Kavanagh, Human Resources Manager

II. PLEDGE OF ALLEGIANCE

III. **APPROVAL OF MINUTES**

A. Meeting minutes from the March 24, 2022 Weston Board of Education Executive Meeting

Move that the Weston Board of Education approve the March 24, 2022 Board of Education executive meeting minutes. Carried with a motion by Felton, David and a second by Kingsley, Bernie.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

B. Meeting minutes from the March 14, 2022 Weston Board of Education Regular Meeting

Move that the Weston Board of Education approve the March 14, 2022 Board of Education regular meeting minutes. Carried with a motion by Felton, David and a second by Kingsley, Bernie.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

IV. PUBLIC COMMENT

Travis Worrell - 44 Birch Hill Road
Spoke out about concerns relating to SEL (Social Emotional Learning). We should focus more on academic achievement.

Jennai Williams - Old Hyde Road

Keep class sizes low, how do we make sure that our high reformers continue progressing, no child is being left behind and have adequate and quick intervention.

V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Student representatives Carly Rutsy and Jake Rutsky gave an update on what's been happening in the schools. Spirit week was a impressive. The freshman actually won deck the walls. The fundraising drive for Ukraine was a huge success. Working to try and come up with ways for seniors to continue engagement after they leave for senior internships and working on the transition from senior to junior reps in preparation for next year. Everyone is excited for the prom.

VI. **NEW BUSINESS**

A. Consent Agenda (new hires, resignations, transfer/changes, and retirements)

Lisa Wolak acknowledged each of the individuals retiring. She thanked them for their service and wished them well.

Move that the Weston Board of Education approve the items on the Consent Agenda as recommended. Carried with a motion by Felton, David and a second by Kingsley, Bernie.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

B. Matters Pertaining to Personnel - Non-Renewal of Reduction in Force

Lisa Wolak explained that these individuals will not have a position for the 2022-2023 school year due to reductions in force.

Move that the contract of employment of Kristen Hollinger, Trinity Klein, Charles Siegener, Carla Volpe, Gentiana Xhema not be renewed for the following year upon their expiration at the end of the 2021-22 school year, and that the Superintendent of Schools is directed to advise such person(s) in writing of this action. Carried with a motion by Felton, David and a second by Kingsley, Bernie.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

C. Matters Pertaining to Personnel - Non-Renewal of Long-Term Certified Substitute Teachers

Lisa Wolak explained that these long-term certified substitutes will not be coming back next year. These individuals were filling in some capacity for various individuals on leaves.

Move that the contract of employment of long-term certified substitute teachers Karen Asghar, Lindsey Brown, Kyle Tolkin, and Martha West-Glynn not be renewed for the following year upon their expiration at the end of the 2021-22 school year, and that the Superintendent of Schools is directed to advise such person(s) in writing of this action. Carried with a motion by Felton, David and a second by Kingsley, Bernie.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

- D. WMS/WHS Developmental Relationships Survey Results
Kenneth Craw, along with Matthew Filip and Daniel Doak, presented the Developmental Relationships and Alcohol & Drugs Student Survey Results. The survey was conducted in November 2021 for students in grades 7-12.

There are four modules to the Developmental Relationships Survey:

- Development relationships with teachers
- Social-emotional competencies
- Experiences of school as a safe and just place (as this relates to emotional safety)
- Academic motivations, goals, and mindsets

Conclusions: Most students experience a good relationship with their teachers. Students' social and emotional competence is generally strong. Students reported moderate experiences of "school as a safe and just place". Most students reported moderate to strong levels of academic motivation, skills, and outcomes. The LGBTQ and Non-binary students reported lower scores in some areas.

Drug-Free Communities Survey

- Four core measures:
 - o Students' alcohol and drug use in the past 30 days
 - o Students' perception of parents' feelings about substance abuse
 - o Students' perception of friends' feelings about substance abuse

- o Students' perceptions of risk in the use of these substances

- Comparison data provided where possible from 2017 survey

Conclusions: Alcohol is the most commonly used substance among Weston Students. Greater levels of use (overall) of all substances at WMS as compared to 2017. Lower levels of alcohol and drugs at WHS as compared to 2017.

E. WPS Youth Survey 2021 Longitudinal Data

WPS Longitudinal Data - Youth Survey 2021 was prepared by Nina Chanana Consulting, March 2022

- Data reported from 2021 were compiled from the Search Institute's Fall 2021 Developmental Relationships Survey.
- When available, data from 2008, 2013 and 2017 were culled from the 2017 Weston Youth Survey Report. Data from 2008 and 2013 are only available for past 30-day use and perception of harm.
- All Core Measure data is available from 2017.

Four core measures:

- Past 30-day use
- Perception of Risk
- Perception of Parent Disapproval
- Perception of Peer Disapproval

Conclusions: Longitudinal data indicates that substance use rates are decreasing with the exception of an uptick in tobacco, alcohol and marijuana among 7th and 8th grade students. Weston youth report lowest perception of harm around marijuana use. Perception of parent disapproval continues to be high; perception of parent disapproval is lower for marijuana in comparison to other substances. Students who perceive their parents believe it is wrong for them to drink alcohol or use substances are less likely to use. Poly drug use - teens who reported using alcohol are more likely to report use of other substances as compared to peers who reported not drinking. LGBTQ students reported substance use at a higher rate than their peers.

F. Social Emotional Learning - Next Steps

Lisa Wolak discussed Social Emotional Learning: The Next Steps. Social Emotional Learning is the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions. Each

school principal discussed how the incorporate the goals into every day learning and activities. Ms. Wolak went over next steps for the 2022-2023 school year and how this has been incorporated into the 2022-2033 budget.

G. Financial Update - March 2022

Phillip Cross presented the summary report of the FY22 budget through April 7, 2022.

Typically, at the end of the third quarter, the projected holds are reviewed. Based on the anticipated needs through the end of the fiscal year, these amounts will be either encumbered or released.

The net month over month change is \$626,689. This will increase the projected end of year balance to \$894,383. To mitigate the FY22-23 budget, \$140,031 of this amount will be added to a non-lapsing account. This amount will pay for the third and final installment of the ERIP. The remaining balance after ERIP payment will be \$754,352.

We anticipate, as we get closer to the year-end, that there will be fluctuations in all the categories.

Move that the Weston Board of Education approve the March 2022 Financial Update Carried with a motion by Miller, Taffy and a second by Kingsley, Bernie.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

H. **Weston Board of Education Policies, Regulations, and Bylaws (first read)**

1. Discussion regarding Policy 5131.99: Bullying Prevention and Intervention Policy and Regulation 5131.911: Bullying Prevention and Intervention (first read)
Melissa Walker presented the first read of Policy 5131.99: Bullying Prevention and Intervention Policy and Regulation 5131.911: Bullying Prevention and Intervention. No policy was changed, only changes relating to inclusive language.

VII. **DISTRICT UPDATE**

A. Building Tours

Lisa Wolak gave an update on the building tours that were given on April 2, 2022. The tours were given as a means to invite Weston residents in to see the buildings and view the facilities. There

was a nice turnout.

B. Weston High School Principal Search

Teresa Kavanagh gave an update on the Weston High School Principal search. We had approximately 28 candidates apply for the position and after vetting all the candidates, the pool has been narrowed down to 10 candidates. A phone /zoom screening of these candidates will now be conducted and the goal is to bring 4/5 candidates in for a final round of interview. The interview committee will consist of one board member/parent, two central office administrators, two WTA members and 2 central office administrators. Ms. Kavanagh did mention we do not have any internal candidates applying for the position.

VIII. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Finance & Operations Committee

D. **Policy Committee**

1. Policy Committee Meeting Minutes: February 1, 2022

2. Policy Committee Meeting Minutes: February 22, 2022

E. Negotiations Committee

F. CES

G. CABE

H. Weston Education Foundation

IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

A. Regular Session on May 16, 2022 at 7:00 p.m. in the Weston Middle School Library.

B. Review of Pending Agenda Items for Next Meeting

X. ADJOURNMENT

The meeting adjourned at 9:57 PM.

Move to adjourn the Weston Board of Education April 21, 2022 meeting.
Carried with a motion by Miller, Taffy and a second by Felton, David.

David Felton: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Taffy
Miller: Yea, Melissa Walker: Yea

Yea: 5, Nay: 0

Chairperson

Superintendent

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 05/16/2022



Information Only
Action Requested

Agenda Item Subject: Consent Agenda

Submitted by: Lisa Wolak

Document Summary/Purpose and/or Recommended Action:

New hires, resignations and terminations.

INTEROFFICE MEMORANDUM

TO: LISA WOLAK

FROM: TERRI – HUMAN RESOURCES

SUBJECT: CONSENT AGENDA – BOE 5/16/2022

DATE: 5/13/2022

NEW HIRES:

- Jillian Desiderio, (1.0) Social Worker at HES. Effective August 24, 2022. This is a new position at HES.
- Timothy Tamallanca, (1.0) Math Teacher at WMS. Effective August 24, 2022. This is a new position at WMS.

RESIGNATIONS:

- Michael Fish, (1.0) Maintenance Mechanic at WPS. Effective May 6, 2022.

RETIREMENTS:

- Constance Clark, (1.0) English Teacher at WMS. Effective at the end of the 2021-2022 school year after almost 23 years of service in the district.
- Diana Michelangelo, (1.0) Math Teacher at WHS. Effective at the end of the 2021-2022 school year after 18 years of service in the district.
- Lisa Russo, (1.0) Administrative Assistant at WIS. Effective June 21, 2022, after 15 ½ years of service in the district.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 16, 2022

Information Only

Action Requested

Agenda Item Subject: Annual Instructional Update

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

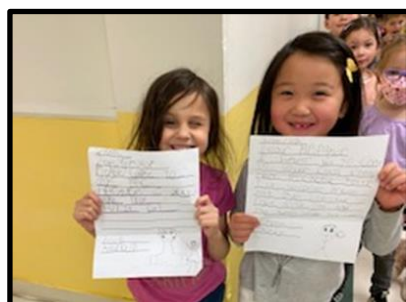
2021-2022 Annual Instructional Update document as presented at the May 11 Curriculum Committee.

WESTON PUBLIC SCHOOLS

Annual Instructional Update

2021-2022

Presented to the
Weston Board of Education
Curriculum Committee
May 11, 2022



Lisa Wolak
Superintendent of Schools

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

WESTON PUBLIC SCHOOLS

VISION STATEMENT

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

MISSION STATEMENT

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

OUTCOME – GLOBAL CITIZENS

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

WESTON DISTRICT GOALS

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

WESTON BOARD OF EDUCATION MEMBERS

Anthony Pesco, Chairperson
Melissa Walker, Vice Chairperson
Bernadette Kingsley, Secretary
Taffy Miller
David Felton
Sharon Ferraro
Peter Gordon

Contributors:

- Mathematics, Grades K-2 Mrs. Kelly DelVecchio
- Mathematics, Grades 3-5 Mrs. Carolyn Vinton
- Mathematics, Grades 6-12 Ms. Janine Russo
- Science, Grades K-5Mrs. Carolyn Vinton
- Science, Grades 6-12 Mrs. Jamie Charles
- Language Arts, Grades K-5 Mrs. Andrea Noble, Mrs. Alex Bluestein
- English, Grades 6-12 Ms. Jessica DiBuono
- Social Studies, Grades K-5Mrs. Andrea Noble, Mrs. Alex Bluestein
- Social Studies, Grades 6-12Mr. Nicholas Torres
- World Language, Grades K-12Mrs. Mercedes Fernandes
- Visual Arts, Grades K-12Ms. Kate O’Keefe
- Performing Arts, Grades K-12 Ms. Elizabeth Morris
- Health and Physical Education, Grades K-12 Mrs. Patty Powers
- Technology Education, Grades 6-12 Mrs. Jamie Charles
- Special Education/Pupil Services, Grades K-12.....Ms. Tracy Edwards

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Introduction

Weston Public Schools is committed to the continuous improvement of its instructional programs and services. At the end of each school year, the Weston Public Schools Curriculum Department provides an update to the Board of Education's Curriculum Committee on its continuous improvement efforts. The Annual Instructional Update (AIU) is a detailed qualitative report on departmental initiatives for all K-12 subjects.

Weston's cadre of curriculum instructional leaders (CIL) take a lead role in presenting the AIU to the Board of Education. They are in a unique and essential role for guiding instructional improvements within their departments.

- CILs are experts regarding best practices in their chosen field and serve as instructional coaches in their respective departments.
- CILs take an active role in organizing and facilitating meaningful professional development opportunities for teachers
- CILs also lead the curriculum renewal and development process to ensure that the curriculum is engaging and up to date.

Leading up to the AIU, there have been several academic presentations to the BOE regarding the district goals and progress toward meeting them. The following archived reports are available to the Weston Community through the district's website.

- | | |
|-------------------------------------|--------------------------------|
| • District Goal Presentation | September 20, 2021 BOE meeting |
| • Summative Assessment Report | October 18, 2021 BOE meeting |
| • Student Outcomes Report | November 15, 2021 BOE meeting |
| • Progress Report on District Goals | February 15, 2022 BOE meeting |
| • Reading and Math Progress Update | March 14, 2022 BOE meeting |

The AIU report is organized by K-12 discipline to provide a snapshot of Weston's entire academic program. Within each departmental narrative, each CIL highlighted the following:

- Goals for the 2021-22 school year;
- Accomplishments as it relates to departmental goals;
- Any challenges faced or departmental needs; and
- Preliminary departmental goals for the 2022-23 school year.

