

# Board of Education Regular Meeting

Monday, December 21, 2020 6:00 PM

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

## I. CALL TO ORDER, VERIFICATION OF QUORUM

## II. EXECUTIVE SESSION

## III. RESUME PUBLIC SESSION

## IV. PLEDGE OF ALLEGIANCE

## V. APPROVAL OF MINUTES

## VI. PUBLIC COMMENT

## VII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

## VIII. NEW BUSINESS

A. New Course Proposal - American Tapestry:  
Multiculturalism in the United States

B. New Course Proposal - Voices from the Edge

C. New Course Proposal - 3D Art & Design

D. Fifth FY 2021 Financial Update and Approval of  
Transfers

E. Update from Town of Weston Facilities  
Optimization Committee

F. Information and discussion on WHS Alternative  
Pathways

G. Discussion of CREC Teacher Residency Program  
2021-22

## IX. OLD BUSINESS

## X. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

## XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

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

B. Review of Pending Agenda Items for Next Meeting

## XII. ADJOURNMENT

**Board of Education Regular Meeting**

November 16, 2020 6:00 PM

Via Zoom

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

Attendance taken at 6:04 p.m.:

Present Board Members:

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

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

**II. EXECUTIVE SESSION**

**III. RESUME PUBLIC SESSION**

**IV. PLEDGE OF ALLEGIANCE**

Added agenda item:

**ELECTION OF BOARD OFFICERS**

**Motion Passed:** Move that Weston Board of Education add agenda item as next point of order in this meeting for the election of Board officers passed with a motion by Gina Albert and second by Ruby Hedge.

**A. Board of Education Chairperson**

**Motion Passed:** Move that the Weston Board of Education elect Anthony Pesco as the Board Chairperson; passed with a motion by Taffy Miller and a second by Ruby Hedge.

**7 Yeas - 0 Nays.**

**B. Board of Education Vice Chairperson**

**Motion Passed:** Move that the Weston Board of Education elect Melissa Walker as the Board Vice Chairperson; passed with a motion by Anthony Pesco and a second by Gina Albert.

**7 Yeas - 0 Nays.**

**C. Board of Education Secretary/Treasurer**

**Motion Passed:** Move that the Weston Board of Education elect Ruby Hedge as the Board Secretary/Treasurer; passed with a motion by Melissa Walker and a second by Taffy Miller.

**7 Yeas - 0 Nays.**

**V. RECOGNITION**

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

**DRAFT**

**Motion Passed:** Move that Weston Board of Education recognize Sharon Rodko, Weston 2021 Teacher of the Year, for her outstanding service to the students of Weston; passed with a motion by Melissa Walker and second by Taffy Miller.

**7 yeas - 0 nays**

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

**Motion passed:** Move that Weston Board of Education recognize the donations from the WHS PTO of \$4,000 for WHS 2020-21 Principal's discretionary fund; \$2,000 towards WHS staff professional development; \$865 for the purchase of Adonit Note styli for math, science and technology departments; \$370 towards the purchase of program ads for WHS Company and WMS Short Wharf productions with a motion by Ruby Hedge and second by Taffy Miller.

**7 yeas - 0 Nays**

**VI. APPROVAL OF MINUTES**

Discussion:

Ms. Walker mentioned that Agenda Item VII.E. – Board policies Item #4 Conduct Policy needs to be amended to say “update to become more focused by design.” She also noted a mistake in the name of the person posing that question. The minutes have been updated to reflect those changes.

**Motion Passed:** Move that the Weston Board of Education approve the minutes from the October 19 Regular Meeting, October 26 Executive Session, October 26 Special Meeting, October 29 Special Meeting and November 5 Special Meeting; passed with a motion Taffy Miller and second by Gina Albert.

**7 yeas – 0 Nays.**

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

Gregg and Jen Haythorn, 6 Winthrop Hill. "First, a great big congratulations to Weston Girls and Boys Soccer Champions, and to the Weston Athletics Department! Well done.

Based on the 2020 report of District academic results posted to tonight's agenda, it is now clear that not only does Weston's District have both a fiscal and a health crisis, comparatively speaking it has an educational disaster to reverse as well....

We have reviewed the Info Snap / PowerSchool 2021 enrollment narrative posted as backup documents for this evening's meeting, and we note that total district enrollment has fallen another -16 students since October 1st, for a total net enrollment decline versus 2020 of -18 students. This is compared to the +60 student net gain expected by the District Administration on August 11, for a swing of -80 total students, or -3.5% in only 3 months.

The simplest explanation is again ignored in the long Administrator narrative on this staggering overestimation of enrollment, which is this:

- The projected enrollment for 2021, delivered to the District by Milone and MacBroom 5 months prior to the COVID pandemic, was in all likelihood greatly overstated even before the uncertainties and changes related to COVID. This would have been consistent with past inflated annual enrollment projection history.

What explains the chronic exaggerated optimism regarding Weston schools' enrollment, no matter the circumstances or realities? Lack of objectivity. From the posted Administrator analysis, the following is clear:

- The administrators failed to contemplate likely rates of private school transfer and homeschooling for 2021. It is unclear from the posted documents what those assumptions were as of August 11th.



**DRAFT**

- The Senior Administrators failed to consider that for Weston gross enrollment to trend ahead of plans to a measurable degree, this would have to be driven by a greater number of home sales. And because the number of Weston homes is static due to 2-acre zoning, in order for the number of students moving in to exceed projections, total students moving out would also have to exceed historical rates and expectations. Both factors causing an exponentially lower net enrollment.

Given this latest enrollment planning fiasco, Weston’s BoE’s first priority must be tasking its demographers to more accurately ascertain how much “pull forward” in home sales Weston has experienced, and will experience again prior to the start of the 2022 school year. To prevent chronic enrollment exaggeration, we repeat our recommendation to correct lack of Administrator and demographer objectivity by relieving Superintendent’s office of responsibility for enrollment projections. Instead, the BoE will need to independently contract for short and long-term enrollment projections and counsel, by new, objective third party providers.

Our only other comment is to ask why does the Finance Director only publish unanticipated cost increases, and not unexpected cost savings as a result of constant COVID operating adjustments? As of today’s date, it is reasonable to expect there are documentable cost savings as well as overages.

Thank you and stay safe.”

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

Discussion:

Both Ava Pouloupoulos and Natalie Haythorn updated the Board on theirs and their peer’s experiences as students during the COVID pandemic. They spoke on the process of gathering data to present their concerns to the WHS administration and the suggestions the student body offered as an alternative to returning to a full day hybrid schedule. They thanked the WHS administration for its validation and concern for the mental well-being of the students. The student representatives also updated the Board with a number of activities taking place in the school for Spirit Week as well as fundraising activities students are engaged in presently.

**IX. NEW BUSINESS**

**IX.A. Annual Enrollment Report**

Discussion:

Mr. Mike Zuba and Ms. Liz Esposito of Milone and MacBroom presented the Weston Public Schools Comprehensive Enrollment Study to the Board. Mr. Zuba highlighted the updated projections for the 2030-31 school year, enrollment patterns and the detailed enrollment projections. Ms. Esposito presented updates in demographics and housing trends.

Board members discussed with the demographers what might cause fundamental shifts in enrollment and also raised questions as to the accuracy of the recommended medium projection data since it assumes a return to non-COVID normalcy.

Dr. McKersie, Superintendent of Schools, reviewed the document on enrollment shifts from August-November 2020, which tracked students who enrolled and moved forward, those who withdrew their applications, and where they chose to attend school be it a private school, homeschool or a move out of district.

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

Discussion:

Ms. Lisa Wolak, Principal of Weston High School, reviewed the Advanced Placement exam results and the changes in exam format due to the COVID pandemic.

Ms. Meredith Starzyk, Director of Counseling for Weston High School, spoke about college application statistics as well as the outcomes from the Class of 2020.

Board members discussed the SAT scores and asked what the metric is for holding staff accountable for dips in scores. Ms. Miller offered to delve deeper into this discussion at the next Curriculum Committee meeting.

### **IX.C. Schooling Scenarios Update and Voluntary Distance Learning Update**

Discussion:

Dr. McKersie spoke on the health and safety issues as they relate to decisions of shifting K-5 classrooms from full-in learning scenario to full day hybrid scenario this past week. He explained how the combination of the uptick of COVID cases in the larger community combined with the in-school spread of cases were cause for concern with health officials. In light of the fact that some of the crucial mitigating factors for reducing the spread of the disease, namely minimum social distancing of six feet and reduced occupancy, may not be as strong as they need to be to keep the schools open. It was recommended that the K-5 schools pull back to a hybrid learning scenario in order to keep as much in-person learning as possible.

Dr. Craw, Assistant Superintendent, spoke on the challenges of keeping the classrooms staffed. In several instances, schools had to be creative in redeploying building staff in the face of increased demand on the pool of substitute teachers. He explained that decreased staffing due to quarantine could at times lead to temporary remote learning.

Mr. Dan DiVito, Director of Digital Learning and Technology, gave a brief overview of the daily challenges of providing technology for substitute teachers from the standpoint of providing access to teacher Zoom links, teacher learning platform software, providing enough laptops for the amount of subs in the building as well as technical support personnel in the building. The department is working to make things as smooth as possible in the face of these challenges.

Principals Laura Kaddis and Pattie Falber gave highlights of the current full-day hybrid model for grades K-5. Students who are on their remote learning day, including VDL students, live-stream into the classroom. Teachers are aware of and take steps to decrease the amount of screen time for all students at home. Teachers are using the early dismissal time on Wednesdays to get together and continue to share best practices.

Ms. Tracy Edwards, Director of Pupil Personnel Services, gave an overview of a plan to provide the option to provide continued in-school learning for special education students in grades K-5 and is also looking to provide the same for middle and high school students who may struggle with the hybrid learning scenario.

Board members discussed sending a communication advising families to make advance preparations in case the District had to switch to a remote learning phase on short notice. The Board also discussed the turnaround time for those who need to shift to voluntary distance learning due to illness or quarantining. The five day turnaround to begin VDL will be reduced to one day.

### **IX.D. Fourth FY 2021 Financial Update**

Discussion:

Mr. Phillip Cross, Director of Finance and Operations, presented on the fourth FY21 Financial Report including Internal Services Fund. Major highlighted items included COVID 19 expenditures and unanticipated reopening costs.

Motion Passed: Move that the Weston Board of Education approve the fourth FY21 Financial Update; passed by a motion by Gina Albert and second by Melissa Walker.

### **6 Yeas - 0 Nays**

### **IX.E. Superintendent Resignation and New Superintendent Search Process**

Discussion:

Dr. Pesco outlined the two items that were being voted on this meeting regarding accepting Dr. McKersie's resignation and authorizing the chairperson to execute related revisions to Dr. McKersie's employment contract on behalf of the Board. He also outlined the personnel search committee process for the purpose of finding a new superintendent. The first step will be to review proposals and pick a search consultant; then come back to the full Board in a public meeting to talk more about the formal process.

**Motion Passed:** Move that the Board accepts Dr. McKersie's resignation with gratitude for his service to the Weston Public Schools and authorizes its Chairperson to execute related revisions to Dr. McKersie's employment contract on behalf of the Board; passed with a motion by Melissa Walker and second by Ruby Hedge.

**6 Yeas - 0 Nays**

**X. OLD BUSINESS**

Discussion:

All of the motions were second readings. Ms. Walker suggested going through each motion and taking any questions that may come up.

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

**X.A.1. Policy and Regulation 6154, Homework**

**Motion Passed:** Move that the Weston Board of Education approve Policy and Regulation 6154, Homework; passed by a motion by Melissa Walker and second by Hillary Koyner.

**6 Yeas - 0 Nays**

**X.A.2. Policy 3541.5 Transportation Complaints**

**Motion passed:** Move that the Weston Board of Education approve Policy 3541.5 Transportation Complaints; passed by a motion by Melissa Walker and second by Hillary Koyner.

**6 Yeas - 0 Nays**

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

**Motion Passed:** Move that the Weston Board of Education approve Policy and Regulation 5132.1 C - Use of Face Coverings in School; passed by a motion Melissa Walker and second by Hillary Koyner.

**6 Yeas - 0 Nays**

**X.A.4. Policy Hate Based Conduct**

**Motion Passed:** Move that the Weston Board of Education approve the Policy, Hate Based Conduct; passed by a motion Melissa Walker and second by Hillary Koyner.

**6 Yeas - 0 Nays**

**XI. SUPERINTENDENT'S REPORT**

**XI.A. District Update**

**XII. COMMITTEE REPORTS**

**XII.A. Communications Committee**

**XII.B. Curriculum Committee**

**XII.C. Facilities Committee**

**XII.D. Finance Committee**

**XII.E. Policy Committee**

**XII.F. Negotiations Committee**

**XII.G. CES**

**XII.H. CABE**

**XII.I. Weston Education Foundation**

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

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

**XIII.B. Review of Pending Agenda Items for Next Meeting**

**XIV. ADJOURNMENT**

Discussion:

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

**Motion Passed:** passed with a motion by Ruby Hedge and second by Melissa Walker.

**6 Yeas - 0 Nays**

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Chairperson

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Superintendent

**DRAFT**

**Board of Education Special Meeting**

December 09, 2020 8:15 AM

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

Attendance taken at 8:17 a.m.

**1. Call to Order, Verification of Quorum**

Present Board Members:

Anthony Pesco

Melissa Walker

Ruby Hedge

Gina Albert

Taffy Miller

Hillary Koyner

Victor Escandon

**2. Discuss and Vote on a Consulting Firm for the purpose of Searching for a New Superintendent**

Discussion:

Dr. Pesco gave a brief overview of the Personnel Search Committee process thus far and opened the floor for discussion. The Board voted unanimously to work with JE Consulting.

**Motion Passed:** Move that the Weston Board of Education hire JE Consulting to conduct the search for the new superintendent at a cost of \$11,500 plus incidentals as outlined in the proposal submitted and opened on November 18, 2020; with a motion by Ruby Hedge and second by Gina Albert.

**7 Yeas – 0 Nays**

**3. Adjournment**

Discussion:

The meeting was adjourned at 8:26 a.m.

**Motion Passed:** passed with a motion by Anthony Pesco and second by Ruby Hedge.

**7 Yeas – 0 Nays**

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Chairperson

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Superintendent

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 21, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** New Course Proposals

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

American Tapestry – new WHS social studies course proposal for Board review and approval.

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**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal for 2021-22**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: Weston High School Proposal Submitted By: Nicholas Torres

Department: Social Studies

1. **Name Of Course or Program:** The American Tapestry: Multiculturalism in the United States
2. **Population to be served:** WHS 10-12 grade students
3. **Identify and discuss the Need:**

**A) Relevance**

The overwhelming student response to the death of George Floyd was a signal that Weston students have a desire to incorporate relevant social discourse into their daily lives. However, this was not the first indicator from stakeholders. In addition to survey responses from January, 2020 (see B, C below), WHS administration heard qualitative feedback from students in focus groups. The confluence of preexisting work, and the events of spring 2020 informed the development of a comprehensive WHS plan for inclusion. Alongside the WHS school goal, the WHS Social Justice Advocacy Group, and the Social Studies department goal, this course will serve as an important addition to the overarching vision for the future of WHS.

**B) Comprehensive School Climate Inventory Results (Jan. 2020)**

Social and Civic Learning: “...describes the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued.”

	Generally Negative	Generally Neutral	Generally Positive
Parent Distribution	6%	43%	52%
Student Distribution	16%	57%	26%

These distributions suggest that nearly half of both stakeholder groups have neutral perceptions of WHS’ integration of meaningful social and civic discourse in the course offerings.

**C) Comprehensive School Climate Inventory Results (Jan. 2020) cont.**

Respect for Diversity: “...focuses on the extent to which adults and students in the school respect each others’ differences with regard to such factors as gender, race/ethnicity, or physical differences.”

	Generally Negative	Generally Neutral	Generally Positive
Parent Distribution	2%	30%	68%
Student Distribution	2%	35%	62%

The culture at WHS values respect for diversity, which shows in these ratings. It is important to demonstrate dedication to equity, and inclusion through course offerings as well.

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Weston, CT**

*Office of the Assistant Superintendent  
Curriculum, Staff Development and Technology*

**D) Public Act 19-12**

Beginning 2022-2023, all public school districts in Connecticut will be required to offer a one credit African American/Black and Puerto Rican/Latino Studies elective. This course is currently being designed by SERC. Prior to rollout of the mandate, WHS intends to develop, and begin offering, a multicultural studies course which reflects the unique interests and concerns of Weston stakeholders.

**4. Impact on Other Courses / Schedules**

This course may attract enrollment away from other elective Social Studies courses open to 10-12<sup>th</sup> grade students, including Introduction to Psychology, Sociology, Facing History, and Introduction to Economics.

**5. Budget Related Items**

- Staffing (FTE needed): 0
- Supplies:

Title	Author	Format	Price Per Unit	Qty	Total
On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History	Wesley C. Hogan	Paperback	\$27.95 (Amazon)	30	\$838.50
We Are Here to Stay: Voices of Undocumented Young Adults	Susan Kuklin	Paperback	\$13.49 (Amazon)	30	\$404.70
				<b>Total</b>	<b>\$1243.20</b>

- Equipment:
- Other (software):
- Estimated Overall Cost of Proposal: \$1243.20

**6. Evaluation for Program Success or Continuation:** Student feedback, alignment to CSDE expectations for implementation of PA 19-12.

**7. Other Information for Consideration(optional):**

**8. Please attach a description of the course including the units of study.**



**Weston Public Schools**  
**Weston, CT**

*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

COURSE DESCRIPTION (2021-22): This semester-long course will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years. It will focus on contemporary issues unique to African Americans, Black Americans, Latino Americans, Native Americans, Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI). In addition to the social, political, and economic implications of race and ethnicity, this course will include an examination of gender, gender identity, and sexual orientation as an influencer of identity in modern America. Students will analyze American identities through multiple perspectives drawn from history, geography, sociology, psychology, art, music, and literature.

**QUARTER 1**

	Essential Objectives
Identity Weeks 1-2	<ul style="list-style-type: none"> <li>• Students will understand that “identity” is defined in many ways.</li> <li>• Students will understand that identity formation is a lifelong process, which is influenced by internal factors (psychology, biology, emotion) and external factors (politics, history, economics).</li> </ul>
Native American Identity Weeks 3-4	<ul style="list-style-type: none"> <li>• Students will understand that distribution of Native American populations in modern America are largely the result of historical conflicts with the US government.</li> <li>• Students will understand that Native American identity is paradoxical               <ul style="list-style-type: none"> <li>• first peoples of North America</li> <li>• least included groups in US history</li> </ul> </li> <li>• Students will understand that Native American peoples are still fighting for social, political, and economic equality in modern America.</li> </ul>
African American and Black Identity Weeks 5-6	<ul style="list-style-type: none"> <li>• Students will understand that perceptions of African American and Black peoples are heavily influenced by art, literature, music, and media.</li> <li>• Students will understand that “the African American community” is not monolithic; that it has a wide variety of social, political, and economic interests.</li> </ul>
African American and Black Identity (cont.) Weeks 7-8	<ul style="list-style-type: none"> <li>• Students will understand that African American and Black identities are continually evolving, and have changed significantly in the last 40 years.</li> <li>• Students will understand that African American and Black peoples have a major role in the growth and development of the US social, political, and economic tapestry.</li> </ul>
Midterm Assured Experience Week 9	<ul style="list-style-type: none"> <li>• This assured experience is a student-driven inquiry project, which includes content from at least two quarter one units, and results in a concrete product of civic value. It is still currently under development.</li> </ul>

**Weston Public Schools**  
**Weston, CT**  
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*Curriculum, Staff Development and Technology*

**QUARTER 2**

	Essential Objectives
Latino American Identity Weeks 10-11	<ul style="list-style-type: none"> <li>• Students will understand that “the Latino community” is not monolithic; that it has a wide variety of social, political, and economic needs.</li> <li>• Students will understand that Latino identities are heavily influenced by US politics and law.</li> </ul>
Latino American Identity (cont.) Weeks 12-13	<ul style="list-style-type: none"> <li>• Students will understand that the prevalence of Latino groups of various national origins in different regions of the US is largely the result of immigration, and migration over time.</li> <li>• Students will understand that Latino Americans are rapidly growing, and will continue to have increasing influence on American culture in the next 50 years.</li> </ul>
Asian American, Native Hawaiian, and Pacific Islander Identity Weeks 14-15	<ul style="list-style-type: none"> <li>• Students will understand that AANHPI Americans represent a wide range of national groups, each with various identities and interests.</li> <li>• Students will understand that perceptions of AANHPI peoples are heavily influenced by stereotypes.</li> <li>• Students will understand that AANHPI American communities have developed to engage in politic, and economic power structures.</li> <li>• Students will understand that AANHPI Americans still face challenges in modern America.</li> </ul>
LGBTQ and Gender Identity Weeks 16-17	<ul style="list-style-type: none"> <li>• Students will understand that concepts of gender, gender identity, and sexual orientation are relatively new, and labels are constantly evolving.</li> <li>• Students will understand that gender, gender identity, and sexual orientation have major influence on people’s perception of themselves, as well as others’ perceptions of them.</li> <li>• Students will understand that issues of gender, gender identity, and sexual orientation compound challenges related to race and ethnicity for people of color.</li> </ul>
Final Assured Experience Week 18	<ul style="list-style-type: none"> <li>• This assured experience is a student-driven inquiry project, which includes content from at least two quarter two units, and results in a concrete product of civic value. It is still currently under development.</li> </ul>

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 21, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** New Course Proposals

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

WHS Voices from the Edge new ELA course proposal for Board review and approval.

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**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal**

This proposal should be submitted to the Assistant Superintendent.

School: Weston High School

Proposal Submitted By: Christine Cincotta, Amy Holmes, Ioanna Opidee

Department: English

1. **Name Of Course or Program:** Voices from the Edge
2. **Population to be served:** 10th-, 11th- and, 12th-grade students
3. **Identify and discuss the Need:** As we continue towards developing culturally responsive classrooms, this class allows students to have experiences with a critical and multicultural curriculum. Based on the student focus groups from spring 2020 and feedback from the students who are serving as our social justice advocates, our students are looking for more experiences in-school as they become more culturally aware. This course would be supported through resources published by Teaching Tolerance's Anti-Bias Framework and NYU-Steinhardt School's Culturally Responsive Education.
4. **Impact on Other Courses / Schedules:** This course would be a semester-long elective in the English department. There should be no effect on other courses or schedules.
5. **Budget Related Items**
  - **Staffing (FTE needed):** no additional FTEs needed; this course will replace one of the electives that we currently run
  - **Supplies:** Books (free shipping from Amazon or B&N)
    - Just Mercy* \$10.72/copy x 30 copies = \$321.60
    - How to be an Anti-Racist* \$14.79/copy x 30 = \$443.70
    - Where We Come From* \$13.73/copy x 30 = \$411.90
  - **Equipment:** None
  - **Other (software):** None
  - **Estimated Overall Cost of Proposal:** \$1177.20
6. **Evaluation for Program Success or Continuation:**

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*Curriculum, Staff Development and Technology*  
Data on course enrollment and enrollment trends.

7. **Other Information for Consideration** (optional):

8. **Please attach a description of the course including the units of study.**

**Proposed Course Description**

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

**Proposed Units of Study**

**Units**

1. Being an Ally: *How to be an Anti-Racist*, supplementary articles/poems/stories, and visual media
2. Confronting Injustice: *Just Mercy*, supplementary articles/poems/stories, and visual media
3. Listening to Immigrant Voices: *Where We Come From*, supplementary articles/poems/stories, and visual media
4. Social Justice Lit Circles: Developing a critical eye towards social justice issues through student-selected choices

**Texts as Mirrors**

*Students will have access to a variety of texts and media. They will be tasked with finding the works that best reflect them and their experiences.*

**Texts as Windows**

*Students will also be exposed to texts that allow them insight into unfamiliar cultures and experiences. These texts are meant to invoke empathy, understanding, and camaraderie among students.*

Through this examination of texts and media students will gain a deeper understanding of the issues and communicate their responses in both writing and presentation.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 21, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** New Course Proposals

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

3D Art & Design – new WHS visual arts course proposal for Board review and approval.

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**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal for 2021- 2022**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

**School:** Weston High School

**Submitted by:** Sydney Girardi

**Department:** Visual Art

**1. Name Of Course or Program:**

3D Art & Design

**2. Population to be served:**

9-12 students

**3. Identify and discuss the Need:**

We have found the need to condense course offerings to better serve the student population. The current 3D course offerings can be condensed into a general 3D course in which a variety of 3D art processes are explored. If the interest arises, we can add an Advanced 3D Art & Design course in future years.

**4. Impact on Other Courses / Schedules:**

This course will take the place of Crafts, Advanced Crafts, Ceramics and Sculpture. Four courses will be condensed into one.

**5. Budget Related Items MATERIALS ALREADY IN PLACE.**

- Staffing (FTE needed): no additional
- Supplies: no additional
- Equipment - Description and \$: no additional
- Other (software): no additional
- Estimated Overall Cost of Proposal: \$0

**6. Evaluation for Program Success or Continuation:**

**Weston Public Schools**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

Course enrollment will indicate success. By offering fewer courses, enrollment should be increased in this individual course.

7. **Other Information for Consideration (optional):** NA

8. **Please attach a description of the course including the units of study.**

The 3D Art and Design course will be an exploratory course in the foundations of 3D design. Students will learn basic building and finishing techniques with a variety of 3D projects. It is hoped that at some point in the course, students will follow their own path, choosing media and techniques that interest them.

Unit 1: Ceramics – Basic Coil pot  
Clay building basics  
Glazes Techniques

Unit 2: Beginning Jewelry Techniques  
Craftsmanship  
Expressive use of media

Unit 3: Subtractive Sculpture  
Subtractive method of 3D design  
Finishing and Polishing

Unit 4 (optional): Pottery Wheel

Unit 5 (optional): Bas Tile Relief

Unit 5 (optional): Altered Books



**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 12/21/20

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the November 2020 Financial Report and Transfers

**Submitted by:** Phillip Cross

**Document Summary/Purpose and/or Recommended Action:**

**Following is the fifth FY21 (November 2020) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report and transfers.**

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



December 11, 2020

**TO:** BOE Finance Committee

**FROM:** Phillip Cross, Director of Finance and Operations

**SUBJECT:** November Financial Report for FY 20-21

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

Object Series	FY 21 Adjusted Budget	FY 21 YTD Actuals	FY 21 Encumbrance	FY 21 Anticipated	FY 21 Projected to EOY	FY 21 Balance Available	Previous Month Balance
Salaries (1000's)	33,082,117	9,748,292	21,623,731	1,695,339	33,067,362	14,755	0
Benefits (2000's)	9,666,960	4,030,853	5,106,225	503,327	9,640,405	26,555	26,555
Professional Services (3000's)	1,517,445	387,205	675,851	545,189	1,608,245	(90,800)	(90,800)
Property Services (4000s)	2,139,034	575,933	1,201,900	497,628	2,275,461	(136,427)	(136,427)
Other Services (5000s)	5,858,228	1,621,156	3,760,267	452,555	5,833,978	24,251	24,251
Supplies (6000s)	2,691,613	1,007,310	1,315,324	437,508	2,760,142	(68,529)	(68,433)
Equipment (7000s)	219,008	235,510	20,931	-	256,441	(37,433)	(37,319)
Other Objects (8000s)	119,424	77,590	13,660	28,174	119,424	-	-
Revenue (9000s)	(1,132,387)	(222,513)	8,649	(1,206,411)	(1,420,275)	287,888	287,888
<b>Total</b>	<b>\$54,161,442</b>	<b>\$17,461,336</b>	<b>\$33,726,537</b>	<b>\$2,953,309</b>	<b>\$54,141,183</b>	<b>\$20,259</b>	<b>\$5,714</b>

There were transfers totaling \$148,302 for BOE approval. These transfers are for accounts that were not budgeted with a contractual increase because of pending collective bargaining negotiations.