In addition, the beginning of the report includes two documents summarizing district efforts as it relates to the two main academic goals in Math and Reading. Both documents capture the changes that have been made over time or are planned for next year. By highlighting the math and reading shifts, it will provide the reader with a summary of continuous improvement efforts in these goal areas.

WPS Continuous Improvement – Math Shifts

Math Shifts	Area of Focus	Past	Present	Future
Model	Instructional Time	WMS Math classes and other subject area classes met for short blocks of 42 minutes.		Increasing to 50 minutes daily for math and all subject areas. This results in an additional 1,440 minutes annually.
		WMS has a 42-minute quiet study period.		Students will have Math Workshop and can receive extra help during this time.
	Teaming	WMS Teaming model diminished over time as part of staffing reductions. Resulted in teaching across teams similar to a junior high model.		Each team of teachers would have the same group of students.
	Teaming	WIS established a two-teacher teaming model in 5th grade in 2018-19; As a result, 81% of students achieved goal, which ranked Weston 2nd in the DRG.		Maintains strong two-teacher teams.
Staffing	Math Qualifications	WMS teachers possess either the 4-8 or 7-12 certification for math.	All WMS math teachers possess 7-12 certification – a higher level of preparation	
	Staffing Assignments	WMS teachers taught across grade levels and teams; In 2020-21, there were several WIS classrooms with long-term substitutes due to medical leaves.	Each WMS math teacher assigned will be assigned to their own team;	
	Intervention Staffing	Staffing level pre-pandemic was 2.3 FTE	Increased intervention staffing in math to 3.5 FTE	
Teaching & Learning	Professional Development	CIL coaching-K-5, 6-12 math CILs	K-2 CIL added to 3-5 and 6-12 math CILs. Working with national consultants in conjunction with CIL coaching	
	Curriculum	The district has used Math in Focus to support the K-8 math curriculum.	Will review the use of WMS Math in Focus resources as compared to other available resources. Consider possible programmatic changes.	
		K using Math in Focus resources.	K piloting Methodology program	Full implementation of Methodology; more developmentally appropriate.
	Learning Walks	Informal classroom visits.	Initiated math learning walks; Results indicated need to shift to a more student-centered approach in grades 6-12. Follow-up rounds of learning walks will be conducted following professional development.	
Data & Assessment	Intervention	At WMS, students received additional support through math lab, but it was not a true SRBI program.	Students requiring additional support receive math SRBI from a math intervention teacher with a math background.	
	SRBI	Processes in place at the K-5 level with a planned expansion to WMS.	SRBI Handbook created to ensure consistency of intervention services across the district for math.	Consistent process throughout the district of intervention support.
	Assessment Calendar	MAP administered 2X a year with additional progress monitoring for small groups.	Assess with MAP as a universal screen 3 times a year	
	Data Analytics	Grade Level/Individual student spreadsheets.	The district systematized its use of Tableau to monitor student achievement in math and other areas.	
	Test Preparation	Opportunities for practice through the use of IAB assessments and some test preparation materials	Focused test preparation embedded into curriculum scope and sequence in grades 3-8 to ensure student success on standardized testing.	

WPS Continuous Improvement – Reading Shifts

Reading Shifts	Area of Focus	Past	Present	Future	
Model	Instructional Time	WMS English language arts has met for a double block (2 periods daily – one for reading and one for writing).		Eliminated double block, Each single period is a longer 50-minute block for ELA and all subject areas.	
		WMS has a 42-minute quiet study period.		Students will have ELA Workshop and will receive enrichment during Workshop.	
	Teaming	WMS Teaming model diminished over time as part of staffing reductions. Loss of common planning time.		Pure teaming model will allow teachers to effectively collaborate.	
	Teaming	WIS Established a two-teacher teaming model in fifth grade in 2018-19.		Maintain strong two-teacher teams.	
Staffing	Staffing Assignments	Teachers teaching across teams.		Staffing reorganization as a result of recent retirements matching teachers with teams.	
		WMS teachers taught across grade levels and teams; In 2020-21, there were several WIS classrooms with long-term substitutes due to medical leaves.		Each WMS ELA teacher will be assigned to their own team.	
	Intervention Staffing	K-8 Staffing level pre-pandemic was 5.0 FTE	Increased intervention staffing in reading to 5.3 FTE with ESSER funding.		
Teaching & Learning	Professional Development	Working with Teachers College consultants in conjunction with CIL coaching			
	Curriculum	The district has a comprehensive, research-based literacy program in place for reading and writing			
		The district uses the Foundations phonics program in grades K-2.	Strengthen literacy by extending Foundations into grade 3 in 2022-23.		
Data & Assessment	Intervention	Students requiring additional support receive reading SRBI from a reading specialist/consultant.			
	SRBI	Processes in place for identification of students for SRBI grades K-8.	SRBI Handbook created to ensure greater consistency.	Consistent process throughout the district of intervention support.	
	Assessment Calendar	MAP administered 2 times a year in grades 2-8, with small groups for progress monitoring in grades 3-5.	Assess with MAP as a universal screen 3 times a year in grades 2-8.		
	Data Analytics	Grade Level/Individual teacher spreadsheets.	The district systematized its use of Tableau to monitor student achievement in reading.		
	Test Preparation	Opportunities for practice through the use of IAB assessments and some test preparation materials.	2-3 weeks of focused test preparation embedded into curriculum scope and sequence in grades 3-8 to ensure student success on standardized testing.		

Mathematics, Grades K-5

2021-2022 Goals

- Support teachers in their return to the high impact instructional strategies, which was impacted by COVID protocols and schooling scenarios.
- Support teachers with transition to *Math in Focus* 2020 edition materials.
- Support teachers transitioning to new grade levels.
- Analyze standardized and informal data to determine learning gaps and support teachers in meeting student needs.
- Plan and present professional development to address the unique needs of teachers in this first year of recovery.
- Leverage increased FTE for math intervention for meeting the needs of struggling math learners.
- Pilot *Methodology: Developing Roots* with two kindergarten classrooms.

Accomplishments

- Having a dedicated 0.5 CIL in both the elementary and intermediate schools allowed for increased and consistent professional development, coaching and teacher support.
- Increased SRBI (Scientific Research-Based Interventions) FTE through ESSR funding allowed for increased intervention to meet student needs.
- Professional development was enhanced through outside expertise from our *Math in Focus* consultant and John Antonetti.
- All classes in first through fifth grade transitioned to the new edition of *Math in Focus* materials.
- Data teams at HES and WIS closely examined the learning of all students throughout the year.
- Teachers received CIL support in creating and implementing their personal math goals, analyzing student data, and planning to meet student needs.
- Over 200 learning walks took place in grades K-5. Data from these learning walks showed a strong return to student-centered instructional strategies.
- *Methodology: Developing Roots* kindergarten was successfully piloted in two classrooms. The pilot teachers received training from the author of the program.
- Math Olympiad returned to an in-person program with 40 fourth and fifth graders participating.

Challenges and Needs

- Professional development will be required for all kindergarten teachers for implementation of *Methodology: Developing Roots*.
- As is the case throughout the country, our second year of COVID pandemic recovery will still require some specific differentiation and support for many of our students in mathematics.

2022-2023 Goals

- *Methodology: Developing Roots* will be implemented in all kindergarten classes.
- Continue to provide professional development and coaching to teachers as they target student learning in this second year of recovery.
- Continue to closely analyze data to support each student's learning needs.

Mathematics, Grades 6-12

2021-2022 Goals

- Support teachers in their return to the high-impact instructional strategies impacted by COVID protocols and schooling scenarios, while also leveraging the new instructional strategies learned during remote instruction (i.e. interactive digital resources, instructional videos).
- Plan and present professional development that supports these instructional strategies.
- Analyze standardized and formative data to determine learning gaps and support teachers in meeting student needs and the vertical articulation of course content.
- Emphasize student learning growth in order to promote achievement levels.
- Continue to refine our SRBI process at the middle school and implement an effective intervention program at both the middle and high schools.

Accomplishments

- NWEA was administered to all students in grades 6-9 in fall of 2021 to establish baseline data and help identify cohorts of students in need of intervention support,
- At the high school, math lab teachers used a “push-in” model during the first quarter to address classes of highest need, and moved to an appointment-based model during the second quarter. Both students and teachers reserve math lab teachers to provide support in “pull out” or “push in” formats.
- At the middle school, intervention included both push-in and pull-out support in addition to formal Tier II and Tier III intervention for particular students.
- Regular data team meetings were implemented at the middle school at the end of each trimester to review students currently receiving formal intervention services, as well as to address the potential needs of any students not currently receiving formal intervention.
- In-house professional development emphasized strategies for inquiry-based learning, formative assessment, and differentiated instruction.
- Math Learning Walks protocol was established and implemented to gather data on student engagement and learning.
- Learning walk data was analyzed, and consultant John Antonetti offered professional development emphasizing instructional strategies that have a large “effect size” - *identifying similarities and differences* and *learning with others*.
- Teachers at both schools began a book study on *Building Thinking Classrooms in Mathematics*, by Peter Liljedahl. This book study will continue into next school year.
- Middle school teachers used a variety of strategies to address learning loss and help students maintain prerequisite skills - weekly skills checks, “the daily five,” spiraling concepts.
- Middle school teachers utilized Interim Assessment Blocks and incorporated SBA-style questions regularly throughout the year to prepare students for the SBA.
- High school teachers used common planning time to develop instructional strategies to help align content and assessment across common courses.
- High school teachers used common planning time to design formative and summative assessments that incorporated opportunities for students to demonstrate mastery of content as well as growth in the mathematical practices.
- High school teachers used common planning time to analyze assessment data for learning gaps and plan future instruction accordingly.

Challenges and Needs

- The middle school schedule did not provide ample opportunities for teachers to collaborate regularly, as several of them taught multiple grade levels. This is being addressed with the new teaming model.

- The district has used Math in Focus to support the curriculum for several years. We are in the process of reviewing other middle school math programs.
- More work needs to be done to align assessment and grading practices within common courses at the high school.
- Teachers would like to curate materials for their classrooms that help them to create the “thinking classrooms” they have read about in our book study.

2022-2023 Goals

- Create rigorous and engaging skills-based Math Academic Workshop curriculum for grades 6-8 to promote the acquisition and mastery of skills and concepts in statistics, probability and geometric reasoning.
- Pilot new curriculum materials in grades 6-8 with the plan to identify and fully implement new curricular resources in the 2023-2024 school year.
- Focus lesson-planning efforts on instructional strategies of high “effect size” to promote conceptual understanding.
- Create physical classroom environments that promote rigorous student-centered mathematical thinking.

Science, Grades K-5

2021-2022 Goals

- Fully return to science instructional practices involving hands-on partner and group experiences.
- Reopen the science lab for student use.
- Return to completion of all science units for all grades.

Accomplishments

- While extra time for recovery of core academics was needed this year, classes moved closer to pre-pandemic levels of science instruction.
- While some content has been compacted, all units will be taught to some extent in all grades.
- The science labs reopened to students, allowing for return to more of the lab experiences included in each unit.
- The ability to use all hands-on and shared materials brought back a greater level of excitement for our young science learners.

Challenges and Needs

- Consistent, time-sufficient science blocks are needed for effective science learning. This is a challenge for some grades due to scheduling constraints.

2022-2023 Goals

- Return to full implementation of our science curriculum at all grade levels, K-5.
- Provide professional development and support for teachers in areas that have had less focus in the past two years due to the pandemic.

Science, Grades 6-12

2021-2022 Goals

- Ensure that students demonstrate growth in the NGSS (Next Generation Science Standards) science practices and essential understandings by providing ample opportunities for students to engage in scientific investigations and problem solving scenarios.
- Implement frequent formative and common summative assessments to gauge student progress in skill ability and science knowledge, providing actionable data to inform instruction.
- Continue to differentiate instructional resources and activities to maximize the learning and engagement of all learners, especially considering learning and skill gaps that may exist due to the pandemic.

Accomplishments

- All science classes returned to a collaborative and interactive instructional approach allowing students to actively engage in the inquiry nature of science. This included experimenting, modeling, analyzing data, problem solving, and arguing from evidence.
- Most science classes covered the majority (if not all) of the curricular units, despite the need to provide additional support and learning opportunities for students struggling with the return to traditional classroom schedules and expectations.
- Teachers implemented a variety of formative skill-based tasks to increase students' capacities in science thinking and practices. These included online interim assessment bank assessments and other NGSS-style performance tasks and assignments.
- The Honors Science Research course had another successful year as 14 students independently engaged in complex research projects of their own choosing, several of which earned recognition at the regional CT STEM Fair in February.
- For the second time, the WHS Academic Decathlon team placed first in the State of Connecticut and competed virtually in the National Academic Decathlon competition in April.
- Teachers continued to collaborate as curricular teams to design and implement effective and engaging curriculum that challenges the students to think critically and creatively about the natural world around them, enabling them to be better innovators and problem solvers.