<b>NOVEMBER BUDGET TRANSERS</b>			
TO	District Administration	\$ 15,934	
TO	Non-Certified Supervisors	\$ 1,503	
TO	Nurses	\$ 7,363	
TO	Occupational Therapist	\$ 6,193	
TO	Secretarial	\$ 31,124	
TO	Para Educators	\$ 63,724	
TO	Technicians	\$ 16,486	
TO	Custodians	\$ 5,975	
FROM	Salary differential		\$ 148,302
		\$ 148,302	\$ 148,302
To fund contractual increases			

Month over Month Changes:

There is no significant month over month change to report.

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

12/11/2020

Fiscal Year Ended

2021

**STATEMENT OF REVENUES AND EXPENDITURES**

Fund Balance -July 1, 2020

\$ 1,157,506

Revenues:

General Fund Appropriation

\$ -

Reimbursements

\$ -

Total Contributions

\$ -

Total Revenues (A)

\$ -

Budgeted Expenditures

Delta Dental:

Claims

\$ 374,355

Administrative Fees

\$ 22,545

Total Health Plan Costs (B)

\$ 396,900

Net Change (A-B)

\$ (396,900)

Fund balance June 30, 2021 (Estimated)

\$ 760,606

**Delta Dental- Actual Claims**

Month	Claims & Fees
July	26,882
August	29,651
September	28,020
October	30,374
November	24,830
<b>Total</b>	<b>\$ 139,758</b>

Actual YTD Spend Rate 35.2%

Theoretical YTD Spend Rate 41.7%

YTD Theoretical variance % -6.5%

YTD Theoretical variance \$ **\$ 25,617**



**WESTON PUBLIC SCHOOLS  
FY21 FINANCIAL REPORT**

Nov-20

Period: 5 of 12

2017-2018 Year-End Expense	2018-2019 Year-End Expense	2019-2020 Year-End Expense	Object Code	Description	2020-2021 Adopted Budget	2020-2021 Budget Transfers	2020-2021 Adjusted Budget	2020-2021 YTD Expended	2020-2021 Encumbered	2020-2021 Anticipated	2020-2021 Projected To EOY	2020-2021 Balance Available
2,710,109	2,958,120	2,940,692	1110	Administrators	2,832,305	15,933	2,848,238	1,153,675	1,567,566	-	2,721,241	126,997
13,752,057	14,000,983	14,458,759	1111	Regular Ed. Teachers	14,438,162		14,438,162	3,936,973	10,354,215	-	14,291,187	146,975
2,226,605	2,261,144	2,279,850	1112	Special Ed. Teachers	2,364,062		2,364,062	663,664	1,714,512	-	2,378,176	(14,114)
1,096,676	1,100,515	1,020,707	1113	Guidance	1,061,845		1,061,845	280,490	751,409	-	1,031,899	29,946
442,412	441,883	472,621	1114	Psychologist	535,766		535,766	138,878	361,773	-	500,651	35,115
70,541	146,140	193,946	1115	Social Worker	161,848		161,848	47,221	114,627	-	161,848	-
514,611	544,236	517,368	1116	Speech & Hearing	591,674		591,674	159,221	397,162	-	556,383	35,291
712,850	766,769	758,161	1117	Academic Assistants	1,076,723		1,076,723	205,075	730,749	-	935,825	140,898
198,176	201,820	205,471	1118	Talented & Gifted	198,569		198,569	62,131	148,156	-	210,287	(11,718)
386,123	508,457	399,004	1119	Library/Media	412,193		412,193	116,758	295,435	0	412,193	-
116,665	117,832	59,505	1135	Transition Coordinator	60,457		60,457	13,486	36,605	-	50,092	10,365
817,750	827,912	824,102	1139	Certified Stipends	878,090		878,090	174,059	127,305	576,726	878,090	-
570,587	557,734	584,428	1140	Academic Leader (CIL's)	583,975		583,975	168,422	415,553	(0)	583,975	-
3,550	1,136	371	1141	Mentor Teacher	3,000		3,000	0	0	3,000	3,000	-
180,922	260,096	272,612	1142	Behavioral Analyst	277,765		277,765	80,314	197,593	(143)	277,765	-
-	-	44,359	1145	English Language Learner	45,069		45,069	12,134	32,935	0	45,069	-
\$ 23,799,635	\$ 24,694,776	\$ 25,031,956		<b>Sub-Total Certified Salaries</b>	\$ 25,521,503	\$ 15,933	\$ 25,537,436	\$ 7,212,501	\$ 17,245,595	\$ 579,584	\$ 25,037,680	499,756
					1.96%			28.2%	67.5%	2.3%	98.0%	2.0%
				<b>Other Certified Salaries</b>								
105,560	78,442	55,905	1131	Homebound Tutor	114,500		114,500	2,392	-	71,628	74,020	40,480
			1136	Degree Level Change	63,520		63,520	-	-	63,520	63,520	-
242,496	235,636	147,029	1137	Substitute Teacher	296,801		296,801	5,653	-	269,148	274,801	22,000
157,440	174,525	185,735	1138	Summer Work -Certified Staff	162,300		162,300	231,292	-	(33,939)	197,353	(35,053)
122,719	137,378	136,838	1143	Building Substitutes	203,175		203,175	12,150	53,550	115,475	181,175	22,000
207,673	108,364	208,344	1144	Long term Substitute	-		-	125,208	359,525	-	484,733	(484,733)
\$ 835,889	\$ 734,345	\$ 733,851		<b>Sub-Total Other Certified Salaries</b>	\$ 840,296	\$ -	\$ 840,296	\$ 376,695	\$ 413,075	\$ 485,832	\$ 1,275,602	\$ (435,306)





**WESTON PUBLIC SCHOOLS  
FY21 FINANCIAL REPORT**

Nov-20

Period: 5 of 12

2017-2018 Year-End Expense	2018-2019 Year-End Expense	2019-2020 Year-End Expense	Object Code	Description (2000's)	2020-2021 Adopted Budget	2020-2021 Budget Transfers	2020-2021 Adjusted Budget	2020-2021 YTD Expended	2020-2021 Encumbered	2020-2021 Anticipated	2020-2021 Projected To EOY	2020-2021 Balance Available
6,774,346	7,478,831	7,790,363	2000	Health Insurance	8,427,683		8,427,683	3,412,120	4,991,723	23,840	8,427,683	-
-	(1,302,538)	(1,361,419)	2022	Premium Cost Share	(1,456,511)		(1,456,511)	(475,725)	-	(980,786)	(1,456,511)	-
531,929	575,004	552,072	2001	Social Security	568,052		568,052	187,957	-	380,095	568,052	-
437,603	465,995	460,986	2002	Medicare	475,994		475,994	142,210	-	335,870	478,080	(2,086)
185,677	248,136	205,411	2003	Workers Compensation	210,420		210,420	175,279	6,500	-	181,779	28,641
167,347	7,395	60,043	2004	Unemployment Compensation	49,066		49,066	12,061	37,005	-	49,066	-
897,648	247,561	315,665	2005	Early Retirement Incentive	193,508		193,508	192,995	-	513	193,508	-
57,711	70,000	58,565	2007	Pension Contributions	1,006,596		1,006,596	357,706	30,030	618,860	1,006,596	-
91,559	59,261	58,635	2010	Tuition Reimbursement	80,000		80,000	-	-	80,000	80,000	-
18,551	4,607	6,290	2012	Life Insurance	59,652		59,652	23,911	35,806	(65)	59,652	-
81,600	-	24,556	2014	Disability Insurance	7,500		7,500	2,339	5,161	-	7,500	-
<b>\$9,254,905</b>	<b>8,776,857</b>	<b>\$9,259,470</b>		<b>TOTAL BENEFITS</b>	<b>\$9,666,960</b>	<b>\$0</b>	<b>\$9,666,960</b>	<b>\$4,030,853</b>	<b>\$5,106,225</b>	<b>\$503,327</b>	<b>\$9,640,405</b>	<b>\$26,555</b>
					4.40%			41.7%	52.8%	5.2%	99.7%	
				<b>Professional &amp; Technical Services (3000s)</b>								
352,315	271,992	195,184	3210	Contracted Services Educational	335,700		335,700	74,491	64,402	196,807	335,700	-
148,499	141,932	265,218	3220/3221	Consulting Services	276,130		276,130	42,012	108,112	126,007	276,130	-
97,163	92,231	80,956	3235	Testing	97,450		97,450	7,028	17,024	73,398	97,450	-
169,507	183,616	217,617	3239	Other Pupil Services	182,085		182,085	50,010	107,990	24,085	182,085	-
17,421	75,010	72,230	3303	Management Services	66,205		66,205	33,005	31,445	1,755	66,205	-
2,965	4,615	2,335	3304	License Fees-Facilities	3,500		3,500	1,135	1,440	925	3,500	-
73,720	95,587	186,270	3306	Legal Fees- Districtwide	130,000		130,000	62,118	67,882	0	130,000	-
94,710	197,578	237,145	3308	Legal Fees-SPED	150,000		150,000	67,530	173,270	0	240,800	(90,800)
58,414	88,934	68,638	3309	Police/Fire	104,230		104,230	9,550	87,991	6,689	104,230	-
98,758	169,754	148,442	3309	Professional Technical Services	120,228		120,228	18,410	16,294	85,524	120,228	-
47,439	48,649	52,049	3310	Sports Officials	51,917		51,917	21,917	-	30,000	51,917	-
<b>\$ 1,160,911</b>	<b>1,369,896</b>	<b>\$ 1,526,084</b>		<b>TOTAL PROF. &amp; TECH SERVICES</b>	<b>\$ 1,517,445</b>	<b>\$ -</b>	<b>\$ 1,517,445</b>	<b>\$ 387,205</b>	<b>\$ 675,851</b>	<b>\$ 545,189</b>	<b>\$ 1,608,245</b>	<b>\$ (90,800)</b>
								25.5%	44.5%	35.9%	106.0%	





**WESTON PUBLIC SCHOOLS  
FY21 FINANCIAL REPORT**

Nov-20

Period: 5 of 12

2017-2018	2018-2019	2019-2020	Object Code	Description	2020-2021 Adopted Budget	2020-2021 Budget Transfers	2020-2021 Adjusted Budget	2020-2021 YTD Expended	2020-2021 Encumbered	2020-2021 Anticipated	2020-2021 Projected To EOY	2020-2021 Balance Available
1,259,414	1,305,393	1,252,415	5100	Other Services (5000s)	1,521,003		1,521,003	736,489	741,204	43,310	1,521,003	0
99,873	85,138	685,161	5101	Regular Transportation	761,568		761,568	151,908	464,002	145,658	761,568	-
86,523	90,340	61,557	5104	SPED Transportation	95,587		95,587	10,249	75,951	9,387	95,587	-
8,322	11,237	6,816	5105	Athletic Transportation	12,938		12,938	-	-	12,938	12,938	-
108,543	93,719	70,605	5200	Extra Curricular Transportation	93,508		93,508	89,784	-	-	89,784	3,724
24,322	22,529	16,650	5202	General Liability Insurance	19,242		19,242	16,650	-	-	16,650	2,592
104,074	110,645	96,485	5205	Athletic Insurance	108,581		108,581	97,536	-	-	97,536	11,045
170,078	115,430	91,922	5300	Property Insurance	91,355		91,355	24,666	65,425	1,263	91,355	-
28,367	28,676	32,786	5400	Communications	33,137		33,137	11,238	22,062	(164)	33,137	-
2,365	4,099	5,964	5500	Postage	6,000		6,000	597	858	4,545	6,000	-
15,602	14,991	16,281	5501	Advertising	29,545		29,545	6,835	3,705	19,005	29,545	-
3,074,632	2,784,992	2,386,297	5600	Printing	2,726,060		2,726,060	375,019	2,184,022	167,019	2,726,060	-
275,000	280,500	286,110	5600	Tuition - Out of District	293,000		293,000	85,833	200,277	-	286,110	6,890
34,747	41,687	44,827	5800,5802	Tuition - ESS Contract	47,919		47,919	11,820	305	35,794	47,919	-
26,429	12,868	8,258	5801	Travel & Conference	11,365		11,365	2,531	-	8,834	11,365	-
25,175	15,172	2,528	5900	Mileage Reimbursement	7,421		7,421	-	2,454	4,967	7,421	-
<b>\$ 5,343,467</b>	<b>\$ 5,017,416</b>	<b>\$ 5,064,662</b>		<b>Other Purchased Services</b>	<b>\$ 5,858,228</b>	<b>\$ -</b>	<b>\$ 5,858,228</b>	<b>\$ 1,621,156</b>	<b>\$ 3,760,267</b>	<b>\$ 452,555</b>	<b>\$ 5,833,978</b>	<b>\$ 24,251</b>
				<b>TOTAL OTHER SERVICES</b>				27.7%	64.2%	7.7%	99.6%	
				<b>Supplies &amp; Materials (6000's)</b>								
389,792	490,336	449,521	6110	Materials	479,278		479,278	153,514	141,233	217,747	512,494	(33,216)
29,378	26,770	21,452	6120	Office Materials	35,326		35,326	3,441	12,563	19,322	35,326	-
145,563	183,156	143,209	6130	Maintenance Materials	181,624		181,624	29,335	67,543	84,746	181,624	-
80,236	59,514	88,739	6131	Custodial Materials	78,348		78,348	10,779	42,644	24,925	78,348	-
20,229	18,616	16,200	6132	Security Materials	20,684		20,684	4,646	2,557	13,481	20,684	-
382,771	463,940	467,463	6140	Software	511,112		511,112	433,575	67,804	37,264	538,643	(27,531)
78,212	103,121	91,051	6270	Diesel Fuel	78,092		78,092	9,524	76,351	-	85,874	(7,782)
143,439	153,849	163,396	6410	Books	170,536		170,536	111,861	25,585	33,090	170,536	-
409,902	379,379	338,642	6510	Heating Oil	402,574		402,574	34,836	367,738	-	402,574	-
845,158	646,742	619,849	6520	Electricity	730,039		730,039	215,618	508,688	5,733	730,039	-
3,707	1,988	1,745	6530	Propane gas	4,000		4,000	181	2,619	1,200	4,000	-
<b>\$ 2,528,387</b>	<b>\$ 2,527,412</b>	<b>\$ 2,401,268</b>		<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>\$ 2,691,613</b>	<b>\$ -</b>	<b>\$ 2,691,613</b>	<b>\$ 1,007,310</b>	<b>\$ 1,315,324</b>	<b>\$ 437,508</b>	<b>\$ 2,760,142</b>	<b>\$ (68,529)</b>
								37.4%	48.9%	16.3%	102.5%	