Challenges and Needs

- Students struggled with the rigor and expectations associated with the return to traditional science classes, such as proactive engagement with the lessons, perseverance with problem solving, communicating and collaborating, and time management during assessments and investigations. In response, teachers implemented strategies to help address these concerns and promote better skills and learning strategies.
- Need for enhanced vertical alignment between both 5th and 6th grades and 8th and 9th grades to promote the most effective delivery of science curriculum and continual growth of science skills and abilities.

2022-2023 Goals

- Create rigorous and engaging skills-based Science Workshop curriculum for grades 6-8 to promote the acquisition and mastery of essential science skills and understandings.
- Continue to collaborate across grade levels and science disciplines to promote a unified set of expectations regarding NGSS science practices and conceptual understandings

Language Arts, Grades K-5

2021-2022 Goals

- Return to a fully robust curriculum taught to depth across the entire school year.
- Recalibrate teaching practices that ensure ongoing, databased, differentiated small group instruction.
- Establish learning targets for every student to ensure effective reading and writing progress across the school year.
- Rebuild student reading volume and stamina, as well as writing volume and stamina when using pencil and paper.
- Return to Turn and Talk to broaden students' communication skills and foster deeper comprehension.
- Continue to incorporate digital reading and writing instruction within curricular units where appropriate in grades 4-5.
- Determine and mitigate impact of fully remote, withdrawn, and/or homeschool instruction when returning to school in the fall.

Accomplishments

- All K-5 literacy curriculum has been taught completely and with fidelity.
- Focused professional development to recalibrate and enhance small group differentiated instruction took place, both with CILs and with Teachers College staff developers.
- Student data was analyzed and tracked using multiple measures to determine areas in need of remediation, intervention, and enrichment.
- Student discourse has resumed and has been an integral component of Reading and Writing Workshop to bolster vocabulary, comprehension, and engagement.
- An analysis of the impact of various learning environments during the 2020-21 school year revealed instructional areas in need of additional support.
- Reading performance, based on benchmark assessments, has returned to or exceeded pre-pandemic levels in all grades K-5.

Challenges and Needs

- The State of Connecticut will be creating a model curriculum for literacy in the upcoming year. It is not clear when the state curriculum will be finalized and to what extent school districts will need to be aligned with it. We will review the state curriculum once it is developed, and determine implications it may have for our curriculum.

2022-2023 Goals

- Continue with the development and refinement of differentiated small group instruction based on best practices and current research.
- Continue to grow our collection of read aloud texts and strategies.
- Training and implementation of the Foundations program will take place with grade three teachers, special education teachers, and reading specialists.
- Begin curriculum renewal for writing, including research into current units and an analysis of student data.
- K-2 reading units of study have been updated and will be released by Teacher's College in June 2022. Crosswalks between the new and existing units will need to be explored and created.

English, Grades 6-12

2021-2022 Goals

- Ensure all students are making progress and continuing to deepen their conceptual understanding of academic concepts to improve their reading skills.
- Ensure all students demonstrate growth and deepen their ability to write analytically and creatively in order to express ideas clearly and effectively according to audience and purpose.
- Create more opportunities for student voice in developmentally appropriate lessons.

Accomplishments

- Grade 6-12 teachers returned to full units and focused on using data to inform instruction
- Grade 6-8 teachers utilized CommonLit School Essentials, SBA Interim Assessment Blocks, and Focused Interim Assessment Blocks as benchmark assessments to measure and track student growth. Teachers, along with the CIL and reading teachers, analyzed this standards-based data to inform further instruction and provide additional support for students.
- Grade 6-12 teachers participated in professional development sessions on Tier 1 strategies in the classroom, differentiation, assessment design, and data analysis.
- Grades 9-12 Social Studies and English teachers evaluated and revised the Writing Portfolio process and rubric, particularly reflecting on what was learned from the pandemic.
- The Writing Center teachers and the CIL implemented the full 8th and 10th grade portfolio with revised rubric and emphasis on student choice. Students received individualized feedback and calibration allowed for teacher collaboration to identify curricular needs.
- The Writing Center continues to be a robust resource for students at WHS. As of April 1, 2022, there have been approximately 400 individual appointments with students and over 100 classroom visits to conference with students and provide feedback on their writing.
- The Writing Center offered opportunities for creative writing contests, and held school-wide Poetry Out Loud in February 2022. The WHS winner advanced to the national semifinals.
- WHS students were among the winners of the Hudson-to-Housatonic Scholastic Writing Awards. One student won three Gold Key awards, two students won a Silver Key, and five students won Honorable Mention. One student went on to win a Gold Medal at Scholastic Nationals.

Challenges and Needs

- There is always a need to ensure as much support as possible for all writers, and especially through the Writing Portfolio process. Support plans need to involve all stakeholders.
- Grade 6 curriculum needs to be updated for the single English block for the 2022-2023 year.
- Grades 6-8 need to continue to create an engaging, skills-based Workshop course.
- There needs to be opportunities that are more built-in for teachers of grades 6-8 to calibrate instruction and assessment practices.
- There needs to be more opportunities for cross-curricular data analysis at WHS.

2022-2023 Goals

- Update Grade 6 English Language Arts Curriculum to reflect the new schedule.
- Revise English 12 Standard curriculum to better meet the needs of diverse learners and offer thematic electives that mirror college-level expectations in spring.
- Create rigorous and engaging skills-based Workshop curriculums grades 6-8 to help supplement reading and writing curriculum.
- Create more formal support plans for students throughout the writing portfolio process.

Social Studies, Grades K-5

2021-2022 Goals

- Return to a fully robust curriculum taught to depth across the school year.
- As part of the curriculum renewal process, instruction and resources will be updated to incorporate more diversity instruction, especially related to Weston history.
- CES Social Studies Council is modifying their K-5 social studies framework next year. We await the outcomes and recommendations from this important work.

Accomplishments

- All social studies units were taught to completion and with fidelity in grades K-5.
- Resources and lessons related to diversity and inclusivity were implemented.
- Second grade students participated in a “field trip” within their classrooms with the Weston Historical Society. Students learned about several prominent historical figures in Weston as part of their integrated biography and reading/writing unit.
- Third grade students participated in a field trip to the Weston Historical Society to learn about life in Weston long ago and Weston’s place in history.

Challenges and Needs

- State of CT Social Studies frameworks are in development, delaying any curricular revisions we may need to make. It is anticipated that the frameworks will be completed in June.
- The CT Social Studies Council is suggesting districts wait to revise their curriculum until the State creates and releases their model curriculum to ensure proper alignment.

2022-2023 Goals

- Await the release of CT’s Social Studies frameworks to modify and adjust current K-5 units, scope and sequences, lessons, and resources.
- Determine the timeline for the State of CT model curriculum release to ensure close alignment with social studies curriculum revisions and development.

Social Studies, Grades 6-12

2021-2022 Goals

- Ensure all Weston Middle School students are making progress and continuing to deepen their conceptual understanding of academic concepts and improve their reading skills, specifically through informational Social Studies texts.
- Ensure that Weston High School students improve core social studies skills, specifically in the areas of inquiry and argumentative writing, so that students expand their abilities to think critically and solve problems.
- Engage Weston High School students in issues of multiculturalism and diversity, by connecting history with our current global society.

Accomplishments

- Weston Middle School and Weston High School Social Studies classes have returned to full units across all grade levels, with a core focus on student-driven inquiry.
- Weston Middle School teachers developed common formative assessments, which provided data points, in addition to SBA and NWEA assessments, in order to gauge student growth in informational literacy.
- Weston Middle School teachers adopted the analytical paragraph model used by the English department, in order to promote continuity of assessment between the disciplines.
- Weston High School students were assessed in a variety of formats previously curtailed due to COVID, such as in-class timed writing, paper examinations, Socratic and Fishbowl discussions, and presentations.
- Weston High School classes returned to public presentation and speech as a key vehicle for collaborative learning and assessment.
- Weston High School students participated in virtual and live in-school field trips with experts in various fields, such as law enforcement, local politics, and federal government departments.
- Weston High School ran one section of a new course called American Tapestry: Multiculturalism in the United States, which studies the nature of identity in contemporary America.

Challenges and Needs

- Enhance vertical alignment between 8th grade and 9th grade in order to guarantee a smooth transition, and to ensure effective instruction toward writing and literacy skills.
- Identify skill gaps that may still exist as a consequence of the pandemic, and provide effective interventions to remediate them.
- Develop additional scaffolds for students in public presentation so that they can acquire skills, and demonstrate proficiency in this area of emphasis in the social studies curricula.

2022-2023 Goals

- Deliver an engaging and thought-provoking Social Studies Workshop curriculum to Weston Middle School students.
- Continue to work across disciplines in order to promote a unified set of expectations, and assessment criteria about the acquisition of writing skills.
- In year two of curriculum renewal, the Social Studies department will focus on development and revision of common summative assessments, and assured instructional experiences.

World Language, Grades K-12

2021-2022 Goals

- Provide enrichment opportunities for the summer of 2021 for students to continue improving their language skills.
- Continue to use a variety of digital resources to engage learners and differentiate instruction.
- Revise some curricular units in all languages based on this year's assessment of curriculum delivery.
- Revise grades 1-6 Spanish curriculum to account for the loss of instructional time.
- Finish writing and revising curriculum in Atlas to complete the renewal cycle.

Accomplishments

- An extensive set of language practice opportunities was compiled and published in the district website for students and families to support language maintenance during the summer.
- Teachers continued to use a variety of technological and digital resources to support instruction, engage learners, differentiate instruction, and provide timely feedback.
- The world language curricula were implemented with more fidelity this year. Units were revised at all levels to account for the needs of learners and in response to student performance data.
- Teachers refined and updated assessment practices to provide students with actionable feedback and inform planning for diverse academic needs. Teachers provided students with multiple opportunities to demonstrate growth in a low-risk environment.
- Spanish curriculum for grades 1-6 were adjusted and revised to account for the loss of instructional time in grades K-5 during the two previous years.
- Completed writing and revising curriculum in Atlas to complete the renewal cycle.
- Revised the 8th grade Spanish curriculum and adopted a new textbook with digital access.
- Teachers focused on the development of written and oral expression with their students. Collaboration, group work, and public presentations were emphasized when appropriate.
- Curricular units were enriched or revised to reflect improvements in diversity, equity, and inclusion. The languages curricula continued to emphasize the development of cultural competence about the target cultures and their own culture through the lens of social justice.
- Students participated in national language contests and standardized assessments for qualification for the CT Seal of Biliteracy.
- New members were inducted in the National Language Honor Societies and students were recognized for their achievements in the Annual World Language Ceremony at WHS.

Challenges and Needs

- Collaborative planning time for teachers at HES and WIS and the CIL is a priority.
- Curriculum design and writing time for grade 6 in French and Spanish to accommodate the increase in minutes of language instruction for the school year 2022-2023.
- Curriculum planning time for Spanish teachers and CIL for grades 7 and 8 to revise the current curricula given the adoption of new textbooks and digital resources.
- Increase instructional minutes and support for English Languages Learners (ELL).

2022-2023 Goals

- Start a new cycle of research, curricula study, and revisions for World Languages K-12.
- Seek training in World Languages pedagogical practices that will support curriculum revisions.
- Support student growth in the expressive skills of speaking and writing in the target languages.

Visual Arts, Grades K-12

2021-2022 Goals

- Engage in content-based professional development sessions that foster the integration of new skills and techniques within the curriculum.
- Ensure all students receive feedback through a variety of formative tasks and assessments specific to the visual arts. These cycles of feedback will push students' abilities in critical and creative thinking thus ensuring opportunities for growth and mastery of visual arts concepts.
- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels and within the community.

Accomplishments

- The Annual Art Jam All District Art Exhibition will open virtually on May 26, 2022.
- The National Art Honors Society will hold their Induction Ceremony on May 26 in the WHS Auditorium. The society will honor 36 club members who have completed 15 hours of art related community service.
- National Art Honor Society (NAHS) students continued their art-focused community service by working with the Brookfield Craft Center's summer program, designing and implementing an athletics mural at Revson Field, designing and implementing two murals at WMS as a part of an ongoing beautification project.
- A Weston High School student was chosen to provide an artwork for the WHS permanent art collection in recognition of a retiring PTO board member.
- Ten students' art works will be exhibited at the Sacred Heart University's Teen Visions 2022 Connecticut High School Art Exhibit.
- The 2022 Virtual Youth Art Month Show hosted by the CAEA contained the work of five WHS student pieces.
- The 2021 annual MOCA Westport art show with the theme of "Identity" featured the work of two WHS students.
- The WHS Visual Arts Department educators attended a full day workshop at the New Britain Museum of American Art on the Election Day PD. The day consisted of docent-led tours of the "Strict Beauty: Sol LeWitt Prints", a printmaking workshop relating to techniques used by Sol LeWitt, a lecture "The Art of Learning Styles-Teaching to All Students" by Professor Kathleen Butler, and collaborative discussions pertaining to the incorporation of abstract art into the curriculum.
- The WHS Visual Arts Department educators attended a full day workshop at the Brookfield Craft Center. The content-based PD was spent both in the jewelry studio and in ceramics studios at the Craft Center. Our teachers had the opportunity to hand forge both sterling silver and copper bracelets as well as work on the wheel in the pottery studio.
- The CIL participated in the "Fostering STEAM-Art and STEM Integration" Professional Development at the University of Hartford.

Challenges and Needs

- Need to create a cycle of technology equipment replacement at the 6-12 level for budgetary planning purposes.
- Consider relocating the kiln from one of the art classrooms in order to fully utilize classroom space for instructional purposes.
- As a result of changes to the middle school master schedule, instructional time for art was significantly reduced below state and national recommendations. This will make it difficult for the Digital Art element to be added to the curriculum in grades 6-8 to more fully prepare students for high school art classes. We are exploring the possibility of providing students with additional opportunities for art instruction.

- Sharing art teachers between multiple buildings has had an impact on teaching and learning. It makes it more difficult to prepare for materials-heavy projects such as ceramics and sculpture at HES and WIS.

2022-2023 Goals

- Design and implement assessments that contain similar language and criteria in the visual arts district wide.
- Research and receive training on new developments in STEAM and the Media Arts in order to better integrate science and technology into instruction as well as create career paths for our students.
- Revise the scope and sequence of the 6-8 visual arts curriculum to accommodate the schedule change and loss of instructional minutes.

Performing Arts, Grades K-12

2021-2022 Goals

- Begin research and development to determine areas of focus for curriculum revisions by grade levels, ensembles, courses and strands.
- Focus departmental work on *National Core Arts Standards for Connecting* by examining course materials for representation and incorporating social emotional learning in music education lessons.

Accomplishments

- For the second full year, the K-12 music content and methods were adapted and modified to adhere to CSDE Addendum 7 and NFHS recommendations for the performing arts.
- The K-12 Music Department utilized performance strand data for differentiated music instruction to balance music content with social and emotional needs of students.
- Curriculum updates were made to grade 8-12 digital music programs and included an update to software that will align with the changing music industry standards.
- All K-12 course materials were reviewed and many units were updated to include a more diverse collection of genres, composers and performers.
- WHS Music performed the Halloween Haunt in October.
- Auditioned High School Music Honors- Western Region: two Band, five Choir, one Jazz Band and three Orchestra students, All State: five Choir students and one Orchestra student.
- Western Region MS Festival: one Band; Elementary Honors Choir: four WIS students.
- In November, the WHS Music Department combined efforts with Company for an event to promote local theater and music performance in our district. Company actors, musicians and young singers from WMS and WIS came together to perform the musical showcase, "All Together Now!"
- One hundred sixty students in the WHS Music Department attended Festival Disney in Florida to perform band, orchestra and choral concerts on the Disney stage and participated in professional workshops where they recorded in studio sessions.
- K-12 Music teachers participated in Music Education workshops on SEL, Recruitment and Retention and round table discussions with other Connecticut educators.
- In January, WMS Short Wharf performed *James and the Giant Peach, Jr.* with assistance from Company students in the various aspects of technical theater.
- In March, WHS Company presented *Sister Act*, which showcased the work of student actors, musicians, artists, stagehands, lighting and sound technicians.
- WIS Chorus and Orchestra performed concerts in April.

Challenges and Needs

- Music reading and literacy in the K-5 program has been affected by the modification of activities and limitations in the classroom over the past two years due to the pandemic.
- Beginning band students had another very challenging year with the limitations of playing and beginning to learn an instrument due to the pandemic.
- Grade 6-12 band and choral ensembles have been greatly affected by the pandemic protocols for wind instruments and singing.
- Middle school band students will continue to need time with their instructors in lesson groups to promote growth and push upward into the high school program.

2022-2023 Goals

- Continue to rebuild and reconnect students with the K-12 music program with emphasis on rebuilding band and choir ensembles, post pandemic.
- Revise grade 6-8 general music and instrumental curriculum to accommodate schedule changes and modifications to lesson structure.
- Continue with curriculum revisions and updates for curriculum renewal.

Health & Physical Education, Grades K-12

2021-2022 Goals

- Deliver our curriculum with as much fidelity as possible given fluid COVID restrictions.
- Increase emotional regulation skills in grades 6-12 by enhancing and creating new DBT units and lessons.
- Improve cardiorespiratory fitness across the district, thus improving Connecticut Physical Fitness Test (CPFT) scores.
- Submit robust Physical Education curriculum revisions to the BOE curriculum committee.

Accomplishments

- With the exception of swimming and some dance content, all units were delivered in depth and with integrity.
- Increased the amount of MVPA (moderate to vigorous physical activity) in existing lessons and created cognitive tasks to deepen understanding at all grade levels.
- Collected data that demonstrates that DBT has positively impacted student emotional regulation skills.
- Enhanced CPFT preparation and testing environments for optimal performance. Preliminary data shows a significant improvement on the Mile Run portion of the assessment.
- Increased the use of learning management systems to enhance instruction, create connections, and deepen understanding.
- All K-12 physical education staff received Project Adventure refresher skills training.

Challenges and Needs

- Due to fluid COVID restrictions, the scheduling of units was challenging. Flexibility amongst students and staff was essential.
- Collaborative planning time for some staff was difficult due to scheduling constraints. Some teachers teach across disciplines, grade levels and schools.
- Running our Project Adventure program as designed is challenging due to the amount of time that is necessary to implement the program with integrity.
- Design and implement physical education assessments across the district.
- Research and/or receive training to stay current in health topics that are mandated by the state of CT.

2022-2023 Goals

- Refine the health curriculum in response to the Development Relationships survey administered in the fall 2021.
- Deliver revised Physical Education curriculum as designed including the implementation of newly designed assessments.
- Revise scope and sequence in Health for grades 9 and 10, including a newly created nutrition unit.
- Continue to incorporate and improve the use of Canvas, Google Classroom, and SeeSaw across the Health and Physical Education curricula to enhance student growth.
- Expand DBT lessons involving dialectical thinking and mindfulness to grades 6 and 7.
- Include fitness analysis, planning, goal setting, and reflection in grades 4-10.

Technology Education, Grades 6-12

2021-2022 Goals

- Ensure that students demonstrate growth in the essential engineering practices and understandings by providing opportunities for students to engage explicitly in the design process and problem solving experiences.
- Implement frequent formative assessments and common summative assessments to provide actionable data related to student skill, ability and understanding.
- Continue to develop assignments and projects that allow for creative choice and appeal to students of varying abilities, backgrounds, and gender to support the engagement of all engineering students.

Accomplishments

- All technology and engineering classes returned to a hands-on, interactive instructional approach allowing students to engage actively in the engineering and design process in dynamic and collaborative ways. This included an increased use of 3D printers; new VEX robotics instruments, creative design challenges, and new software programs.
- Most courses covered the majority (if not all) of the expected curricular units, despite the need to provide additional support and time for students struggling with essential skills and understandings.
- The Robotics teams had one of their most successful seasons ever, including hosting another middle school and high school tournament at Weston High School. Most notably, one of the middle teams qualified at both the state and regional levels to compete at the VEX Robotics World Championship tournament in Texas in May.

Challenges and Needs

- Due to revisions to the Introduction to Engineering Design (IED) curriculum by PLTW, students (especially freshmen) have struggled with the demanding course expectations. Particularly, complex applied mathematical analyses and authentic real world problem solving challenges. In response, teachers are exploring ways to make this curriculum more approachable as well as possibly implementing an additional course prior to IED to better prepare students.
- The grades 7 & 8 WMS courses will be reduced from a yearlong to semester courses in 2022-23 to accommodate the new teaming model. This will require careful planning to ensure a smooth transition to WHS.

2022-2023 Goals

- Engage in vertical curricular planning meetings between the middle school and high school to ensure teachers are best prepared to identify and address areas of strength and areas of improvement in rising student populations.
- Redesign the Technology & Engineering courses at the middle school to fit effectively into the adjusted school schedule with reduced curricular time.
- Explore ways to revise the PLTW courses at the high school to best match the abilities and interests of the student population, as well as increase and maintain enrollment in all courses. This includes the possibility of more honors-level designations in additional courses, as well as the potential implementation of an introductory Engineering Essentials course.

Special Education and Pupil Services, Grades PK-12

2021-2022 Goals

- Provide targeted social-emotional learning support to students in preschool through grade 12.
- Implement the Weston High School Alternative Pathways program.
- Improve academic performance for all special education students in the areas of reading and math as evidenced by personal growth on district and standardized assessments (i.e. NWEA, SBA).
- Develop a process and training schedule to support the transition to a new IEP data system (CT-SEDS) effective July 1, 2022.

Accomplishments

- DBT training was provided to new social workers and administrators in summer 2021, and DBT consultation continued for the middle school and high school teams throughout the school year.
- Voluntary distance learners were supported in their transitions back to their schools.
- A monthly consultation was provided to the mental health teams at each level by a psychiatrist from the Yale Child Study Center.
- The Alternative Pathways program was launched successfully this school year and the following improvements have been noted: increased class attendance, increased participation in group and individual counseling, measurable positive growth in grades and earned credits
- Special education teachers and related service providers created data-driven goals. Classroom data, standardized assessment data, and data for IEP goals and objectives are monitored on a regular basis.
- Team leaders and administrators participated in the State's IEP Quality Training series.
- School teams have started to review training videos and checklists for the new IEP system.
- Special education administrators and representatives from each school will participate in CT-SEDS Expert Training during July 2022.

Challenges and Needs

- Increase in the number of special education and 504 evaluations and students eligible for services
- Increased mental health needs at all levels, particularly middle school and high school

2022-2023 Goals

- Add social-emotional-behavioral supports to the district SRBI plan.
- Begin the curriculum renewal process for counseling.
- Expand the academic component of the Alternative Pathways program.
- Complete the full transition to CT-SEDS districtwide on July 1, 2022.

APPENDIX

Curriculum Renewal Cycle 2018- 2025

Year	Art	Music	English 6-12	Reading K-5	Writing K-5	Social Studies K-5	Social Studies 6-12	Science	Tech-nology	Phys Ed	Health	World Lang	K-12 Math	Project Challenge	Counseling
2018-19				YEAR 1	YEAR 2	YEAR 4	YEAR 3		YEAR 3			YEAR 1	YEAR 3		
2019-20	YEAR 1	YEAR 2	YEAR 2	YEAR 3	YEAR 5	YEAR 4		YEAR 4		YEAR 1	YEAR 2	YEAR 4			
2020-21 PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	YEAR 3	YEAR 5	PAUSE	PAUSE	PAUSE
2021-22	YEAR 2	YEAR 1	YEAR 3	YEAR 4	YEAR 1	YEAR 5	YEAR 1	YEAR 1	YEAR 5	YEAR 1	YEARS 2 & 3	YEAR 4		YEAR 1	
2022-23	YEAR 3	YEAR 2	YEAR 4	YEAR 5	YEAR 2	YEAR 1	YEAR 2	YEAR 1	YEAR 1	YEAR 2	YEAR 4	YEAR 5		YEAR 2	YEAR 1
2023-24	YEAR 4	YEAR 3	YEAR 5	YEAR 1	YEAR 3	YEAR 2	YEAR 3	YEAR 3	YEAR 2	YEAR 3	YEAR 5			YEAR 3	YEAR 2
2024-25	YEAR 5	YEAR 4	YEAR 1	YEAR 2	YEAR 4	YEAR 3	YEAR 4	YEAR 4	YEAR 3	YEAR 4				YEAR 4	YEAR 3

<p>Year 1 Research Year 2 Development Year 3 Implementation Year 4 Monitoring Year 5 Evaluation</p>

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/16/22

Information Only

Action Requested

Agenda Item Subject: Approval of the April 2022 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the tenth FY22 (April 2022) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.

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



May 13, 2022

TO: BOE Financial, Facilities and Operations Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: April Financial Report for FY 21-22

Below is a summary report of the FY 22 Budget through April 30, 2022.

Object Series	FY 22 Adjusted Budget	FY 22 YTD Actuals	FY 22 Encumbrance	FY 22 Anticipated	FY 22 Projected to EOY	FY 22 Balance Available	Previous Month Balance
Salaries (1000's)	33,625,349	24,223,613	8,090,895	556,208	32,870,717	754,632	640,824
Benefits (2000's)	10,005,820	8,451,483	970,742	330,986	9,753,210	252,610	226,146
Professional Services	1,570,858	864,861	571,077	50,000	1,485,938	84,920.01	130,466.62
Property Services	2,218,193	1,348,203	594,255	223,383	2,165,841	52,352	98,016
Other Services (5000s)	6,202,448	4,497,488	1,397,912	174,400	6,069,800	132,648	142,073
Supplies (6000s)	2,500,140	1,919,773	591,881	73,518	2,585,172	(85,032)	(46,614)
Equipment (7000s)	127,750	305,523	1,218	68,001	374,741	(246,991)	(186,441)
Other Objects (8000s)	122,205	97,905	11,009	13,292	122,205	-	-
Revenue (9000s)	(1,302,675)	(777,917)	8,200	(349,699)	(1,119,416)	(183,260)	(110,088)
Total	\$55,070,090	\$40,930,932	\$12,237,188	\$1,140,089	\$54,308,208	\$761,880	\$894,383

Month over Month Changes:

The net month over month change is **(\$132,502)**. This will decrease the projected end of year balance to \$761,880. To mitigate the FY22-23 budget, \$140,031 of this amount will be added to a non-lapsing account. This amount will pay for the third and final installment of the ERIP. The remaining balance after ERIP payment will be \$621,849.

Over the next two months, there will be fluctuations in all the categories.

Salaries - \$113,809

- FML – \$136,030
- Turnover Savings - \$42,960
- Substitutes - (\$65,181)

Benefits - \$26,464

- Retro credit for retiree change.