WESTON PUBLIC SCHOOLS  
FY21 FINANCIAL REPORT

Nov-20

Period: 5 of 12

2017-2018	2018-2019	2019-2020	Object Code	2020-2021 Adopted Budget	2020-2021 Budget Transfers	2020-2021 Adjusted Budget	2020-2021 YTD Expended	2020-2021 Encumbered	2020-2021 Anticipated	2020-2021 Projected To EOY	2020-2021 Balance Available
Year-End Expense	Year-End Expense	Year-End Expense		Description							
419,131	491,849	472,391	7300	Equipment (7000's)		219,008	235,510	20,931	-	256,441	(37,433)
\$ 419,131	\$ 491,849	\$ 472,391		TOTAL EQUIPMENT	\$ -	\$ 219,008	\$ 235,510	\$ 20,931	\$ -	\$ 256,441	\$ (37,433)
							107.5%	9.6%	0.0%	117.1%	
83,509	80,845	91,658	8100	Other Objects (8000's)		92,029	70,160	4,329	17,540	92,029	0
19,461	25,969	21,888	8900	Dues, Fees and Memberships		27,395	7,430	9,331	10,634	27,395	0
\$ 102,970	\$ 106,814	\$ 113,546		Other Objects	\$ -	\$ 119,424	\$ 77,590	\$ 13,660	\$ 28,174	\$ 119,424	\$ -
				TOTAL OTHER OBJECTS							
							65.0%	11.4%	23.6%	100.0%	
(62,086)	(124,228)	(102,106)	9200	Revenues (9000's)							
(77,102)	(73,440)	(60,515)	9201	Technology Revenue		(74,207)	(19,906)	0	(54,301)	(74,207)	0
(16,318)	(20,127)	(15,914)	9202	Participation Fees, Athletics		(86,490)	(24,100)	8,649	(71,039)	(86,490)	0
			9204	Gate Receipts, Athletics		(14,500)	-	0	-	0	(14,500)
(706,015)	(690)	(655,410)	9205	Transportation Credits		-	(105,610)	0	-	(105,610)	105,610
(87,500)	(578,611)	(89,626)	9206	Excess Cost SPED		(650,455)	0	0	(650,455)	(650,455)	0
(43,584)	(87,101)	(68,171)	9207	Pre School Tuition SPED		(105,000)	(40,611)	0	(64,390)	(105,000)	0
(38,350)	(28,822)	(46,817)	9208	Regular Ed. Tuition		(30,304)	(29,912)	0	(392)	(30,304)	0
(30,000)	(44,580)	(39,600)	9209	Revenue from Town for Fields		(42,681)	0	0	(42,681)	(42,681)	0
	(30,000)	(24,112)	9210	Parking Fees		(45,000)	0	0	(22,500)	(22,500)	(22,500)
(17,500)	(65,983)	(2,706)	9212	Theater Receipts		(60,250)	0	0	(30,125)	(30,125)	(30,125)
	(15,500)	(6,947)	9215	Facility Use Rental		(17,500)	0	0	0	0	(17,500)
				Medicaid Revenue		(6,000)	(2,375)	0	(3,625)	(6,000)	0
				FY21 carryover funds							
				FEMA							
					\$0	(\$1,132,387)	(\$222,513)	\$8,649	(\$1,206,411)	(\$1,420,275)	\$287,888
\$ 50,969,360	\$ 51,946,734	\$ 52,148,792		GRAND TOTAL	\$ (1)	\$ 54,161,442	\$ 17,461,336	\$ 33,726,537	\$ 2,953,309	\$ 54,141,183	\$ 20,259
							32.24%	62.27%	5.45%	99.96%	0.04%

**DRAFT December 13, 2020**

**Town of Weston, Connecticut**

**Request for Proposal**

**Facilities Optimization Committee  
Project**

## **1. PURPOSE**

The Town of Weston, Connecticut (the “Town”), through its Facilities Optimization Committee (the “FOC”), is accepting proposals from qualified professional consulting firms (the “Consultant”) to provide professional services to the FOC related to the possible consolidation, expansion, closing, and/or renovation of Town educational facilities and certain Town administrative facilities, and the relocation of municipal and school staff offices located in those facilities. Interested Consultants shall possess extensive knowledge and experience in the fields of municipal facility planning, facility assessment, engineering and design, educational facility specifications and programming, cost estimation, and project financing and reimbursement. It is anticipated that the project will commence shortly after Consultant selection and contract execution. The estimated completion date will be late 3Q or 4Q, 2021.

## **2. OVERVIEW**

The lead entity for this work will be the FOC. The FOC includes the Chairs of the Town’s Board of Finance, Board of Education and Planning & Zoning Commission, other representatives of these bodies, and members of the public at large. The selected Consultant will work with and under the general direction of the FOC and its Chairman, Rick Bertasi.

The FOC was formed to determine if it is possible to modify the footprint of the school and Town facilities to optimize lifetime costs (capital, facilities, operating expenses, other Board of Education staffing and expenses), improve the learning environment, create appropriate synergies for Town and school staff, and ensure consistency with the Town’s Plan of Conservation and Development. The FOC will provide its recommendations to the Town’s Board of Education, Board of Selectmen, and Board of Finance for use in decisions regarding the long-term use of school and Town facilities.

### Educational Facilities Goals:

Roughly three quarters of the Town’s annual budget is allocated to the Board of Education’s needs. Accordingly, a critical focus of this project is to determine whether Town costs attributable to the Board of Education can be reduced or mitigated by decreasing the current four school buildings to three buildings and reallocating the grades and staff currently assigned to those four buildings accordingly.

The Town currently maintains the following four school buildings on one integrated campus:

- Weston High School (Grades 9-12)
- Weston Middle School (Grades 6-8)
- Weston Intermediate School (Grades 3-5)

- Hurlbutt Elementary School (Grades pre-K-2). (Hurlbutt also contains the Town's senior center.)

To date, the FOC has concluded that Weston High School and Weston Intermediate School should remain in place. It is considering whether the Town could reallocate students from the current configurations, use either Weston Middle School or Hurlbutt Elementary School as the surviving third school and achieve cost savings versus the current four-school configuration, without material negative impact to the current educational standards.

The two principal scenarios being considered currently are:

1. Close (and repurpose) Hurlbutt and house students in the remaining three schools in the following manner:
  - High School – Grades 9-12
  - Middle School – Grades 5-8
  - Intermediate School – Grades pre-K-4
2. Close (and, if possible, repurpose) the Middle School and house students in the remaining three schools in the following manner:
  - High School – Grades 9-12
  - Intermediate School – Grades 5-8
  - Hurlbutt – Grades pre-K-4

Based on current enrollment figures and projections, the FOC currently believes that it will not be possible to consolidate the four existing facilities into three facilities going forward without significant capital investment in one or more of the surviving facilities.

The FOC is prepared to consider alternative approaches to the above scenarios that might be identified by the Consultant.

#### Administrative Facilities Goals:

Additionally, this project will consider whether the Town's following administrative buildings can be reorganized with similar efficiencies in mind:

- Board of Education Central Office
- Annex (Containing Land Use, Social Services and certain School District Departments [PD]).
- Bus Depot (for school buses)
- Historic property known as "Jarvis". (Jarvis houses the Parks and Recreation Department, and is located in an Historic District)
- Town Hall (Also located in an Historic District)

The FOC has preliminarily determined that the Annex is approaching the end of its useful life. The Bus Depot should, if economically feasible, be repurposed and the buses moved to another location.



Relevant background studies and materials:

Background facility assessment documentation, which was completed in 2013 and 2017/18 by Silver Petrucelli Architects, and the most recent school enrollment projections, which were completed by Milone & MacBroom, are available on the Town website at the following links:

<https://westonps.org/district/facilities-3/feasibility-studies/>  
[need 2013 SP and Milone links]

Any potential solutions within those documents have been considered to date by the FOC in the course of arriving at this RFP. Within the documents is substantial baseline information on the physical condition, maintenance and improvement opportunities, which the FOC will rely upon as it further considers the alternatives for the Town. The documents foresee a need to replace any end-of-life features of the schools, repair any deferred maintenance capital items and potentially modify the school configuration if supported by future changes in enrollment.

The 2020 Plan of Conservation and Development (the “POCD”), approved by the Town’s Planning & Zoning Commission, is available for review on the Town website at the following link:

<http://www.westonct.gov/media/file/TownPlanFinal%2808-20-10%29ssnewpagenumbersize.pdf>

It should be noted that although the Town is exempt from regulation by its Planning & Zoning Commission, the POCD contemplates creation of an expanded commercial zone adjacent to Hurlbutt Elementary School on the school campus and recommends the repurposing of certain Town properties, and as such provides guidance for the FOC’s consideration.

### **3. SCOPE OF SERVICES**

#### A. Questions Presented and Analyses Required

- (i) Of critical importance to the study is the answer to the following question: Given school population trends and expectations, based on a high-level analysis, can the Town move from the four-school model currently utilized to a three-school model at a reasonable cost and timeline?
- (ii) If the answer to the preceding question is “yes,” the Consultant shall assist the FOC in producing a School Facilities Restructuring Plan containing an analysis of alternatives, and preliminary designs and cost estimates, for facilities consolidation, expansion, closing, and/or

renovation, in order to move to a three-school model, as well as the Consultant's recommendations regarding the foregoing. This analysis shall include comparing the cost of moving to three schools with continuing the current four-school configuration in a 10 to 20-year timeframe.

- (iii) Regardless of the answer to Question (i) above, the Consultant shall develop a plan to optimize the Town's non-school facilities described above under "Administrative Facilities Goals," including placement of Town personnel within such facilities. If the answer to Question 1 is "yes," then that plan could include placing non-school Town employees in Hurbutt Elementary School or the Middle School.
- (iv) Beyond modifications required to consolidate into three schools, are there facility enhancements, such as physical security, sustainability (e.g., carbon footprint, water and waste reductions), health and safety, daylight enhancements, MEP improvements or others that would be beneficial to conduct simultaneously with the required modifications to the schools or other Town facilities? And if so, at what cost/benefit?
- (v) Are there recommended renovations or alterations that would enhance students' 21<sup>st</sup>-Century learning environment?
- (vi) [AFTER 12/4 BoE Facility Committee meeting, INSERT answer to Q: What are the programmatic changes and other upgrades desired by the Board of Education, and what would be the capital requirements attributable thereto?]?

In (ii), (iii) and (iv) above, the Consultant shall account for probable hazardous materials abatement costs in proposed building renovations, based on facility age and any reports/data available from the Town.

In addition, the assessment of options needs to incorporate the potential timing for incurring additional capital investments, and the impact upon, and to be sensitive to, the financial situation of the Town. The Town's current debt service charges from previous school construction drop significantly beginning in the 2023-24 fiscal year and are extinguished by the 2025-26 fiscal year, which will influence the Town's ability and willingness to incur additional capital expenditures prior to those dates.

#### B. Components of Consultant's Services

The final scope of the Consultant's services, including deliverables, is anticipated to be clarified once proposals are received and reviewed and a Consultant is selected. At this point, the FOC contemplates that the services may include at least the following components:

- (i) Review existing documentation and studies, and research existing conditions, to create a broad assessment of existing facilities, noting building condition and/or code deficiencies. Using this information, develop a baseline scenario outlining a 10 – 20 year continuation of the status quo in which all facilities are brought to and maintained in good repair. Note that development of detailed building condition assessments is not considered part of the scope of this project, but some buildings may need limited engineering review as an update to prior assessments. Any updates of prior assessments which the Consultant deems required should be specified in the response and priced as an alternate.
- (ii) Taking into account the prior studies, as reviewed pursuant to (i) above, assess the function, space needs, and programmatic needs of each school (excepting Weston High School), and department or function, including projected enrollment requirements, to determine building net and gross area requirements to meet those programmatic needs.
- (iii) Study alternative school layouts, building plans, or building modifications (including those cited in 2.A(iv) above), to determine if existing or alternative layouts of the current schools have the capacity to accommodate the proposed school changes. Analyze parking and access issues for the selected layout(s) taking into account property lines, setbacks, wetlands and any other relevant limitations.
- (iv) Based upon the foregoing, study alternative Town administrative space layouts, building plans, or building modifications, to determine if existing or alternative layouts of the current Town facilities, including any vacated from the foregoing, have the capacity to accommodate the proposed changes. Analyze parking and access issues for the selected layout(s).
- (v) Identify short-term swing space options to accommodate ongoing operations with no impact to educational delivery if possible, and minimal disruption while buildings are in construction and/or renovation
- (vi) Prepare a preliminary assessment of options that lists, for each option, the following: pros and cons of each alternative and physical feasibility of each alternative. For the scenario(s) selected by the FOC for further analysis, prepare a projected cost (including design, construction and operating costs) of each alternative; effectiveness and benefits; relative importance/urgency of each of the identified needs; and comparison to the baseline scenario of the applicable current school and Town buildings, grade configurations and staff locations remaining in place.
- (vii) Recommend a preliminary project timeline or schedule from appropriation of funds through design, construction and phasing steps.