Professional Services – (\$45,547)

- New purchase orders for several departments. The services include Evaluation, Social Worker, Assessments, etc.

Property Services – (\$45,664)

- Pre-payment of access control financing.

Other Purchase Service – (\$9,425)

- Unanticipated out of district transportation.

Supplies & Materials - (\$38,417)

- Pre-purchase of textbooks.

Equipment - (\$60,550)

- In addition to the thirty smart displays scheduled for replacement next fiscal year, the building technicians have identified seventeen additional units that are in need of replacement - \$56,100.
- Filing Cabinets - \$4,450

Revenue Offset – (\$73,171)

- **Theater Receipts (\$10,000)** - Tickets sale for both the MS and HS were less than anticipated. Because of the weather, the turnout for the MS performance was less than anticipated. We anticipate that ticket sales for the performance at WIS will be less than anticipated.
- **Medicaid Revenue (\$3,000)** - Based on current trends, we are reducing the anticipated reimbursements for the remainder of the year.
- **Excess Cost Reimbursement (\$60,168)** - Last fiscal year (FY 20-21) we received \$849,350 for excess cost reimbursement. Each year the state reviews the final August submission to the Special Education Excess Cost Grant (SEECG). This review either will result in a district receiving additional reimbursement or repaying any overpayment. Typically, if a district has to repay the State, that amount is deducted from the pending Education Stabilization Grant (Paid to the Town).

Unfortunately, the state has notified us that after their review our final expenditures (August) were less than the reported amount in March (second submission date). Because the amount

due (\$192,064) is greater than the final installation of the Stabilization Grant (\$65,948), we will need to issue a check for \$60,168.

Going forward, we will be changing our review process for the Final submission and will notify the board if we anticipate any adjustment.

FY 20-21 Reminders:

- Out of district transportation was \$271,095 under budget
- Out of district tuition was \$152,966 under budget
- Excess cost Reimbursement was \$208,885 more than budget
- Returned to Town's unassigned fund balance \$1,255,674.

Internal Services Fund

Continues to trend as anticipated.

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

5/13/2022

Fiscal Year Ended

2022

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance -July 1, 2021 (Unaudited)

\$ 810,666

Revenues:

 General Fund Appropriation

\$ -

 Reimbursements

\$ -

 Total Contributions

\$ -

 Total Revenues (A)

\$ -

Budgeted Expenditures

Delta Dental:

 Claims

\$ 397,726

 Administrative Fees

\$ 23,954

Total Health Plan Costs (B)

\$ 421,680

Net Change (A-B)

\$ (421,680)

Fund balance June 30, 2022 (Estimated)

\$ 388,986

Delta Dental- Actual Claims

Month	Claims & Fees
July	28,735
August	32,487
September	37,735
October	27,212
November	26,204
December	47,939
January	34,334
February	28,894
March	32,352
April	37,929
Total	\$ 333,822
Actual YTD Spend Rate	79.1%
Theoretical YTD Spend Rate	83.3%
YTD Theoretical variance %	-4.2%
YTD Theoretical variance \$	\$ 17,673

WESTON PUBLIC SCHOOLS
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2018-2019	2019-2020	2020-2021	Object Code	Description	2021-2022 Adopted Budget	2021-2022 Budget Transfers	2021-2022 Adjusted Budget	2021-2022 YTD Expended	2021-2022 Encumbered	2021-2022 Anticipated	2021-2022 Projected To EOY	2021-2022 Balance Available
				Salaries & Wages (1000s)								
2,958,120	2,940,692	2,721,241	1110	Administrators	2,884,435		2,884,435	2,377,377	536,122	-	2,913,499	(29,064)
14,000,983	14,458,759	13,925,352	1111	Regular Ed. Teachers	14,672,295		14,672,295	10,411,983	4,078,523	-	14,490,506	181,789
2,261,144	2,279,850	2,372,055	1112	Special Ed. Teachers	2,431,872		2,431,872	1,627,017	676,546	-	2,303,563	128,309
1,100,515	1,020,707	1,031,899	1113	Guidance	1,059,981		1,059,981	698,668	300,877	-	999,545	60,436
441,883	472,621	503,136	1114	Psychologist	512,216		512,216	347,940	152,313	-	500,253	11,963
146,140	193,946	162,383	1115	Social Worker	240,713		240,713	152,754	50,173	-	202,927	37,786
544,236	517,368	555,781	1116	Speech & Hearing	586,443		586,443	411,808	131,325	-	543,134	43,310
766,769	758,161	1,046,642	1117	Academic Assistants	1,237,002		1,237,002	870,244	311,041	-	1,181,284	55,717
201,820	205,471	210,287	1118	Talented & Gifted	201,026		201,026	126,129	43,557	-	169,686	31,340
508,457	399,004	412,193	1119	Library/Media	419,199		419,199	294,522	109,055	-	403,577	15,622
117,832	59,505	47,413	1135	Transition Coordinator	51,760		51,760	32,253	14,334	-	46,587	5,173
827,912	824,102	785,011	1139	Certified Stipends	864,406		864,406	612,398	51,699	200,309	864,406	-
557,734	584,428	577,980	1140	Academic Leader (CL's)	596,640		596,640	414,180	164,976	-	579,156	17,484
1,136	371	1,779	1141	Mentor Teacher	3,000		3,000	-	-	3,000	3,000	-
260,096	272,612	277,908	1142	Behavioral Analyst	283,330		283,330	163,720	24,256	-	187,976	95,354
-	44,359	45,069	1145	English Language Learner	45,855		45,855	31,732	14,103	-	45,835	20
\$ 24,694,776	\$ 25,031,956	\$ 24,676,129		Sub-Total Certified Salaries	\$ 26,090,173	\$ -	\$ 26,090,173	\$ 18,572,726	\$ 6,658,899	\$ 203,309	\$ 25,434,934	655,239
					5.73%			71.2%	25.5%	0.8%	97.5%	2.5%
				Other Certified Salaries								
78,442	55,905	28,996	1131	Homebound Tutor	114,500		114,500	32,280	-	22,220	54,500	60,000
-	-	-	1136	Degree Level Change	63,520		63,520	-	-	-	-	63,520
235,636	147,029	164,963	1137	Substitute Teacher	178,801		178,801	194,006	-	76,113	270,119	(91,318)
174,525	185,735	243,990	1138	Summer Work - Certified Staff	164,800		164,800	202,502	-	-	202,502	(37,702)
137,378	136,838	106,600	1143	Building Substitutes	203,175		203,175	80,408	-	-	112,188	90,988
108,364	208,344	608,730	1144	Long term Substitute	118,000		118,000	211,601	-	-	269,175	(151,175)
-	-	-	1160	Turnover Savings	(115,000)		(115,000)	-	-	-	-	(115,000)
\$ 734,345	\$ 733,851	\$ 1,153,278		Sub-Total Other Certified Salaries	\$ 727,796	\$ -	\$ 727,796	\$ 720,797	\$ 89,353	\$ 98,333	\$ 908,483	(\$180,687)

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2018-2019 Year-End Expense	2019-2020 Year-End Expense	2020-2021 Year-End Expense	Object Code	Description	2021-2022 Adopted Budget	2021-2022 Budget Transfers	2021-2022 Adjusted Budget	2021-2022 YTD Expended	2021-2022 Encumbered	2021-2022 Anticipated	2021-2022 Projected To EOY	2021-2022 Balance Available
				Non-Certified Salaries								
402,832	406,422	373,111	1210	Non-Cert. Supervisors	381,306		381,306	300,838	80,669	-	381,506	(200)
165,325	215,220	234,060	1211	Nurses	226,804		226,804	167,908	55,612	-	223,520	3,284
282,664	295,567	297,217	1215	Occupational Therapist	312,724		312,724	233,425	78,797	-	312,222	502
1,385,590	1,267,185	1,199,438	1221	Secretarial	1,302,616		1,302,616	883,828	230,075	44,790	1,158,643	143,973
1,681,669	1,761,865	1,837,631	1231	Para Educators	1,896,850		1,896,850	1,373,112	471,334	-	1,844,446	52,404
185,209	165,721	129,307	1234	Bus Aides	200,000		200,000	112,165	-	47,835	160,000	40,000
523,875	525,426	600,663	1235	Technicians	501,502		501,502	393,715	96,132	-	489,846	11,656
58,429	61,021	61,157	1237	Vocational Specialist	62,421		62,421	47,894	14,673	-	62,567	(146)
236,482	239,373	246,331	1241	Safety Monitors	251,742		251,742	191,322	55,852	-	247,175	4,567
483,773	476,898	509,851	1251	Custodians	511,351		511,351	398,057	109,248	-	507,305	4,046
538,862	455,850	492,769	1261	Maintenance Mechanics & Grounds	469,629		469,629	366,965	102,668	-	469,633	(4)
80,700	72,573	74,781	1269	Athletic Support Staff	91,963		91,963	60,755	15,516	15,693	91,963	-
151,098	168,675	182,698	1280	Non Certified Stipends	184,299		184,299	128,595	24,065	31,639	184,299	-
\$ 6,176,488	\$ 6,111,794	\$ 6,239,015		Sub-Total Non-Certified Salaries	\$ 6,393,207	\$ -	\$ 6,393,207	\$ 4,658,580	\$ 1,394,590	\$ 139,956	\$ 6,133,126	\$ 260,080
				Other Non-Certified Salaries				72.9%	20.9%	2.2%	95.9%	4.1%
			1213/122									
		28,910	3/1233	Non-Certified Substitutes	47,500		47,500	24,564	8,053	14,883	47,500	-
			1212/22/									
			38/42/52									
217,202	163,643	135,970	/62	Overtime	203,700		203,700	124,097	-	79,603	203,700	-
121,616	155,964	104,948	1268	Summer Work-Non-Cert.	162,974		162,974	122,850	-	20,124	147,974	20,000
			1270	Salary Differential	-		-	-	-	-	-	-
			1295	School Van Drivers	-		-	-	-	-	-	-
264,365	202	-										
\$ 660,885	\$ 370,019	\$ 269,828		Sub-Total Other Salaries	\$ 414,174	\$ -	\$ 414,174	\$ 271,511	\$ 8,053	\$ 114,610	\$ 394,174	\$ 20,000
								65.6%	1.9%	27.7%	95.2%	4.8%
				TOTAL SALARIES	\$ 33,625,349	\$ -	\$ 33,625,349	\$ 24,223,613	\$ 8,090,895	\$ 556,208	\$ 32,870,717	\$ 754,632
\$ 32,286,495	\$ 32,247,621	\$ 32,338,250			\$ 3,988%	\$ -	\$ 3,988%	72.0%	24.1%	1.7%	97.8%	2.2%

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2018-2019	2019-2020	2020-2021	Object Code	Description	2021-2022 Adopted Budget	2021-2022 Budget Transfers	2021-2022 Adjusted Budget	2021-2022 YTD Expended	2021-2022 Encumbered	2021-2022 Anticipated	2021-2022 Projected To EOY	2021-2022 Balance Available
7,478,831	7,790,363	8,324,773	2000	Benefits (2000's)	8,982,394		8,982,394	7,733,296	753,664	-	8,486,961	495,434
(1,302,538)	(1,361,419)	(1,438,037)	2002	Health Insurance	(1,599,744)		(1,599,744)	(1,217,054)	-	(273,992)	(1,491,045)	(108,699)
575,004	552,072	562,991	2001	Premium Cost Share	493,274		493,274	413,115	-	80,160	493,274	-
465,995	460,986	464,653	2002	Social Security	496,891		496,891	342,502	-	154,389	496,891	-
248,136	205,411	175,279	2003	Medicare	190,868		190,868	175,275	-	-	175,275	15,594
7,395	60,043	56,973	2004	Workers Compensation	49,066		49,066	25,608	-	-	49,066	-
247,561	315,665	468,582	2005	Unemployment Compensation	-		-	-	23,458	-	149,718	(149,718)
922,605	1,088,303	1,072,696	2007	Early Retirement Incentive	1,200,471		1,200,471	903,237	29,903	267,332	1,200,471	-
70,000	58,565	75,005	2010	Pension Contributions	80,000		80,000	53,154	-	80,000	80,000	-
63,868	64,926	63,528	2011-12	Tuition Reimbursement	67,600		67,600	53,154	13,998	448	67,600	-
-	24,556	86,591	2014	Life Insurance	45,000		45,000	22,351	-	22,649	45,000	-
8,776,857	\$9,259,470	\$9,913,035		TOTAL BENEFITS	\$10,005,820	\$0	\$10,005,820	\$8,451,483	\$970,742	\$330,986	\$9,753,210	\$252,610
					0.94%			84.5%	9.7%	3.3%	97.5%	
				Professional & Technical Services (3000s)								
271,992	195,184	174,773	3210	Contracted Services Educational	335,700		335,700	315,684	206,617	50,000	572,301	(236,601)
141,932	265,218	139,888	3220-21	Consulting Services	216,268		216,268	95,617	22,694	-	118,311	97,957
92,231	80,956	93,201	3235	Testing	84,250		84,250	62,578	61,794	-	124,372	(40,122)
183,616	217,617	210,355	3239	Other Pupil Services	182,085		182,085	5,783	-	-	5,783	176,302
75,010	72,230	220,134	3303	Management Services	69,370		69,370	54,603	12,373	-	66,976	2,394
4,615	2,335	2,015	3304	License Fees-Facilities	3,500		3,500	1,675	820	-	2,495	1,005
197,578	237,145	204,996	3306	Legal Fees-SPED	240,000		240,000	161,155	78,845	-	240,000	-
95,587	186,270	164,948	3306	Legal Fees- Districtwide	150,000		150,000	85,796	64,204	-	150,000	-
88,934	68,638	83,425	3308	Police/Fire	109,007		109,007	50,064	58,943	-	109,007	0.16
169,754	148,442	72,208	3309	Professional Technical Services	128,314		128,314	31,904	12,424	-	44,329	83,985
48,649	52,049	21,917	3310	Sports Officials	52,364		52,364	-	52,364	-	52,364	-
1,369,896	\$ 1,526,084	\$ 1,387,859		TOTAL PROF. & TECH SERVICES	\$ 1,570,858	\$ -	\$ 1,570,858	\$ 864,861	\$ 571,077	\$ 50,000	\$ 1,485,938	\$ 84,920
								55.1%	36.4%	3.2%	94.6%	