- (viii) Investigate and document potential funding sources available to the Town. These sources include but are not limited to eligibility for State reimbursements under various programs.
- (ix) Facilitate work/review meetings as necessary with the FOC and relevant Town Boards, the school administration and the Town Administrator, and provide project updates and/or recommendations throughout the project. Please specify minimum meeting expectations.
- (x) In coordination with the FOC, create and manage an efficient and effective public participation process, with a goal of achieving consensus among citizens of the Town relative to a long-term vision for the efficient and effective use of school and other municipal facilities, including but not limited to public meetings, digital and social media, mailings and assistance with the development of focused surveys.
- (xi) Review comparable information and data from DRG A schools, and other municipal or school systems of similar size or facing similar options, benchmark recommended options relative to such other districts in terms of efficient safe space utilization, and review said information with the FOC.
- (xii) Working with the FOC, integrate the above materials into a master Plan that will provide a framework for capital building projects with estimated project costs for the Town's Capital Plan. Prepare a Final Draft of the Plan and Executive Summary for presentation to the Board of Selectmen, the Board of Education and the Board of Finance in print and digital form, including a matrix of recommendations over the short, medium, and long term.

All recommendations must comply with the Town Charter, Board of Education policies and all relevant State and Federal requirements.

#### **4. GENERAL**

In order to be awarded this assignment, the selected Consultant must meet all State and Federal affirmative action and equal employment opportunity practices.

The Consultant shall obtain and maintain, at its sole expense, Professional Liability Insurance in a minimum amount of \$1,000,000. The Consultant shall also obtain and maintain, at the Consultant's sole expense, such insurance as will protect the Consultant from claims under Workers' Compensation and Comprehensive General Liability Insurance that will protect the Town from all claims of bodily injury, death or property damage which may arise from the performance by the Consultant or its employees in their functions and services to the Town. Limits of insurance shall be \$1,000,000 per occurrence, \$2,000,000 aggregate. Workers' Compensation shall be

in accordance with Connecticut Statutes. The Consultant shall, within five (5) days after the Notice of Award date, provide proof of this insurance. The Town shall be listed as an additional insured.

After review of the responses to this Request for Proposal (RFP), the FOC will conduct interviews of those Consultants it identifies as potential candidates. The following factors will be evaluated and weighted appropriately in the selection process:

- Technical competence of the Consultant
- Consultant's experience on similar projects
- Consultant's qualifications and experience of its key personnel
- Reputation of the Consultant based on references
- Consultant's ability to schedule the project within the time constraints
- Evaluation of the fee proposal

This RFP is not a contract offer. The Town reserves the right to (1) reject any and all proposals, and to reject any part of any proposal; (2) waive any informalities in any and all proposals deemed not in the best interest of the Town; and (3) negotiate with any Consultant any amendments to the contract. The Town may choose to award separate contracts for work defined herein to individual Consultants, if deemed in its best interest.

It shall be understood that the award made by the Town shall be final and conclusive and without recourse or appeal by the remaining Consultants. The award of the contract, if made, will be made within [ninety (90) days] after opening of the proposals (the "Notice of Award"). The Town will not award the contract to any Consultant that is in arrears or in default to the Town with regard to any tax, debt, contract or any other obligation. [Does the Town ask for any litigation a firm is involved in?]

The selected Consultant will be expected to execute a standard contract for professional services, as proposed by the Town, within fifteen (15) days following the Notice of Award. The Notice of Award does not provide any rights to the Consultant and does not impose on the Town any obligations. The Town may withdraw the award at any time, and for any reason, prior to the signing of the contract by the Town.

## **5. SUBMITTAL REQUIREMENTS**

a) Cover Letter: Interested Consultants shall submit a cover letter addressed to Jonathan Luiz, Town Administrator, Weston Town Hall, 56 Norfield Road, Weston CT 06883, signed by an authorized principal or partner of the Consultant, which provides an overview of the Consultant's proposal (the "Proposal"), as well as the name, title, phone and fax numbers, and email address, of the person to whom questions concerning the Proposal may be directed. **[To the extent that the**

**information requested below is duplicative of information previously provided by you as part of your response to the FOC's RFQ dated \_\_\_\_\_, 2020, such information need not be repeated in response to this RFP.]**

b) History and Resumes: The Consultant must include a brief history of the Consultant, including:

- Size and organization;
- Full legal name of the Consultant, including registered legal name if different;
- Ownership, including whether the company is a qualified minority owned enterprise;
- Presence in Connecticut and the surrounding States;
- Length of time the Consultant has been in business;
- Products and services offered by the Consultant;
- Resumes for all professionals to be assigned to the project, including resumes of any subcontractors and all professional licenses held by relevant principals and employees of Consultant; and
- Identification of the lead project manager[, who shall be a Certified Planner by The American Institute of Certified Planners].

c) Scope of Work: The Consultant shall provide a detailed Scope of Work that outlines various services it will provide for the project. All services not specifically mentioned in this document, which are necessary to ensure that the purpose and scope are met, shall be included in the Proposal. The Proposal, project schedule and scope of work shall reflect the number of anticipated meetings with the FOC, public meetings, and a list of all deliverables.

d) Experience and Ability to Perform: The Consultant shall provide examples of previous work on similar projects to demonstrate the Consultant's understanding and familiarity with projects of this type, including providing a list of similar projects for comparable Connecticut communities that have been completed in the last five (5) years. Examples shall include adequate details that demonstrate the Consultant's ability to meet the requirements and purpose of the project. The Consultant also shall identify projects of a similar nature that required dispute resolution, such as litigation, arbitration or mediation, involving the Consultant, and describe briefly the matter giving rise to the need for resolution.

e) Project Approach: The Consultant shall outline a proposed approach to the project, including information on community outreach and methodologies, consensus building and innovative approaches to facility closing, expansion, consolidation and/or renovation, and consolidation of municipal and school offices. The Consultant shall also specify whether it would propose to work with any specialist firms on the project, and provide relevant examples under References below of how those firms would benefit the project.

f) References: The Consultant shall provide a list of [at least three (3) previous contracts] which are similar to the Town's purpose and scope of services, including:

- Dates of contract and duration;
- Services performed and fees for services;
- Names and contact information of the lead professional and other professionals who performed services for the contract, including the names and contact information of subcontractors;
- Name, address, telephone numbers of clients who may be contacted for verification of information submitted;
- Statement as to whether projects were completed on time and within budget;
- Rough cost parameters of the Consultant's services; and
- Provide two industry references

g) Fees: The Consultant is requested to submit an estimated total cost for completion of the project. The fee proposal must include a breakdown of the fees, the allocated man hours and the anticipated completion dates of each major component as itemized in Section 3B. above, and a breakdown of any remaining tasks to be completed. Note that the specific reviews of Town administrative facilities and the bus depot are considered "add alternatives" which require price break outs such that these items may be included or excluded without impact to the balance of the scope and pricing.

## **6. SUBMISSION**

All respondents shall provide written confirmation of their intent to respond no later than 4:00 PM on January 25, 2021 to [insert group email for Rick, Gayle and maybe Jonathan? This way we know who is intending to respond, and they only have to send one email at that time.]

All proposals and the information required for this project must be submitted in sealed envelopes, clearly identified as "RFP for Facilities Optimization Committee Project", labeled with the name and address of the proposing Consultant, must be in a clear, concise and legible manner so as to permit proper evaluation, and must be submitted with five (5) paper copies and one (1) CD or USB copy to Jonathan Luiz, Town Administrator, Weston Town Hall, 56 Norfield Road, Weston CT 06883, no later than 4:00 pm on [February 5, 2021], at which time the proposals will be publicly opened. Proposals received prior to the time established herein for the receipt and opening of the same will be securely kept unopened. The Town officer whose duty it is to receive and open all proposals will decide when the specified time has arrived for the opening of same. No responsibility will be attached to any Town officer for premature opening of a proposal not properly addressed and identified.

Proposals submitted after 4:00 pm on [February 5, 2021], or not in accordance with these instructions will not be considered. Telegraphic or faxed proposals will not be considered. Any proposal may be withdrawn by a written, electronic or fax request received at least one hour prior to the hour fixed for opening the proposals. All costs

incurred in the preparation and presentation of the Proposal shall be wholly absorbed by the Consultant. Any material submitted shall become the property of the Town and therefore shall be subject to disclosure and be available for review under the Freedom of Information Act.

[The Town may, before or after the public opening of bids and in its sole discretion, modify, amend or terminate this RFP if the Town determines it is in the Town's best interest. Any modifications or addendums to, termination of, or questions and responses regarding this RFP shall be posted on the Town's website at [ INSERT ]. Each respondent is responsible for periodically checking the Town's website.

## **7. POINT OF CONTACT**

Any questions regarding this RFP shall be emailed prior to [DATE] to Rick Bertasi at [RBertasi@westonct.gov](mailto:RBertasi@westonct.gov). [add Gayle and Jonathan] Questions will not be accepted via phone.

[other Town requirements for RFPs?]

## ***ALTERNATIVE PATHWAYS***

### **DESCRIPTION**

*Alternative Pathways* provides students with a safe and supportive pathway to graduation and success that is based on individual student needs. Candidates for *Alternative Pathways* are students who experience social emotional difficulties that lead to anxiety and school avoidance that impede their learning in traditional ways, and require advanced academic support. *Alternative Pathways* empowers students so that they are able to fully participate in our school community and experience success.

*Alternative Pathways* focuses on both the social/emotional and academic challenges on a daily basis. The Alternative Pathways Social Worker is the coordinator of this program and the students' primary clinical support. The academic curriculum is aligned with WHS courses and provides individualized instruction for students to meet the credit requirements for a WHS diploma. Curriculum Instructional Leaders (CILS) in the core areas of math, science, social studies, and English are the teachers assigned to provide academic support. Coursework may take the form of small group instruction, virtual learning, academic classes in the school, or independent study in an area of interest. Students are encouraged to participate in WHS events including athletics, clubs, community service, theater, and other co-curricular programs.

### **FLEXIBILITIES OF THE PROGRAM**

- Students earn credits in alternative academics/electives/regular classes.
- Online/DL courses, depending on need.
- Provides student choice, which serves as a motivator.
- Encourages parental involvement.
- Ability to change programs based on data/student needs.

It will be an individualized, customized program with the following parameters:

- Eight total blocks
- Four blocks for services including counseling, support, transition, credit recovery, Health/PE, community service
- Four blocks for core academic courses of math, social studies, English, science

Staff would include one full time social worker, one paraprofessional, .8 FTE academic teachers. The academic teachers assigned to the program would be .2 FTE of the CILS teaching schedules. CILS are most familiar with all of the courses and can deliver curriculum in their area. This reallocation of their teaching schedule does not affect their CIL responsibilities.

## BUDGET

Effective School Solutions, a contracted service provider at Weston High School for the past five years is approximately \$300,000. Our proposed program is approximately \$251,000 and includes the following:

- One social worker FTE (Masters + 7 = \$72,475 + benefits \$27, 000 = \$99,475).
- .8 FTE academic teachers (English, social studies, math, science \$85,000). The WHS staffing budget has been reduced .8 to cover this cost.
- One paraprofessional (first step = \$25/hour x 8 hours = \$200/day x 190 days = \$38,000 + \$22,000 benefits = \$60,000).
- Online courses \$5,000.
- Miscellaneous supplies \$1,500.

Overall Total: \$250,975

**SAMPLE BELL SCHEDULE, PERIOD ROTATION, & LUNCH**

BLOCK	A	B	C	D	E	F	G	H
1 7:45 – 8:41	3	1	2	1	4 MATH	2	1	2
2 8:46 – 9:42	4 MATH	2	1	2	3	1	2	1
3 9:47 – 10:43	5 ENGLISH	6 SOCIAL STUDIES	3	3	6	5 ENGLISH	3	3
4 10:52 – 12:28	6 SOCIAL STUDIES	5 ENGLISH	4 MATH	4 MATH	5 ENGLISH	6 SOCIAL STUDIES	4 MATH	5 ENGLISH
5 12:33 – 1:29	7 SCIENCE	8 CREDIT RECOVERY/ ADAPTIVE PE/HEALTH	7 SCIENCE	5 ENGLISH	8 MATH	7 SCIENCE	8 CREDIT RECOVERY/ ADAPTIVE PE/HEALTH	
6 1:34 – 2:30	Community SERVICE	7 SCIENCE	Community SERVICE		7 SCIENCE	8 Community SERVICE	7 SCIENCE	6 SOCIAL STUDIES
<b>DROP</b>	<b>1 &amp; 2</b>	<b>3 &amp; 4</b>	<b>5 &amp; 6</b>	<b>7 &amp; 8</b>	<b>1 &amp; 2</b>	<b>3 &amp; 4</b>	<b>5 &amp; 6</b>	<b>7 &amp; 8</b>

\*Periods 1, 2, 3, 8:  
 Counseling  
 Transition  
 Adaptive PE  
 Academic Support  
 Credit Recovery  
 Electives

Periods 4,5,6,7:  
 Core Academics



**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 21, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion of CREC Teacher Residency Program 2021-22

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

We will introduce to the BOE for discussion on Monday, December 21, 2020 the possibility of the WPS participating in the CREC Teacher Residency Program for 2021-22. This is an innovative program drawing together districts from across the state, with a local hub of Southern Fairfield County districts facilitated by CES, to increase the pool of teachers of color in the elementary grades (K-5). As background for the discussion, we are posting two sets of information:

- 1) Program Description -- We have attached the most recent PowerPoint from CREC explaining the program in detail. We will present this material to the BOE on Monday, December 21, 2020.
- 2) Letter of Intent and Cover Email -- Districts had to submit a Letter of Intent as of December 11, 2020 to hold places in the program. As noted in the cover email we sent with the Letter of Intent, we are able to withdraw from participation up until April 1, 2021 if funding or other factors prevent participation.

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



A New Generation of Teachers  
Regional Information Meetings  
2020-2021  
Teacher Residency Program



# A New Generation of Teachers





# Introductions

Please share your:

Name;

District;

Position and pick one:

How you personally relate to today's conversation?

What do you know about CREC TRP?

What do you want to learn about CREC TRP?

# Regional Update

What is the state of the districts in the Southeast Region with regard to the work around Diversity, Equity and Inclusion?





# CREC Teacher Residency Program Overview



# A New Generation of Teachers

In 2019, 43.7% of Connecticut's students were children of color but only 8.4% of educators were teachers of color.

The Connecticut Department of Education's Minority Teacher Recruitment Task Force set a goal to hire 1,000 black and Latino teachers and school leaders before 2021.

In 2017 all of the teacher certification programs in the state combined only certified 22 new teachers of color.





# A New Generation of Teachers



The mission of the Teacher Residency Program is to provide college graduates with an alternate route to elementary certification based on a residency model that focuses on recruiting, preparing, increasing and sustaining teachers of color in elementary schools in Connecticut.

## Requirements:

- Demonstrated commitment to diversity in the field of education
- Experiences with marginalized populations
- Bachelor's degree required
- Undergraduate GPA of 3.0 or greater\*



# What is TRP?

The CREC Teacher Residency Program is an alternate route to elementary certification program that embraces a different approach to attract and retain teachers of color (residents):

- TRP minimizes barriers to traditional certification program admission
- Residents participate in [courses](#) for 18 months
- Residents work for one school year with a mentor teacher while receiving pay and benefits.
- Residents are guaranteed a full-time teaching position upon completion of the program and certification requirements

# Our First Two Cohorts

## Class of 2020

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11 residents

75% black; 16.7% latinx;

5 males; 6 females

8.3% two or more races

\*The Class of 2020 started with 12 students.

## Class of 2021

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15 residents

73% black

5 males; 10 females

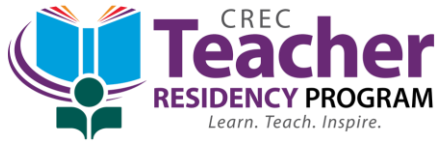
27% latinx



# Five-Year Goals

- ❖ To increase the number of teachers of color in CREC schools through this program by ten teachers per year.
- ❖ To increase the number of teachers of color by 15 teachers per year per site.
- ❖ To quality certification pathways that minimizes barriers and maximizes success in 2 additional endorsement areas.
- ❖ To make a significant contribution to the CSDE state goal by expanding programming to 7 additional sites in Connecticut.
- ❖ To secure state, district and private funding to support fidelity of the residency model and commitment to teachers of color.





# District Partnerships

# Total Cost of Program

<b>Sites/Cohorts</b>	<b>Number of Residents</b>	<b>Total Cost of Program by # of Sites</b>
1	15	\$1,310,034
2	30	\$2,325,084
3	45	\$3,390,803
4	60	\$4,396,033
5	75	\$5,389,051
6	90	\$6,442,796
7	105	\$7,440,166
8	120	\$8,444,734



# A Sustainable Model to Move Forward

District Participation \$65,750 per resident including:

Partnership fee \$10,750 (includes resident and mentor recruitment, evaluation, training, coaching and support)

Resident salary and benefits of about \$49K:

- Hourly equivalent of \$28k for 1 year
- Two \$2000 resident summer stipends
- District benefits package

Mentor stipend \$6,000

Materials Cost - \$2950\* per resident

Includes:

Books and Materials

Laptop (new or refurbished)

Assessments

240 Tutoring

\*The cost for coursework is spread across district and RESC Partners.

This is based on no grant of philanthropic support. Additional monies will be applied to offset the costs for Residents, then districts, then RESCS as applicable

For 2019 we raised \$288,000 to offset costs. .

RESC Support -  
\$45,000 per RESC

(dependent on number of total sites)



# Services and Benefits

## Services

- Program management and support for central office
- Resident Screening and Selection
- Information Sessions for Potential Residents and Mentors
- Resident coaching, evaluation and support
- Mentor teacher screening and selection
- 5 Days of Mentor Training
- Mentor coaching and support
- Two 1/2 Day principal training on diversity, equity and inclusion
- Quarterly Partnership Newsletter
- Monthly Residency Newsletter

## Short Term Benefits

- Improves the experiences for students of all racial backgrounds
- Resident classrooms have two adults serving one group of students.
- Residents are highly trained by your staff for one full year prior to becoming a certified teacher.
- Mentors increase their capacity as teachers and as a coach.
- Creates a pipeline to move high performing staff to certified teachers

## Long Term Benefits

- Increases the cultural competency of residents, mentors and principals.
- Increases the diversity and inclusion of teachers of color and closes the gap between students of color and teachers of color
- Increases the quality and retention of newly hired teachers
- Increases student achievement in diverse classrooms.



# District Commitments

The District shall:

- ❖ Fully support x # or residents from the hiring process through the completion of the first year as a certified teacher.
- ❖ Participate in the recruitment of appropriate candidates for application to the Program for Resident and Mentor Teacher positions.
- ❖ Determine salaries for Residents and mentor Teachers.
  - Determine the employee classification for Residents and pay rate. Resident pay should not to be less than \$28,000.
  - Agree to paying or supporting an evaluation stipend of \$2000 to be paid in August of the first and second summer of the program to residents.
  - Agree to pay a mentor Teacher commensurate with the expectations and not less than \$6,000.



# District Commitments

## Cont.

- ❖ Work collaboratively with CREC to select candidates
- ❖ Complete hiring process for Residents and Mentor Teachers
- ❖ Provide compensation and benefits for Residents and Mentor Teacher
- ❖ Provide release time for Residents and Mentor Teachers
- ❖ Provide a District central office contact who will be responsible for Program implementation
- ❖ Offer Residents who have completed Program requirements a full-time position as an elementary school teacher

# Internal Next Steps

1. Identify Internal Capacity

2. Communicate with Board\*

District data and  
research

District efforts in MTR

Program benefits

District outcomes

3. Review and add to MTR Plan

\*Documents will be provided

3. Communication with Union

Resident Position\*

Guarantee Year 1

Mentor Teacher

Responsibilities\*

Year 1 Sponsor Teacher\*

4. Identify Funding Source

5. Draft and Submit Letter of Intent\*

6. Garner Community Support



# Funding Opportunities

## **Currently Seeking:**

Grants

Business Partnerships

Foundations

State Appropriations

## **District Costs can come from:**

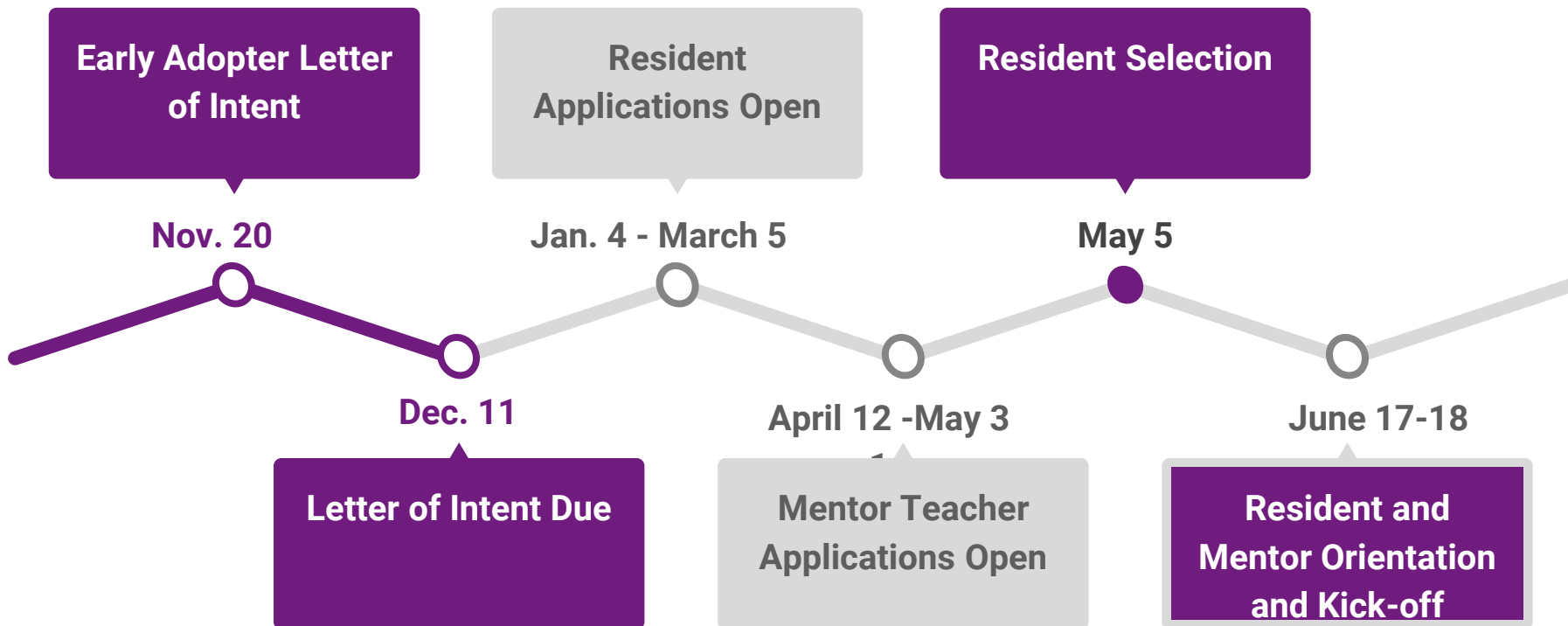
Title II, Title IV (up to 100% can be transferred to T2 under ESSA)

Alliance District Funds

District Budget

Open Choice

# Timeline 2020-2021





# Questions to Consider

What is your capacity to build a diverse staff?

Who will support? Who will oppose?

What conditions will be necessary to participate?



# For More Information:

Website - [www.crec.org/c/trp](http://www.crec.org/c/trp)

## **Contact:**

Marlene Megos

Director

CREC Teacher Residency Program

Cell (860) 604-4383

Office (860) 240-6618

[mmegos@crec.org](mailto:mmegos@crec.org)

Ushawnda Mitchell

Coordinator

CREC Teacher Residency Program

Cell (860) 803-3269

Office (860) 247-2732

[umitchell@crec.org](mailto:umitchell@crec.org)

Schedule a meeting with us: <https://calendly.com/mmegos/crectrp>

From: **William McKersie** <[williammckersie@westonps.org](mailto:williammckersie@westonps.org)>  
Date: Fri, Dec 11, 2020 at 4:31 PM  
Subject: TRP Letter of Intent 12.11.20  
To: <[mmegos@crec.org](mailto:mmegos@crec.org)>, <[dvanwyngaarden@crec.org](mailto:dvanwyngaarden@crec.org)>  
Cc: Anthony Pesco <[anthonypesco@westonps.org](mailto:anthonypesco@westonps.org)>, Ken Craw <[KennethCraw@westonps.org](mailto:KennethCraw@westonps.org)>, Jen Ryan <[JenRyan@westonps.org](mailto:JenRyan@westonps.org)>, Phillip Cross <[phillipcross@westonps.org](mailto:phillipcross@westonps.org)>

Marlene,

I am pleased to send you the required Letter of Intent for the participation of the Weston Public Schools in the 2021-22 Cohort of the CREC Teacher Residency Program. We are stating our intent for two residents.

I must note that WPS leadership discussed the clarification you provided in the December 9, 2020 information session that school districts could withdraw from the program prior to April 1, 2021 if anticipated budget sources are not available. This flexibility proved essential for us to submit the Letter of Intent. As you know, Weston, like other CT school districts, develops its budget in five phases: Administration Recommendation; BOE Review and Adoption; Board of Selectmen Review and Endorsement; Board of Finance Review and Approval; and, Town Referendum Final Vote. Given difficult financial times, even for Weston, we may find at any of the first four phases that we have to remove funding for TRP. We sincerely hope this is not the case, yet I want to be transparent.

Jen Ryan will be our contact person for you. She is noted as such in the letter, and cc'd with this material.

Thank you for your leadership on this vital initiative for all CT students now and in the future.

Bill

William S. McKersie, Ph.D.  
Superintendent  
Weston Public Schools  
24 School Road  
Weston, CT 06883  
[williammckersie@westonps.org](mailto:williammckersie@westonps.org)  
<http://www.westonps.org/>  
**Follow us on Twitter - @WestonPS**



# Weston Public Schools



WILLIAM S. McKERSIE, PH.D.  
williammckersie@westonps.org

Superintendent of Schools  
24 School Road  
Weston, Connecticut 06883-1699

Telephone: (203) 221-6580  
FAX: (203) 221-1253

December 11, 2020

Ms. Marlene Megos  
Director, CREC Teacher Residency Program  
Capitol Region Education Council  
111 Charter Oak Avenue  
Hartford, CT 06107

Dear Ms. Megos,

We are pleased to acknowledge our intent to participate as a partnering district in the 2021-2022 Cohort of the CREC Teacher Residency Program associated with the (ACES, CES, CREC, EASTCONN, EdAdvance or LEARN) regional service center, and pledge to support **two** residents in the 2021-2022 school year. We understand and agree to support the effort to raise legislative and private partnership funds to offset the costs of this program and yet, in our intent, acknowledge the maximum cost as described.