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597,775	746,875	848,529		Property Services (4000s)								
49,293	40,741	39,855	4200	Cleaning Services	883,031		883,031	705,186	154,502	-	859,688	23,343
106,598	95,688	68,366	4202	Rubbish Removal	49,825		49,825	32,620	17,205	-	49,825	-
386,336	260,100	150,940	4302	Equipment Repairs	151,239		151,239	43,010	30,925	47,304	121,239	30,000
4,277	4,397	4,924	4400	Equipment Rental	153,963		153,963	111,329	47,558	-	158,887	(4,924)
210,868	198,222	123,415	4401	Rental of Facilities	4,675		4,675	3,663	1,125	-	4,788	(113)
571,695	122,560	70,923	4500	Repair Allowance	200,000		200,000	22,743	9,333	67,924	100,000	100,000
41,369	30,540	64,302	4509	Septic Cleaning	-		-	-	-	-	-	-
89,579	93,262	96,889	4514	Fire Alarm System	32,000		32,000	24,574	750	6,676	32,000	-
50,316	120,757	121,482	4518	Sewer System Plant Maintenance	160,764		160,764	70,349	90,415	-	160,764	-
64,609	60,393	58,389	4520	Service Contracts	142,688		142,688	90,393	33,457	18,838	142,688	-
8,550	2,010	-	4530	Parks & Recreation	67,579		67,579	31,638	35,941	-	67,579	-
13,330	-	-	4533	Glass Replacement	-		-	-	-	-	-	-
21,020	21,756	23,746	4534	Roof Repair	12,000		12,000	-	-	12,000	12,000	-
12,035	153,145	13,835	4539	Energy Management System	24,724		24,724	24,803	-	-	24,803	(79)
125,157	181,299	143,652	4540	Athletic Facilities Repairs	29,500		29,500	7,602	10,280	11,618	29,500	-
10,500	4,800	-	4541-42/4550	Contracted Services	186,270		186,270	91,200	58,573	36,497	186,270	-
39,151	17,370	53,702	4543	Paving	9,800		9,800	-	-	9,800	9,800	-
9,456	12,730	3,475	4600	Special Projects	-		-	10,656	48,272	-	58,928	(58,928)
1,178	9,032	9,450	4602	Tree Service	7,500		7,500	2,366	-	7,500	7,500	-
334	1,081	1,252	4604	Snow Plowing	10,500		10,500	2,366	-	-	2,366	8,134
20,031	81,552	81,552	4605	Signage	1,500		1,500	802	-	698	1,500	-
5,620	9,966	5,936	4610	Playground Repairs	-		-	-	-	-	-	-
2,439,077	2,275,674	1,984,614	4701	Security System Monitoring	82,135		82,135	74,321	52,894	-	127,216	(45,081)
			4702	Locks/Keys	8,500		8,500	948	3,024	4,528	8,500	-
				TOTAL PROPERTY SERVICES	\$ 2,218,193	\$ -	\$ 2,218,193	\$ 1,348,203	\$ 594,255	\$ 223,383	\$ 2,165,841	\$ 52,352
								60.8%	26.8%	10.1%	97.6%	

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2018-2019	2019-2020	2020-2021	Object Code	Description	2021-2022 Adopted Budget	2021-2022 Budget Transfers	2021-2022 Adjusted Budget	2021-2022 YTD Expended	2021-2022 Encumbered	2021-2022 Anticipated	2021-2022 Projected To EOY	2021-2022 Balance Available
				Other Services (50000's)								
1,305,393	1,252,415	1,509,158	5100	Regular Transportation	1,582,458		1,582,458	1,573,770	17,079	-	1,590,849	(8,391)
85,138	685,161	490,473	5101	SPED Transportation	778,444		778,444	588,365	212,910	-	801,275	(22,831)
90,340	61,557	54,105	5104	Athletic Transportation	101,546		101,546	57,362	34,984	9,200	101,546	-
11,237	6,816	-	5105	Extra-Curricular Transportation	17,020		17,020	51	-	16,969	17,020	-
103,121	91,051	67,457	5112	Diesel & Gasoline	83,988		83,988	79,187	57,803	-	136,990	(53,002)
93,719	70,605	89,784	5200	General Liability Insurance	103,389		103,389	103,321	-	-	103,321	68
22,529	16,650	16,650	5202	Athletic Insurance	17,483		17,483	15,525	-	-	15,525	1,958
110,645	96,485	97,536	5205	Property Insurance	102,413		102,413	100,707	-	-	100,707	1,706
115,430	91,922	87,620	5300	Communications	91,355		91,355	68,482	19,437	3,436	91,355	-
28,676	32,786	30,801	5400	Postage	33,144		33,144	23,678	6,624	2,843	33,144	-
4,099	5,964	2,592	5500	Advertising	6,000		6,000	1,960	2,500	1,540	6,000	-
14,991	16,281	14,386	5503	Printing	29,989		29,989	13,674	4,703	11,612	29,989	-
1,224,097	1,143,427	1,528,352	5600	Out of District Tuition	2,048,562		2,048,562	1,482,910	547,533	18,119	2,048,562	-
1,560,894	1,242,870	1,044,742	5601	Tuition Settlements	1,150,000		1,150,000	370,812	490,449	88,739	950,000	200,000
280,500	286,110	286,110	5605	Tuition - ESS Contract	(5,860)		(5,860)	-	-	-	-	(5,860)
41,687	44,827	29,716	5800	Travel & Conference	44,312		44,312	14,307	498	14,507	29,312	15,000
12,868	8,258	6,106	5801	Mileage Reimbursement	11,365		11,365	2,206	-	5,159	7,365	4,000
15,172	2,528	3,190	5900	Other Purchased Services	6,840		6,840	1,171	3,393	2,276	6,840	-
5,120,537	5,155,714	5,358,780		TOTAL OTHER SERVICES	6,202,448		6,202,448	4,497,488	1,397,912	174,400	6,069,800	132,648
								72.5%	22.5%	2.8%	97.9%	
				Supplies & Materials (6000's)								
490,336	449,521	418,014	6110	Materials	482,112		482,112	296,077	96,348	29,686	422,112	60,000
26,770	21,452	17,064	6120	Office Materials	33,465		33,465	11,962	8,440	13,064	33,465	-
183,156	143,209	144,591	6130	Maintenance Materials	181,624		181,624	108,097	67,833	5,694	181,624	-
59,514	88,739	38,155	6131	Custodial Materials	78,348		78,348	62,258	2,957	13,134	78,348	-
18,616	16,200	12,891	6132	Security Materials	17,184		17,184	14,124	2,126	934	17,184	-
463,940	467,463	489,133	6140	Software	517,976		517,976	501,553	5,607	10,806	517,976	-
153,849	163,396	324,134	6410	Books	105,220		105,220	71,502	99,822	-	171,324	(66,104)
379,379	338,642	358,623	6510	Heating Oil	402,574		402,574	336,390	66,184	-	402,574	-
646,742	619,849	705,182	6520	Electricity	678,638		678,638	516,206	241,359	-	757,565	(78,927)
1,988	1,745	1,431	6530	Propane gas	3,000		3,000	1,596	1,204	200	3,000	-
2,424,290	2,310,217	2,509,218		TOTAL SUPPLIES & MATERIALS	2,500,140		2,500,140	1,919,773	591,881	73,518	2,595,172	(85,032)
								76.8%	23.7%	2.9%	103.4%	

WESTON PUBLIC SCHOOLS
FY22 FINANCIAL REPORT
 As of April 30, 2022
 Period: 10 of 12

2018-2019	2019-2020	2020-2021	Object Code	Description	2021-2022 Adopted Budget	2021-2022 Budget Transfers	2021-2022 Adjusted Budget	2021-2022 YTD Expended	2021-2022 Encumbered	2021-2022 Anticipated	2021-2022 Projected To EOY	2021-2022 Balance Available
491,849	472,391	629,395	7300	Equipment (7000's)	127,750	-	127,750	305,523	1,218	68,001	374,741	(246,991)
\$ 491,849	\$ 472,391	\$ 629,395		TOTAL EQUIPMENT	\$ 127,750	\$ -	\$ 127,750	\$ 305,523	\$ 1,218	\$ 68,001	\$ 374,741	\$ (246,991)
								239.2%	1.0%	53.2%	293.3%	
80,845	91,658	80,424	8100	Other Objects (8000's)	97,310		97,310	80,993	6,340	9,977	97,310	-
25,969	21,888	20,110	8900	Dues, Fees and Memberships	24,895		24,895	16,912	4,668	3,315	24,895	-
\$ 106,814	\$ 113,546	\$ 100,534		TOTAL OTHER OBJECTS	\$ 122,205	\$ -	\$ 122,205	\$ 97,905	\$ 11,009	\$ 13,292	\$ 122,205	\$ -
								80.1%	9.0%	10.9%	100.0%	
				Revenues (9000's)								
(124,228)	(102,106)	(22,498)	9200	Technology Revenue	(29,042)		(29,042)	(29,042)	-	-	(29,042)	-
(73,440)	(60,515)	(61,920)	9201	Participation Fees, Athletics	(67,704)		(67,704)	(82,000)	8,200	-	(73,800)	6,096
(20,127)	(15,914)	-	9202	Gate Receipts, Athletics	(14,500)		(14,500)	-	-	(14,500)	(14,500)	-
(578,611)	(655,410)	(134,377)	9204	Transportation Credits	-		-	(77,445)	-	-	(77,445)	77,445
(87,101)	(89,626)	(859,340)	9205	Excess Cost SPED	(794,074)		(794,074)	(374,605)	-	(241,551)	(616,156)	(177,918)
(28,822)	(68,171)	(74,625)	9206	Pre School Tuition SPED	(105,000)		(105,000)	(79,561)	-	-	(79,561)	(25,439)
(44,580)	(76,283)	(76,283)	9207	Regular Ed. Tuition	(39,924)		(39,924)	(67,113)	-	(8,368)	(75,481)	35,557
(30,000)	(37,813)	(37,813)	9208	Revenue from Town for Fields	(42,681)		(42,681)	(19,878)	-	(22,803)	(42,681)	(5,000)
(15,500)	(39,600)	(11,000)	9209	Parking Fees	(45,000)		(45,000)	-	-	(40,000)	(40,000)	(10,000)
(690)	(24,112)	(14,161)	9210	Theater Receipts	(60,250)		(60,250)	(46,050)	-	(4,200)	(50,250)	-
	(2,706)	-	9212	Facility Use Rental	(17,500)		(17,500)	(2,222)	-	(17,500)	(17,500)	(3,000)
	(6,947)	(6,815)	9215	Medicaid Revenue	(81,000)		(81,000)	-	-	(778)	(3,000)	(81,000)
						\$0	(\$1,302,675)	(\$777,917)	\$8,200	(\$349,699)	(\$1,119,416)	(\$183,260)
\$ 51,946,733	\$ 52,248,792	\$ 52,922,852		GRAND TOTAL	\$ 55,070,089	\$ -	\$ 55,070,089	\$ 40,930,932	\$ 12,237,188	\$ 1,140,089	\$ 54,308,208	\$ 761,880
								74.33%	22.22%	2.07%	98.62%	1.38%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/16/22

Information Only

Action Requested

Agenda Item Subject: Approval of the FY23 Operating and Capital Budgets

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

We are recommending that the Weston Board of Education approve the FY23 Operating Budget in the amount of \$56,391,182 (a 2.40% increase). We are also recommending the approval of the FY23 Gross Capital Budget in the amount of \$1,097,956 to be offset by a capital reserve in the amount of (\$315,000) for a net Capital Budget of \$782,956. Both of these budgets were approved at the May 7th Referendum.

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

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/16/22

Information Only

Action Requested

Agenda Item Subject: FY23 Budget Review

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following please find information on the State Partnership Plan renewal rate and its impact on the FY23 budget.

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



May 13, 2022

TO: BOE Financial, Facilities and Operations Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: State Partnership Plan (SPP) Renewal Rate

Background

On April 20, 2022, we received the final July 1, 2022 rate renewal for the State Partnership Plan (SPP). The premium increase will be:

- Active 10.5%
- Retirees under 65 -2.9%
- Retirees over 65 – 2.4%

Among the reasons provided (memo attached) for the change from the preliminary to the final rate are, increase in claims, increase in COVID-related experience and increase in elective procedures.

Budget Impact

The requested budget assumed an 8% increase for both active and retirees. Based on the final rates, the health increase cost will increase by a gross of \$167,950, and the employee cost share will increase by \$35,125 for a net additional cost to the BOE of \$132,825. This additional cost will increase the year over year health insurance premium to \$407,870 (net) or 5.52%.

Over the past several meetings, I have mentioned that the current census level is the lowest it has been in recent years. It should be noted, any increase in the census will increase the cost to the BOE. On average, the cost per employee is \$30,000.

Recommendation

Because notice of the rate increase was received after the BoF vote on the budget, we were unable to make a budget adjustment. I am recommending that a request be made to the BoF to set aside funds in the non-lapsing account. These funds will be used to cover this unanticipated increase as well as any census change.

I am making this recommendation and not opting to seek a special appropriation because of the impact that a special appropriation will have on the minimum budget requirement (MBR).

FY 22-23 State Partnership Plan Health Insurance Change Summary (BoF Approved to 4-20-22 Rate Renewal)

Description	Gross	% Increase	Employee Portion	% Increase	Net BoE Cost	% Increase
FY 21-22 Approved Budget	8,982,394		(1,599,744)		7,382,650	
FY 22-23 requested increase at 8%	339,508	3.78%	(64,463)	4.03%	275,045	3.73%
FY 22-23 BoF Approved Budget	9,321,902		(1,664,207)		7,657,695	
S.P.P Final Rate Renewal (4-20-22)	167,950	1.87%	(35,125)	2.20%	132,825	1.80%
Total	\$9,489,852	5.65%	(\$1,699,332)	6.23%	\$7,790,520	5.52%
Total YoY Change	\$507,458	5.65%	(\$99,588)	6.23%	\$407,870	5.52%

State Partnership Plan 2.0

July 1, 2022 Renewal Rate Explanation

Rate Increases

Segal has developed the final Partnership 2.0 rates that will be charged to new and existing groups effective July 1, 2022. The premium rate changes for the medical/prescription drug plan for actives and non-Medicare retirees under and over 65 for each region will be adjusted by the following percentages:

Plan	Rate Action*
Actives	10.5%
Non-Medicare Retirees Under 65	2.9%
Non-Medicare Retirees Over 65	2.4%

*Changes by tier may vary slightly

As explained during the development of the preliminary rates, there has been an increase in claims, including increases in COVID-related experience and for elective procedures due to pent-up demand, especially during the recent months of the period. This spike, with an expectation of a continued effect on claims during the renewal period, is causing a needed increase for the active medical and pharmacy claim rate above the annual trend assumptions. The increase, specifically for the active population, is magnified by the minimal increase needed for July 1, 2021 as a result of the suppressed experience due to the pandemic. While the non-COVID related claims are expected to slowly normalize and return to the pre-pandemic levels, there is also an expectation of continued COVID related costs for testing, treating, and vaccinating. When looking at the annualized increases over the two-year period from July 1, 2020 to July 1, 2022 we are seeing an increase of 5.6% for Actives and an increase of 4.3% for Non-Medicare Retirees Under 65, which are in line with trend assumptions.

Assumptions

The rate development was based on the following assumptions:

- Partnership 2.0 enrollment by tier as of January 2022 from Segal's SHAPE claims database
- Projected expenses are based on 12 months of experience through January 2022 for Anthem and CVS Health, annual trend assumptions of 5.5% for medical and 5.0% for prescription drug compounded over 17 months to the renewal period effective July 1, 2022
- Additional rate components include:
 - Anthem Clinical Coordination and Shared Savings Payments
 - Rx rebates
 - Anthem ASO fees
 - Signify fees
 - Administrative expenses (PCORI fee, OSC Administration/Communication fees, consulting fees, Care Management Solution fees)

– Reserve adjustment

The projections in this report are estimates of future costs and are based on information available to Segal at the time the projections were made. Segal has not audited the information provided. Projections are not a guarantee of future results. Actual experience may differ due to, but not limited to, such variables as changes in the regulatory environment, local market pressure, health trend rates and claims volatility. The accuracy and reliability of health projections decrease as the projection period increases. Unless otherwise noted, these projections do not include any cost or savings impact resulting from any new health care reform legislation or other recently passed state or federal regulations.

Projections of retiree costs take into account only the dollar value of providing benefits for retirees during the period referred to in the projection. It does not reflect the present value of any future retiree benefits for active, disabled or terminated employees during a period other than that which is referred to in the projection.

The Coronavirus (COVID-19) pandemic continues to cause significant disruptions to the healthcare delivery system. Health plan experience has been affected by direct costs for testing for, treating, and vaccinating against the disease, indirect savings from reduced utilization of non-essential services, and long-term implications of cancelled and delayed care. Significant uncertainties remain around impact of pent-up demand and long-term implications from untreated conditions. Projections assume the current outbreak will be contained. Additional outbreaks have not been contemplated in the projections.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/16/22

Information Only

Action Requested

Agenda Item Subject: Approval of the FY23 PreK Tuition Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for PreK for FY23. We are recommending approval of the rates.



May 13, 2022

TO: Weston Board of Education

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: 2022-23 Pre-School tuition rates

The full rates for our integrated pre-school are established by the Pupil Services Department in collaboration with the Business Office. Per federal mandate, Weston's residents with special needs are admitted to the program tuition free. We are recommending that the 2022-23 tuition rate for Weston residents' children without special needs be increased by the approved budget percentage increase of 2.4% to \$7,118 from \$7,000.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/16/22

Information Only

Action Requested

Agenda Item Subject: Approval of the FY23 Tuition Rates for Non-Residents

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed tuition rates for non-residents for FY23. We are recommending approval of the rates.

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
2022-2023 NON-RESIDENT TUITION RATES**

Description	FY22-23 Recommended		FY22 Rates	
<u>ELEMENTARY GRADES K-5</u>				
	<u>Total</u>	<u>Semester</u>	<u>Total</u>	<u>Semester</u>
KINDERGARTEN	\$20,444.31	\$10,222.16	\$19,965.15	\$9,982.57
REGULAR	\$20,444.31	\$10,222.16	\$19,965.15	\$9,982.57
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>MIDDLE SCHOOL GRADES 6-8</u>				
REGULAR	\$20,599.80	\$10,299.90	\$20,117.00	\$10,058.50
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>HIGH SCHOOL GRADES 9-12</u>				
REGULAR	\$22,174.32	\$11,087.16	\$21,654.61	\$10,827.30
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>CERTIFIED STAFF NON-RESIDENT PUPILS</u>				
<u>ELEMENTARY GRADES K-5</u>				
	<u>Total</u>	<u>Semester</u>	<u>Total</u>	<u>Semester</u>
KINDERGARTEN	\$5,111.08	\$2,555.54	\$4,991.29	\$2,495.65
REGULAR	\$5,111.08	\$2,555.54	\$4,991.29	\$2,495.65
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>MIDDLE SCHOOL GRADES 6-8</u>				
REGULAR	\$5,149.95	\$2,574.98	\$5,029.25	\$2,514.63
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	
<u>HIGH SCHOOL GRADES 9-12</u>				
REGULAR	\$5,543.58	\$2,771.79	\$5,413.65	\$2,706.83
GIFTED	Actual Cost		Actual Cost	
SPECIAL EDUCATION	Actual Cost		Actual Cost	

Rates are increased annually by the approved budget percentage increase. For FY 23 the increase is 2.40%

For approval by Weston Board of Education at the May BOE Meeting.

Weston Board of Education Policy 5118

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/16/22

Information Only

Action Requested

Agenda Item Subject: Approval of the FY23 Utility and Facility Rental Rates

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the proposed utility and facility rental rates for FY23. We are recommending approval of the rates.

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
FY 22-23 BUILDING/FACILITY USE – HOURLY RATES

Building	Capacity	Group I School/Town	Group II Community		Group III Private		Energy Rates	
			2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022
Hourly Building Rental Fees								
High School								
Auditorium & Stage	602 seated	No Fee	\$72.54	\$69.09	\$145.08	\$138.18	\$18.51	\$17.63
Gymnasium	577 seated, 1,320 standing	No Fee	\$83.21	\$79.25	\$167.49	\$159.51	\$18.51	\$17.63
New Gymnasium	1100 seated, 1,603 standing	No Fee	\$83.21	\$79.25	\$164.29	\$156.46	\$18.51	\$17.63
Cafeteria/Kitchen	250 seated, 600 standing	No Fee	\$72.54	\$69.09	\$145.08	\$138.18	\$18.51	\$17.63
Middle School								
New Gymnasium	360 seated, 770 standing	No Fee	\$83.21	\$79.25	\$167.49	\$159.51	\$18.51	\$17.63
Old Gymnasium	360 seated, 780 standing	No Fee	\$83.21	\$79.25	\$167.49	\$159.51	\$18.51	\$17.63
Cafeteria Kitchen	236 seated, 507 standing	No Fee	\$72.54	\$69.09	\$145.08	\$138.18	\$18.51	\$17.63
Library		No Fee	\$72.54	\$69.09	\$145.08	\$138.18	\$18.51	\$17.63
Intermediate School								
Gymnasium	398 (no bleachers)	No Fee	\$83.21	\$79.25	\$167.49	\$159.51	\$18.51	\$17.63
Cafetorium/Kitchen	626/stage 63	No Fee	\$72.54	\$69.09	\$145.08	\$138.18	\$18.51	\$17.63
Elementary School								
Gymnasium	300	No Fee	\$44	\$41.66	\$85.34	\$81.28	\$18.51	\$17.63
South House All Purpose R	100 seated, 225 standing	No Fee	\$38	\$36.58	\$74.68	\$71.12	\$18.51	\$17.63
South Cafeteria/Kitchen	112 seated, 240 standing	No Fee	\$37	\$35.56	\$74.68	\$71.12	\$18.51	\$17.63
East Cafeteria/Kitchen	99 seated, 212 standing	No Fee	\$38	\$36.58	\$74.68	\$71.12	\$18.51	\$17.63
Classrooms								
All Buildings	25	No Fee	\$38.85	\$37.00	\$74.68	\$71.12	\$12.33	\$11.74
Fields								
*Turf I		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*Turf II		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*All Other Fields		No Fee						

Rate Increase based on March 2022 CPI (less food and energy) of 5.0%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 05/16/2022



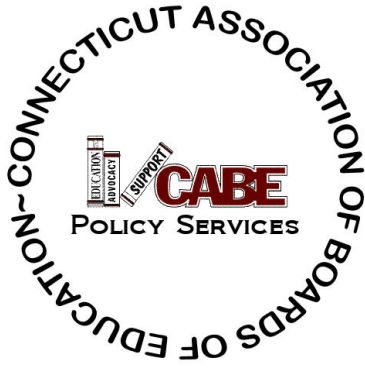
Information Only
Action Requested

Agenda Item Subject: Hybrid Schedule for BOE regular meetings

Submitted by: Communication Committee

Document Summary/Purpose and/or Recommended Action:

Discussion and vote on hybrid schedule for BOE regular meetings



Connecticut Association of Boards of Education

Conrad Vahlsing, Staff Attorney

PRESENTS POLICY HIGHLIGHTS

May 13, 2022

Volume 21 – Issue #21

Remote Meetings Bill is Signed by Governor: Governor Ned Lamont signed the remote meetings bill, now entitled Public Act No. 22-3, on April 28. The law, An Act Concerning Remote Meetings Under the Freedom of Information Act, contains identical rules to Section 149 of last year’s Public Act No. 21-2, except the previous end-date for remote meetings (April 30, 2022) has been removed. This change expressly allows remote meetings for public agencies, including school boards, to continue.

Public Act No. 22-3 allows boards of education to continue to hold meetings fully remote or partially remote (hybrid). However, these formats are just optional, so a district may decide to hold solely in-person meetings. Additionally, regardless of the format of meetings in a district, board members have the ability to choose to participate remotely.

There is no doubt that board members and superintendents, and superintendents’ executive assistants, have become familiarized with the rules that govern remote meetings since last year’s law went into effect mid-year. This edition of *Policy Highlights* does not intend to function as a full explainer on all the nuances in the law, for example, there will be no discussion of the important requirements regarding the notice or agenda of remote meetings, or of a meeting’s minutes. Rather, this *Highlights* will draw attention to several rules that pertain to meeting conduct that board members should be aware of while considering, and participating in, remote meetings:

Rule: If a regular meeting is fully remote, but a quorum of the board is participating from the same physical location, the public must be allowed to attend from that physical location as well.

Note that this requirement only pertains to regular meetings that are fully remote, and it does not pertain to any executive sessions at the meeting.

Rule: If a member of the board is participating remotely, and his or her electronic equipment fails, the meeting need not be adjourned or postponed UNLESS that member’s presence is necessary for a quorum to be established. Be advised that there are some specific requirements about how to resume a meeting in such a situation, discussed below in a later rule.

Rule: If any member of the board participates remotely, all votes must be taken by roll call UNLESS the vote is unanimous.

A roll call vote is one where each individual member states his or her vote individually.

Rule: The “good faith effort” rule. Here, when a member of the board, or a member of the public, participates remotely, the person must make a good faith effort to identify oneself by name and title, if applicable, when that person participates orally during the meeting.