As part of this intent to participate, we agree to:

- Allocate the equivalent of \$65,750 per resident in our budget, Alliance, Title II or Title IV (transferred to TII) funds for the 2021-2022 school year. The \$65,750 will include:
  - an hourly wage consistent with district non-certified staff (not to be less than \$20.55 per hour and equivalent to \$28,000) for the school year
  - \$4000 evaluation stipend for the resident
  - Resident benefits package
  - \$6,000 mentor stipend
  - \$10,750 administration and support fee paid to CREC Teacher Residency Program
- Publicly announce our participation in the program and allow CREC Teacher Residency Program to share this information;
- Work collaboratively with CREC Teacher Residency Program to recruit, select and bring residents and mentors into the program;
- Engage with elected officials and private sector funders to fiscally support this program through opportunities arranged by CREC Teacher Residency Program; and
- Identify a district contact who will oversee the program.

We understand that the program for a resident consists of coursework, a full year residency and a guaranteed certified teaching position after 14 months if the resident meets all certification requirements. The residency and guaranteed position will be in grades 1-6 in one of our elementary schools. In the

Weston Public Schools

*Empowering Each Student to Achieve Success and Contribute to Our Global Society*

event that the resident(s) meet all certification requirements and there are no openings in our district in grades 1-6, we will work with the partner districts to secure a position for the resident.

Once our budget is secured or at the latest by April 1, 2021, we will fully execute a partnership agreement with the CREC Teacher Residency Program. In that agreement and to fulfill the program, we will plan uphold the tenets of the partnership agreement while CREC and RESC partners will provide the coursework, program management; recruitment, screening, selection of residents and mentors; coaching, evaluation and support; training for mentors, residents and principals; and regular communication. We will also let CREC know immediately if the funding for the program has been reduced from the budget and expect to hear from CREC if funding has been secured from other sources.

Our district contact for this program is Jen Ryan, Human Resources Manager, [jenryan@westonps.org](mailto:jenryan@westonps.org), 203-221-6553. We look forward to this partnership to recruit, certify and retain elementary teachers in our district in the coming year.

Sincerely,



William S. McKersie, Ph.D.  
Superintendent

Cc: Dr. Anthony Pesco, WPS Board of Education, Chair  
Dr. Kenneth Craw, Assistant Superintendent  
Mr. Philip Cross, Director of Finance & Operations  
Ms. Jen Ryan, Director of Human Resources

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 21, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion of CREC Teacher Residency Program 2021-22

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

Updated Executive summary of CREC Teacher Residency Program for Board review and discussion.

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

# I

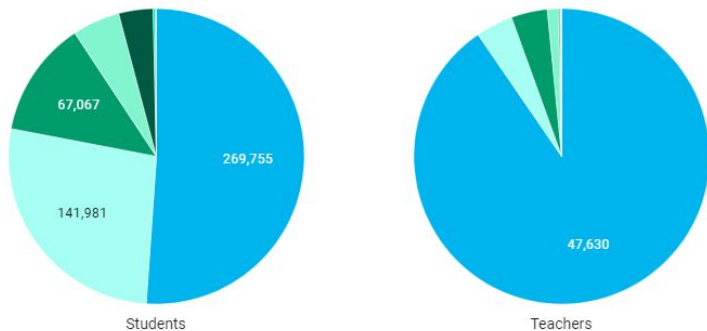
## A STATEWIDE COMMITMENT TO TEACHER DIVERSITY

Governor Lamont & the Connecticut State Department of Education (SDE) are committed to increasing the racial, ethnic, & linguistic diversity of Connecticut's teaching workforce. The Minority Teacher Recruitment Task Force set a goal to hire 1,000 certified educators of color before 2021. We still need 208 teachers to meet this goal.

### Racial Makeup of Teachers and Students in Connecticut Schools

A breakdown of the racial makeup of students and teachers in 203 Connecticut school districts based on data from the 2019-2020 school year.

■ White    ■ Hispanic/Latino of any race    ■ Black or African American    ■ Asian    ■ Two or More Races  
■ American Indian or Alaska Native    ■ Native Hawaiian or Other Pacific Islander    ■ Not Reported



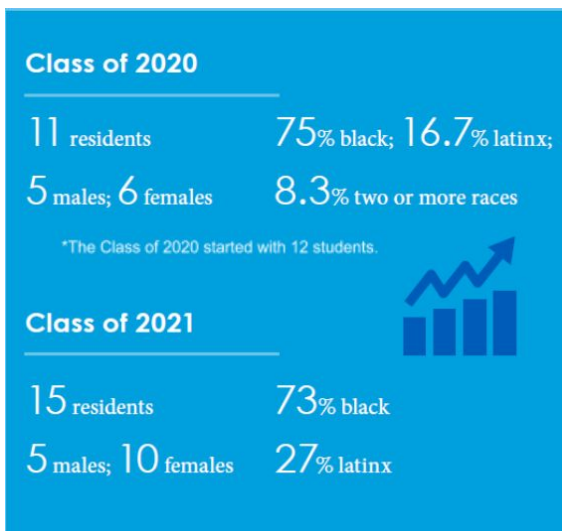
This visualization does not include teachers listed for the Department of Aging and Disability Services (31) and Shared Services (21) District, where student data was not available.

Chart: Thea DiGiammerino • Source: <http://edsight.ct.gov/SASPortal/main.do> • Get the data • Created with Datawrapper

**In 2019, CREC, with CSDE support, launched the Teacher Residency Program, designed to recruit and retain teachers of color. Our residency model provides hands-on training for underemployed or unemployed adults with a pathway to a lifelong career and economic stability. Participants who obtain certification have the potential to increase their yearly income by 56% as a first year teacher.**

The CREC Teacher Residency Program (TRP) is an alternate route to elementary certification program that embraces a different approach to attract, certify and retain teachers of color (residents) in that residents:

- Participate in courses for 18 months (summer, Saturdays and evenings).
- Work for one school year side-by-side with a mentor teacher while receiving pay and benefits.
- Are guaranteed a full-time teaching position upon completion of the program and certification requirements.



### A New Generation of Teachers



**Jared Willis, Resident, Class of 2020**

Residents will be certified in Connecticut to teach grades 1-6.

Research supports that Increasing Diversity:

- Improves the experiences for students of all racial backgrounds
- Decreases drop-out rates for low income students
- Decreases discipline actions for students of color
- Increases expectations for all students
- Increases student achievement
- Creates a role model effect

Sources: [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#) and [Why We Need a Diverse Workforce](#)



Initially funded by:

**RESC Alliance**  
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS



**VISTRA**  
ENERGY

**newschools**  
venture fund

## Intended Districts for 2021-2022

### Site 1 (ACES)

- ACES\*
- Hamden
- Region 15

\* Early Adopters

### Site 2 (CES)

- CES\*
- Darien
- Fairfield\*
- Stamford
- Weston
- Westport\*

### Site 3 (CREC)

- Bristol\*
- CREC\*
- Ellington
- Granby\*
- New Britain\*
- Vernon

### Site 4 (LEARN)

- East Lyme
- Groton
- Guilford
- LEARN\*
- Ledyard\*
- Norwich\*
- Waterford\*

Other Interested Districts: New London, Meriden, Stonington, Branford, Naugatuck, Stratford, Norwalk, Southington, Wilton, Glastonbury, Portland, South Windsor,

**The cost for district participation is \$65,750 per resident and covers the:**

Partnership fee \$10,750 (includes resident and mentor recruitment, evaluation, training, coaching and support)

Resident salary and benefits of about \$49K:

- Hourly equivalent of \$28k for 1 year
- Two \$2000 resident summer stipends
- District benefits package

Mentor stipend \$6,000

In 2021-2020, we are planning four sites in partnership with ACES, CES, CREC, and LEARN. The cost for four sites is approximately \$4.5 million for up to 60 new teachers of color across Connecticut.

### Funding will support:

Resident Tuition

Mentor Stipends

Resident Salary and Benefits

Program Staff

Program Materials

Resident Books and a Laptop

Required Assessments

Mentor, Principal & Resident Training Sessions

Program Evaluation

Marketing and Communication

To further meet the needs of districts and address teacher shortage areas, we plan to expand to add two additional endorsement areas and four more sites in the coming years.



*"CREC's Teacher Residency Program allowed me to fully immerse myself into the role of a teacher. Unlike any other teacher certification program, working alongside my master teacher for an entire school year has increased my ability, confidence, and toolkit needed to be both culturally relevant and equitable. I couldn't imagine being part of any other program besides this one. CREC's TRP is committed to equipping me to be an educator that is fully invested in changing the lives of students, one classroom at a time."*

– Cyemone Douglas

### For More Information:

**Marlene Megos**

**Director**

**CREC Teacher Residency Program**

**(860) 604-4383**

**[mmegos@crec.org](mailto:mmegos@crec.org)**

**[www.crec.org/c/trp](http://www.crec.org/c/trp)**

**[Watch Our Video](#)**

## **Communications Committee Meeting**

October 15, 2020 - Via Zoom

### Members Present:

Ruby Hedge  
Hillary Koyner  
Taffy Miller

### **1. Call to Order**

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

### **2. Approval of Minutes**

Discussion:

September minutes were approved.

### **3. Website Update**

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

Technical changes to be made to the website:

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

### **4. Revised Brochure Update**

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

Technical changes to be made to the brochure:

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

### **5. Discussion on Upgrading BOE Meeting Space**

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

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

**5. Adjourn** 10:25AM



## **Communications Committee Meeting**

November 12, 2020 - Via Zoom

### Members Present:

Ruby Hedge  
Hillary Koyner  
Taffy Miller

### **1. Call to Order**

Taffy Miller called the meeting to order at 9:01AM. In attendance, William McKersie, Ph.D., Superintendent of Schools, Daniel DiVito, Director of Technology, and Jen Ryan, HR Manager

### **2. Approval of Minutes**

#### Discussion:

October minutes were approved.

### **3. Website Update**

Discussion: Mr. DiVito began by showing the committee the new Weston PS Facebook page, and the link he posted to the website. It was decided that Mr. DiVito would send out a note to all families with the Facebook link. The committee then discussed if the Facebook events page should be used and by whom. It was decided to hold off on using the events as it doesn't link directly from the website calendar. Mr. DiVito discussed the updates made on the front page of the website, the photo tiles from Instagram and updates to the Prospective Families and Realtors page.

### **4. Revised Brochure Update**

Discussion: Dr. McKersie discussed the updated and shared WPS Brochure. While still waiting for new photos, the text was updated and the brochure will be posted and sent to town hall. Once we receive the new photos it will be edited and reposted. Ms. Hedge also asked the Dr. McKersie to send out the statistical profile and matriculation list to families as a positive email blast.

### **5. Discussion on Upgrading BOE Meeting Space**

Discussion: The committee then discussed upgrading the BOE Meeting Space. It was decided to look at just the audio upgrade and work into a different budget year the upgrading of the video equipment. The committee then discussed other uses for the new system, such as other public meetings, student gatherings or groups. This discussion to improve the audio system will next move to the Facilities Committee.

### **6. Other Business**

Discussion: Ms. Hedge stated that Rich Rudl, Weston's former Director of Finance, mentioned that the new bus company would provide an app for parents to check on their student's bus. Mr. DiVito will follow up with Phil Cross about this.

### **5. Adjourn 10:05AM**



**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** November 16, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Curriculum Committee Minutes

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

October 2020 Curriculum Committee minutes for Board review.

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

## **Curriculum Committee Meeting**

October 14, 2020 9:00 a.m.

Via Zoom

### **1. Call to Order**

The meeting was called to order at 9:14 am

#### Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

#### Present Administration:

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

#### Members of the Public:

Anthony Pesco, Ruby Hedge, K. Esslinger

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

Discussion:

The Curriculum Instructional Leaders and Principals presented on Inclusive Curriculum

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

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

### **3. Follow up discussion regarding modifications to school scenarios**

Discussion:

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

### **4. Approval of May and September 2020 Minutes**

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

**2 Yeas - 0 Nays.**

### **5. Other curricular issues**

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

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

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

Respectfully submitted,

June Curiano

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 21, 2020

**Information Only**

**Action Requested**

**Agenda Item Subject:** Committee Reports

**Submitted by:** Kenneth Crow

**Document Summary/Purpose and/or Recommended Action:**

November 11 Curriculum Meeting minutes for Board approval.

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

## **Curriculum Committee Meeting**

November 11, 2020 9:00 a.m.

Via Zoom

### **1. Call to Order**

The meeting was called to order at 9:00 am

#### Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

#### Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal

#### Members of the Public:

Ruby Hedge, Kristana Esslinger

### **2. Follow up discussion regarding modifications to school scenarios**

#### Discussion:

- Mr. Doak updated the Committee on the first two weeks of the full day hybrid schedule following the usual A-B schedule. Team leaders and teachers continue to work on how to manage on-screen time with students at home.
- It was noted that VDL families have expressed some loss of VDL support time. WMS team leaders are working with teachers on this as well.
- Committee members discussed possibly surveying VDL families.
- The Committee also discussed the quarantine scenario of a sibling of a sick or COVID-exposed student. The District is eliminating the five-day absence requirement. Going forward it will take only 24 hours to turn around.
- If the District were to go to full remote learning, grades K-8 would utilize a similar schedule to what is currently in use.
- Ms. Wolak discussed the Extended Day Hybrid Schedule that will go into effect on Monday, November 16. She highlighted the plans and accountability for the Extended Learning Hour for student support.
- The high school would also follow this new schedule if the district were to go to full remote learning.