It should be noted that the language in the portion of the Act states that the identification should be done “at the outset of each occasion that such member participates orally during an uninterrupted dialogue or series of questions and answers.” See Public Act. No. 22-3, Section 1(e) (underlining added for emphasis).

Rule: If a remote meeting is interrupted due to a failure of the electronic equipment, the meeting can either be resumed in-person (if a quorum is present in-person), or electronically, if the technology has been restored. This rule also contemplates the failure of a single member’s electronic equipment, if the member’s presence is necessary for a quorum (discussed above in a previous rule).

HOWEVER, note that in such a situation the meeting can only be resumed after waiting at least 30 minutes from the time of equipment failure (or of the chair’s determination that the equipment has degraded to the point of unacceptability), but the resumption cannot occur more than 2 hours after such time. So, in sum, there is a window within which such a meeting must be resumed, and that is between 30 and 120 minutes from the time of the interruption.

Also, if practicable, when the electronic equipment fails, the plan for resumption, adjournment, or postponement should be posted on the district’s website and sent to attendees via electronic transmission.

The above rules are found in Section 1 of PA 22-3, which again, generally mirrors Section 149 of last year’s PA 21-2; but be aware that there are additional rules and changes that were made to the state FOIA by PA 21-2. In other words, even though PA 22-3 is the “new” law, PA 21-2 made important changes to the state FOIA that are not referenced in PA 22-3.

As one example, Section 153 of PA 21-2 added the below language to the state FOIA (discussing a person, attending a meeting electronically, who disrupts the meeting via disorderly conduct):

“If such a person or group of person’s is attending such a meeting by means of electronic equipment, as defined in section 1-200, the members of the public agency may terminate such person’s or group of persons’ attendance by electronic equipment until such time as such person or group of persons conforms to order or, if need be, until such meeting is closed.”

See Section 153 of PA 21-2 (adding language to the state FOIA which is now found in Section 1-232 of the Connecticut General Statutes).

Policy Implications: It is important to remember that fully remote and hybrid meetings are optional, and in-person meetings may still be conducted. However, some boards have reported that participation at board meetings has increased since the implementation of fully remote and hybrid meetings. The increased visibility, and community involvement and engagement, should be an important consideration that board's weigh when considering the merits of hybrid or fully remote meetings.

There are several policies that may address the format of board meetings, including descriptions in Community Relations policies in the 1000 series, or in board bylaws in the 9000 series that may contain more detail as to how meetings are conducted. As an additional note, boards are not *required* to record board meetings under the state FOIA or PA 22-3 unless it is a fully remote, regular meeting (except for any executive sessions), and there, the meeting must be recorded or transcribed, with some additional rules regarding how the recording/transcription must be kept. See PA 22-3.

Some boards do indeed record, or even livestream, their meetings, but this is a district's choice to do so (outside of the one aforementioned instance), and is either simply a continuing board practice or has been enshrined in policy and/or bylaw.

Here is a list of policies and bylaws that may pertain to fully remote and hybrid board meetings:

- #1100 – Communications with the Public
- #1120 – Public Participation of Board of Education Meetings
- #1205 – Participation by the Public; Agenda Format/Preparation and Dissemination
- #1300.1 – Community Engagement
- #1312 – Public Complaints
- #1316.2 – Civility
- [#9321 – Time, Place, Notification for Meetings](#)
- [#9321.2 – Electronic Board of Education Meetings](#)
- [#9325.43 – Attendance at Meetings Via Electronic Communications](#)

Communications Committee Meeting

Tuesday, March 15, 2022 9:00 AM

Via Google Meet

Present Committee Members:

David Felton (Chairperson), Taffy Miller, Sharon Ferraro

Present Administration:

Dan Divito, Director of Technology and Digital Learning

Members of the Public:

None

1. Call to order

The meeting was called to order at 9:08 a.m.

2. Approval of Minutes

Motion Passed: Move that the Communications Committee approve the February 2022 minutes. This motion was made by David Felton and seconded by Taffy Miller.

2 Yeas – 0 Nays

3. WPS Podcast

Discussion:

Mr. DiVito reported that the next podcast will be episode six, which is a discussion with WHS social workers. The WPS podcasts have had good engagement and it is a great way for people to learn about the staff.

4. BOE Live Meeting Debrief

Discussion:

- The March 14 Board of Education meeting was held in-person for the first time since the start of the pandemic. Mr. DiVito reviewed some of the technical difficulties they experienced that evening with the audio component of the live stream.
- Mr. DiVito spoke on the Kandao camera utilized during the meeting that was on loan for the purposes of trying it out. The camera is designed to track people as they speak. Mr. DiVito presented some views from the meeting the previous night to demonstrate how the camera tracked when various people spoke.
- Mr. DiVito discussed using this camera (or a pro version) as a possible solution for the replacement of video equipment. He reviewed the costs of both the camera and the internal wiring.

- Committee members discussed getting a cost proposal for the camera and installation as soon as possible.
- Committee members proposed getting a loaner of the pro version of the camera to do a test run of that camera during the April Board of Education meeting fore making any decision regarding the purchase and installation of new video equipment.

No other issues were put forth for discussion.

Meeting adjourned at 10:00 a.m.

Respectfully submitted,

June Curiano

Chairperson

Superintendent

Communications Committee Meeting

Wednesday, April 27, 2022 9:00 AM

Via Google Meet

Present Committee Members:

David Felton (Chairperson), Taffy Miller, Sharon Ferraro

Present Administration:

Lisa Wolak, Superintendent; Dan Divito, Director of Technology and Digital Learning

Members of the Public:

Christine Harris

1. Call to order

The meeting was called to order at 9:08 a.m.

2. Approval of Minutes

Motion Passed: Move that the Communications Committee approve the March 2022 minutes. This motion was made by David Felton and seconded by Taffy Miller.

3 Yeas – 0 Nays

3. WPS Podcast

Discussion:

- Ms. Wolak discussed the topics of the next two podcasts and gave some brief highlights.
- Mr. DiVito gave an update on the podcast growth statistics and listed some of the international logins.

4. Discussion on Live Streaming BOE Meetings

Discussion:

- Mr. DiVito reviewed the broadcast problems encountered at the April 21 Board of Education meeting. He discussed next steps in ensuring there are back ups to avoid the audio and video problems encountered in the past two meetings while using the equipment that is currently in place.
- Mr. Felton recognized member of the public, Christine Harris to speak. She asked if BOE meetings could be both in-person and live-streamed.
- The Committee discussed with Mr. DiVito what would be involved in equipment and costs to enable the meetings to be simultaneously in-person and live-streamed.
- They also discussed a compromise of holding two-thirds of the meetings remotely on Zoom and holding an in-person meeting quarterly.

- The Committee agreed to bring the proposed equipment costs for simultaneous in-person and live-streaming meetings as well as the suggested return to Zoom meetings with quarterly in-person meetings to the next BOE meeting for a full board discussion.
- The Committee also discussed the dissemination of information on the website calendar, particularly if a BOE meeting date/time is changed. Mr. Felton inquired about changing the website calendar to one that the public could subscribe to. Mr. DiVito promised to look into the costs.
- Going forward the Committee suggested that the Board Clerk, Ms. Sacchetta notify the PTO presidents when there are changes. Mr. DiVito also promised to post changes on the District social media applications to disseminate updated meeting information/changes.

Meeting adjourned at 10:18 a.m.

Respectfully submitted,

June Curiano

Chairperson

Superintendent

Curriculum Committee Meeting

March 9, 2022, 9:00 a.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), David Felton

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Juliane Givoni, WHS Interim Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Dan DiVito, Director of Digital Learning and Technology; Alex Bluestein, CIL 3-5 ELA; Andrea Noble, CIL K-2 ELA; Janine Russo, CIL 6-8 Math; Carolyn Vinton, CIL 3-5 Math; Kelly Delvecchio, CIL K-2 Math;

Members of the Public:

Kristana Esslinger

1. Call to Order

The meeting called to order at 9:01 a.m.

2. Update on K-12 Math

Discussion:

- Ms. Delvecchio and Ms. Vinton presented a summary of data obtained from K-5 Math Learning Walks from December through February.
- There were over 200 classroom visits between the two schools. Some Learning Walks were conducted with just teachers and others with teachers, administration and consultant, John Antonetti from Colleagues on Call.
- They presented data gathered on teacher centered vs. student centered learning time, as well as concrete learning vs. abstract learning and explained their takeaways from these observations.
- Ms. Russo presented on 6-12 Math Learning Walks. The main takeaways from these observations was for the department to work on multiple representations, collaborative work, and productive struggle.
- The consultant's advice was not a big overhaul but rather advice on strategies to move students forward in a productive way.
- The next steps for the 6-12 math department is a book study, individual commitment from each department member and monthly share-outs for accountability.
- Committee members asked if the quantitative data matched what they were seeing in the classroom. Ms. Vinton stated that while teachers are getting back to pre-pandemic type of

teaching, students have not been exposed to it long enough and that is being reflected in the testing.

3. Update on K-5 Reading

Discussion:

- Ms. Bluestein and Ms. Noble gave a presentation on K-5 literacy. They reviewed the Fountas & Pinnell benchmark assessment system, what is assessed, and how it informs instruction.
- The data was presented in year-over-year comparisons and cohort-to-cohort comparisons.
- They explained that teachers have worked diligently to improve student growth. They also reviewed what is involved in jumping to the ‘exceeding benchmark’ designation.
- They reviewed SRBI (scientific research based intervention) support and the steps taken for students who fall below benchmark. The K-5 SRBI trends were presented in their report.
- Ms. Kingsley asked what supports were in place for students who fall in the ‘exceeds benchmark’ designation. Ms. Bluestein reported on the strategies for those students who read above grade level.

4. Caring for students, teachers and colleagues

Discussion:

- The upcoming professional development day on March 21, 2022, will focus on social emotional learning.
- An outside consultant, Dr. Kaplan, will conduct three 2-hour interactive sessions with the K-5, 6-8 and 9-12 teaching staff. He will provide information on how educators can address increased stress and anxiety in students as individuals.
- In addition, the PD day will address social emotional issues for teachers and colleagues. There will be a number of offerings from which to choose that give teachers and staff options to look inward to support themselves and each other.

5. Follow up on next steps regarding the Developmental Relationships Survey

Discussion:

- Dr. Craw worked with Sonya Stack from ADAP on the drug and alcohol component of the survey. They looked deeper on the drug and alcohol data to bring a more robust presentation to the Board.
- The presentation is scheduled for the April BOE meeting.

6. Approval of January 2021 minutes

Motion Passed: Move that the Curriculum Committee approve the January 2022 meeting minutes.

This motion was made by Bernadette Kingsley and seconded by David Felton.

2 Yeas – 0 Nays

7. Other curricular issues

Discussion:

No other curricular issues were put forth for discussion.

Meeting adjourned at 11:19 a.m.

Respectfully submitted,

June Curiano

Curriculum Committee Meeting

April 6, 2022, 9:00 a.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), David Felton, Taffy Miller

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Juliane Givoni, WHS Interim Principal; Dan Doak, WMS Principal; Dan DiVito, Director of Digital Learning and Technology; Alex Bluestein, CIL 3-5 ELA and Social Studies

Members of the Public:

Kristana Esslinger

1. Call to Order

The meeting called to order at 9:03 a.m.

2. Discussion of AP and Honors courses, placement and appeal processes

Discussion:

- Ms. Givoni described the steps for student course placement for those students who wish to enroll in a course for which they need further recommendation. The rate of approval of requests is about 65-70%. She explained that the administration tries to strike a balance between giving the student an opportunity to take on a challenge and not setting them up for failure.
- In the last five years, Weston High School has worked to increase access to AP courses. AP participation has improved not only due to the waiver process but also due to the increase in AP offerings.
- Ms. Kingsley inquired about tracking AP access by subgroups. Ms. Givoni reported that they track the outcomes of those who made requests as to whether the waiver was appropriate for the individual.

3. Follow up on reading and math goals and action steps

Discussion:

- Ms. Bluestein gave a presentation regarding extending the Foundations curriculum into third grade as part of the District's comprehensive literacy program.
- The grade 3 Foundations program focuses on both word decoding and spelling, and meets the anticipated 2023-24 State of Connecticut requirement for structured literacy in grades K-3.

- Ms. Bluestein reviewed the teacher training proposed for the fall as well as follow up sessions included in the implementation.
- The start-up costs include teacher's guides, instructional materials and consumable materials as well as training sessions. ESSER grant funds have been set aside to cover these costs.
- Dr. Craw gave a presentation on longitudinal data for MAP scores in reading and math.
- The Committee discussed the data and asked about indicators that would give information on how the district arrived where they are now.

4. Information on next steps regarding the Developmental Relationships Survey and presentation at the April 21 BOE meeting

Discussion:

- The public presentation of the Developmental Relationships survey results will be presented at the next Board of Education meeting. In addition to what was presented at the Curriculum Committee a few months ago, it will include longitudinal information to show trend over time.
- Mr. Felton asked questions relating to the preparedness of the presenters in addressing concerns from the public during the meeting.

5. Approval of March 2022 minutes

Motion Passed: Move that the Curriculum Committee approve the March 2022 meeting minutes. This motion was made by David Felton and seconded by Taffy Miller.

3 Yeas – 0 Nays

6. Other curricular issues

Discussion:

No other curricular issues were put forth for discussion.

Meeting adjourned at 10:45 a.m.

Respectfully submitted,

June Curiano