### **3. Follow up discussion on district goals for promoting an inclusive and culturally responsive curriculum**

#### Discussion:

- The district has partnered with Connecticut Center for School Change (CCSC) to support the district goal of diversity, equity and inclusion (DEI). CCSC will conduct a series of workshops with WHS and WMS. The District has chosen to focus primarily at the secondary level for these workshops.

## **DRAFT**

- A professional development that includes all grades K-12 will take place at the March 22, 2021 PD day.
- The CCSC will also work with the Leadership Team starting in December.
- Committee members took a moment to discuss the need for follow up on the WEF grant offer to support district goals of diversity, equity and inclusion.

### **4. K-5 Reading Update**

Discussion:

Committee members had a brief discussion on the Calkins whole-language method on teaching reading and writing versus teaching phonics. Principals Kaddis and Falber each spoke on the Weston approach, which has always maintained a balance between the whole-language approach and phonics.

### **5. Approval of October 2020 Minutes**

Discussion:

At the October meeting, Dr. Pesco brought up to the Committee that WEF has offered to support the DEI goal. Committee members asked that this be noted in the October minutes.

**Motion Passed:** With a motion by Taffy Miller and second by Gina Albert, the October 2020 minutes were approved with noted amendment.

**3 Yeas - 0 Nays.**

### **6. Other curricular issues**

Discussion:

Committee spoke about bringing a discussion on 6<sup>th</sup> grade math placement to the next meeting.

No other items were put forth for discussion. Meeting was adjourned at 10:50 a.m.

Respectfully submitted,

June Curiano

**Minutes  
Facilities Committee  
December 4, 2020**

Present:

Tony Pesco, Committee Chair  
Victor Escandon, Committee Member  
Phil Cross, Director of Finance and Operations  
Mike DelMastro, Director of Facilities

Absent:

Ruby Hedge, Committee Member  
Dr. William McKersie, Superintendent of Schools

Guests:

Gayle Weinstein, Facilities Optimization Committee  
Rick Bertasi, Facilities Optimization Committee  
Richard Wolf, Weston Building Committee  
Joe Stromwall, Weston Building Committee  
Gene Burke, Veolia

The meeting was called to order by Mr. Pesco at 9:05 a.m.

The Committee discussed the following items regarding an update from the Town of Weston Facilities Optimization Committee:

- Ms. Weinstein reported that the Optimization Committee is preparing to issue an RFP for a consultant to provide professional services related to the possible consolidation, expansion, closing, and/or renovation of Town educational facilities and certain Town administrative facilities, and the relocation of municipal and school staff offices located in those facilities. The Committee is targeting January 11, 2021 as the date to issue the RFP.
  
- The Facilities Committee agreed that the Board of Education should review and prioritize any programmatic changes and upgrades that would be required, and forward those over to the Optimization Committee before January 11<sup>th</sup>.
  
- The Optimization Committee will present their final RFP at the December Board of Education meeting.



The Committee discussed the following items regarding a Zenon plant overview with Veolia

- Mr. Burke provided the Committee with an overview of the components of the plant which have been replaced since 2018 when Veolia took over operations. Additionally, he noted what may need to be replaced in the near future. The UV system will be replaced and upgraded over the next month, and the EQ pumps may need to be replaced over the next couple of years. The backwash pumps may also require upgrading over the next 2-5 years. The total cost to replace both the EQ and backwash pumps is approximately \$8,000. Mr. Burke added that he could work up schedule which includes items already replaced as well as those that may need to be replaced, with replacement date, expected lifespan, etc.
- Mr. Stromwall recommended connecting the alarm to the SKADA system, and also ordering another EQ pump to keep on hand in case one failed again. Mr. Burke will find out what the cost and lead time for the EQ pump is.

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

- Mr. Wolf reported that the high school façade repair is completed, with the exception of the staining of the concrete patches. A report will be prepared and presented to the Board of Education of recommend maintenance procedures over the coming years. He also reported that at the next Building Committee meeting, there will be a presentation by design engineers for mechanical upgrades to the old high school gym. The design work is expected to be completed by the middle of January.
- Mr. Wolf informed the Committee that at the previous evening's Board of Selectmen meeting, the Building Committee received authorization of \$5,000 to conduct a study for the intermediate school's precast concrete sill repairs. Mr. Wolf recommended that the sill repairs be conducted during the 21/22 school year, not 22/23.

The Committee discussed the following items regarding the capital budget:

- Mr. Cross and Mr. DelMastro walked the Committee through a draft of the capital budget, which includes projects slated for FY 22, 23, and 24. Among the projects included for FY 22 are replacement of the new gym floor at the high school, replacement of the old gym air handler units, windows and lights also at the high school, and replacing or rebuilding the elementary school's North House gym air handler unit. The intermediate school's window sill repairs will be moved to FY 22 as well.
- Mr. DelMastro reported that any major projects for the middle school and elementary school were not included in the budget as they are pending town-wide strategic development decisions. Mr. Pesco suggested creating a list of these projects because if there are any projects that absolutely need to be done at either of these schools, they

should be mentioned, as any projects stemming from the Facilities Optimization Committee could take years to complete.

The Committee discussed the following items regarding other business:

- Mr. Wolf reported that the Town Sidewalk Committee will be presenting to the PZ Commission on December 7<sup>th</sup>, and all bid documents for the project are completed. Work on the sidewalks is scheduled to begin in the spring or summer of 2021.

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

- The Committee approved the November minutes.

There being no further business to discuss, the Committee adjourned at 10:27 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes**  
**Finance Committee**  
**November 13, 2020**

Present:

Gina Albert, Committee Chair

Ruby Hedge, Committee Member

Victor Escandon, Committee Member

Dr. William McKersie, Superintendent of Schools

Phil Cross, Director of Finance and Operations

Public:

Tony Pesco, Weston Resident

The meeting was called to order by Ms. Albert at 9:01 a.m.

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

- Mr. Cross reported a projected fund balance for FY 2021 of \$5,715.
- Mr. Cross informed the Committee that based on the most recent projection, the unanticipated expenditures for the current fiscal year are \$1,143,152. Of this amount, \$983,347 can be directly attributed to COVID 19. The remaining \$159,805 is the cost to add new sections at HES and WIS. Between funding from the Cares Act, the Corona Virus Relief Fund, FEMA reimbursement, and the non-lapsing account, the District would only have to pay \$260,176 of the COVID expenditures. Regarding the costs for the additional sections, the Open Choice Grant would pay for \$80,000. Additionally, the District should be able to cover the remaining costs for the new sections, plus a shortfall in the foodservice account, through salary savings in other areas.
- Mr. Cross reported that regarding health insurance, as compared to budgeted census levels, there have been several changes that have enabled the District to cover new staff within the budget, with a small deficit of (\$1,408). Additionally, the District learned that it would be receiving a refund from the previous health insurance provider – Aetna – in the amount of \$25,248.36.
- Mr. Cross informed the Committee that he's anticipating that legal fees will be over budget this fiscal year. The Committee agreed that it would be beneficial if the District's legal representation, as well as the District's Director of Pupil Personnel Services, provided an update to the entire Board in executive session in December.

- Mr. Cross reported that in the Zenon plant, the motors for the effluent pumps have gone down, so right now the treated water is being pumped daily since it can't get to the leaching field. Because of the longer than usual lead times for the pumps, it is anticipated that the new pumps will be installed mid to late November. The estimated cost for these repairs and pumping will be approximately \$38,725. To cover the cost of this, funds from the repair allowance account will be used for the repair.
- Regarding transportation, Mr. Cross reported that the State allowed Districts to use some additional days for professional development. Because of this, the District will operate for 177 days instead of 180. Since transportation will not be needed on those days, the District will save approximately \$27,000. Additionally, the District has received credits totaling \$78,644 due to some billing errors on the bus company's part. These credits will be used to offset the projected deficit in legal fees. SPED transportation costs are tracking to budget.
- Mr. Cross informed the Committee that regarding revenue, the District will be receiving a reimbursement from FEMA in the amount of \$41,984.78 to cover the cost of cleaning the facilities back in March when the District closed. Regarding the Corona Virus Relief Fund, the District is scheduled to receive \$446,605. All COVID 19 expenditures have been moved to the grant account.
- Regarding the Internal Services Fund (ISF), which now only includes dental, Mr. Cross reported that the projected balance at the end of the year will be \$760,606, and right now the account is still trending favorably, though there has been a slight increase in claims experience since the previous month. Mr. Cross added that in the Board of Finance meeting the previous evening, he was told that they would provide the District guidance in determining if the dental costs should continue to be drawn from the ISF, or if funds should be taken from the general fund instead. This would lead to a .8% increase to the operating budget.

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

- The Committee approved the October minutes.

There being no further business to discuss, the meeting adjourned at 10:22 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes**  
**Finance Committee**  
**December 11, 2020**

Present:

Gina Albert, Committee Chair

Ruby Hedge, Committee Member

Victor Escandon, Committee Member

Dr. William McKersie, Superintendent of Schools

Phil Cross, Director of Finance and Operations

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

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

- Mr. Cross reported that there are no significant month over month issues, and is projecting a fund balance for FY 2021 of \$20,259. This is up from \$5,714 in October. Additionally, he reported that there are transfers totaling \$148,302. These transfers are for accounts that were not budgeted with a contractual increase because of pending collective bargaining negotiations.
- Mr. Cross informed the Committee that the legal fees projection for the year has increased by \$90,000.
- Mr. Cross reported that CMERS for next year will increase by 2%, and will also increase in FY 23 and 24. By the end of FY24 the CMERS contribution will total approximately 18%.
- Regarding the ISF, Mr. Cross reported that it is continuing to trend favorably, with actual claims for the year at \$139,758. Claims are trending 6.5% below what they were anticipated at, and the estimated year end fund balance is \$760,606.

The Committee discussed the following regarding the draft of the FY22 capital budget:

- Mr. Cross reported that the FY22 capital budget is approximately \$700,000 lower than what was originally proposed in the FY21 budget as some projects were deferred to later years, including \$400,000 to replace the North House finned tubed radiator and unit ventilators pending town-wide strategic development decisions.
- The Committee asked that historical capital expenditures be added to the budget.

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

- The Committee approved the November minutes.

There being no further business to discuss, the meeting adjourned at 10:05 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

DRAFT

## **Policy Committee Meeting**

October 7, 2020 - Via Zoom

### Members Present:

Melissa Walker  
Hillary Koyner  
Taffy Miller

### **1. Call to Order**

Melissa Walker called the meeting to order at 2:03pm. In attendance, William McKersie, Ph.D., Superintendent of Schools, and Jen Ryan, HR Manager

### **2. Approval of Minutes**

Discussion:

September minutes were approved.

### **3. Discussion of policies, regulations, and bylaws**

#### 3.A. COVID-19 - relevant policies to consider - Use of Face Coverings

Discussion: Dr. McKersie introduced this new policy created by Shipman and Goodwin to the committee. This policy details the types of acceptable masks, their proper usage, and procedures for students and staff during in-school classes. The two following edits will occur and then will move to a first reading at the October Board of Education meeting.

- Dr. McKersie will determine if the policy which states that 12 feet of distance was being adhered to in Athletics, is correct.
- "respiratory droplets" will be removed

#### 3.B. Racism and Social Justice - Anti-Hate, Anti-Bias Speech

Discussion: Dr. McKersie introduced this new Shipman and Goodwin policy, by explaining that other districts were adopting similar ones, to show that their schools has a clear stand on hate based conduct. After a discussion by the committee, it was decided that this policy was too broad in its definitions. Melissa Walker will be editing and updating the policy to send back to the committee for another review.

#### 3.C. Transportation Complaints, 3541.5

Discussion: Due to a change in state regulations, the timeline and process of reporting transportation complaints needed to be updated. All language was provided by Shipman and Goodwin. This will be incorporated into Weston's current policy and be presented to the Board in October for a first reading.

Discussion:

### **Discussion of policies, regulations, and bylaws in future meetings**

Discussion:

- Sustainability (New)
- New Directives from the State (TBD)

### **5. Adjourn 11:04a.m.**

## **Policy Committee Meeting**

November 4, 2020 - Via Zoom

### Members Present:

Melissa Walker  
Hillary Koyner  
Taffy Miller

### **1. Call to Order**

Melissa Walker called the meeting to order at 10:07am. In attendance, William McKersie, Ph.D., Superintendent of Schools, and Jen Ryan, HR Manager

### **2. Approval of Minutes**

#### Discussion:

Due to the fact that the wrong minutes were published, the October minutes will be presented at the December meeting.

### **3. Discussion of policies, regulations, and bylaws**

#### 3.A. COVID-19 - relevant policies to consider

#### Discussion:

#### 3.B. Transportation - Policy 3541

Discussion: Dr. McKersie explained that after last month's updating to the Transportation Complaint policy, it made sense to look at this policy and update it. The aim was to update it with some parts of Shipman and Goodwin's recommendation but keep it specific to Weston. After a review the committee decided on the following action items.

- Look more into the student discipline policies to see where it falls during and on school transportation
- Discuss with Phil Cross and Assistant Principals any student discipline on school transportation that needs to be addressed by the policy
- Discuss with Laura Kaddis the age groups of students who are and are not permitted to be dropped off at a bus stop without parental supervision

#### 3.C. Sustainability - (New)

Discussion: The committee then discussed adopting a Sustainability policy. The committee looked at sample policies and decided to start the process of creating and implementing this policy, understanding this will take some time and research. The next suggested steps are to:

- Next meeting to invite staff and administrators who have a strong background and interest in creating this policy and initiative
- Look towards the community as a resources and to add input, including "Green Initiative"
- Keep in contact with the Facilities committee as it looks towards the future of the campus

### **Discussion of policies, regulations, and bylaws in future meetings**

#### Discussion:

- o New Directives from the State (TBD)

### **5. Adjourn 10:48am**