

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

7:30 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: February 4 and 9, 2015

PRESENTATION: Energy Performance Contracting Dewey Loselle,
Operations Director
Town of Westport

REPORT: Implementation Plan for Systematizing Student Feedback to Teachers at Staples High School (Encl.) Mr. D'Amico

DISCUSSION:

- 1. National Executive Service Corps (NESC) Proposed Long-Term Initiatives (Encl.) Ms. Kleine
Ms. Aronow
- 2. Student and Faculty Calendar: 2016-17 School Year (Encl.) Dr. Landon

DISCUSSION/ACTION:

- 1. Health and Medical Insurance Year-to-Date Revenues/Expenditures (Encl.) Mr. Longo
- 2. Acceptance of Gifts (Encl.) Dr. Landon

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.



James D'Amico
Director of Secondary Education

TO: Elliott Landon
FROM: James D'Amico
SUBJECT: Systematizing Student Feedback at SHS
DATE: March 2, 2015

The Board of Education has made it a goal for this year to ensure that moving forward, every student at Staples High School is guaranteed the opportunity to give their teachers feedback on their classes. The Board has emphasized that this feedback should be received in time for teachers to take student feedback into account during the school year, so that teachers can reflect and have the opportunity to adjust instruction accordingly.

These student surveys are not to be a part of the teacher evaluation plan, therefore they cannot be conducted and/or collected by school administrators. However, as this is a Board goal, it would be a part of every teacher's professional obligation to willingly accept, or even proactively seek feedback to make changes in practice.

This Board goal was presented to the Staples High School Collaborative team, and discussed by its membership.

In order to meet this goal, our implementation plan will be as follows:

- For 2014-15, all teachers will administer the Feedback survey developed by the Staples Student Assembly available as a Google Form or a paper version of that survey to all students by the end of the school year.
- Beginning in 2015-16, teachers will administer the Feedback survey no later than the end of the first semester, and again at the end of the school year. No teacher will be required to administer the survey more than twice in a school year.
- Teachers may create customized surveys, the questions on which must be approved by their Department Chair and/or the Principal. Administrators will not receive any results of these surveys.
- For record keeping purposes, all teachers will post notification of the survey or a link if the survey is online, to their course Schoology page(s).
- Department Chairs and Assistant Principals will check teacher Schoology pages to ensure survey information is communicated to students.

As a follow-up, we will convene a group of teachers to meet over the summer to develop different versions of a survey that have different formats, are subject-specific, etc. The purpose of this work will be to give teachers options that they could call upon to meet this requirement.

I would like to thank the Collaborative Team for their thoughtful discourse and engagement in this process. The discussions at Collaborative Team demonstrated that our professional staff embraces their role as reflective educators, who are committed to improving their practice on behalf of our students.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
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To: Members of the Board of Education
From: Elliott Landon
Subject: National Executive Service Corps (NESC) Proposed Long-Term Initiatives
Date: March 5, 2015

As part of the report prepared for the Board of Education by NESC during the current school year, a number of ideas that were termed "in process" were delineated. At our last meeting with NESC representatives, the Board of Education endorsed the proposal to create a plan to oversee progress concerning the implementation of the ideas contained in the plan.

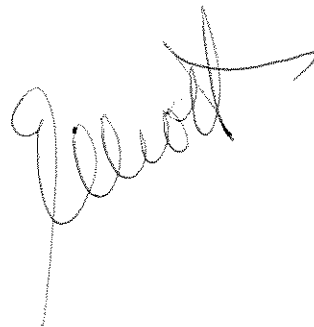
For each idea presented, it was suggested that the Board discuss and approve the following:

1. State the purpose of the idea
2. Identify a designated point person to be responsible for the implementation of each idea
3. Provide an estimated completions date for implementation
4. Update progress on the implementation of each idea to the Board of Education on a quarterly basis.

To enable the Board to be responsive to the suggested plan, Brett Aronow and Karen Kleine have prepared the attached spreadsheet to guide the Board's review, discussion and implementation. They have added a column that represents the "Financial Impact" of implementation of each idea listed.

This item appears on the Board of Education agenda for the meeting of March 5 for discussion purposes only.

Also included with this memorandum is a copy of the Final Report of NESC.



Idea Score	Idea	Estimated Completion Date	Financial Impact	Point Person
136	17. Provide instruction in teacher evaluation process in the spring. Use June for spring – have training done when less urgent			
100	94. Review current transportation arrangements with a view to improving safety and the effectiveness and efficiency of the routes			
59	97. Ensure RFQ for bus services includes ability to develop communication capability with email, apps, etc. on status of bus arrivals, etc.			
6	98. Carry out a benchmark study of the transportation of other school systems			
5	96. Ensure RFQ for bus services includes ability to develop reporting metrics on items such as "on time arrivals", etc.			
56	67. Develop a comprehensive facility guideline that describes what the preventative maintenance schedule is for all key assets including building, HVAC, electrical, plumbing, painting etc.			
55	19. Establish a new process to allow participants to rate the effectiveness of PD presentations			

49	57. Eliminate the overlap in responsibilities between Crisis Team Committee, Security Team Committee, Safe School Climate Committee - Combine current crisis and security teams			
47	70. Carry out an Energy Audit and implement the recommendations; - Immediate opportunities exist such as reduce temperatures in all buildings, pool areas, field house			
36	71. Contract with a company that has expertise in energy conservation to identify cost saving opportunities			
36	72. Negotiate a new Energy performance contract that includes more favorable terms			
34	16. Enhance the teacher evaluation system by changing the frequency of the observation, providing the necessary background information and orientation earlier in the school year			
28	15. Use e-textbooks and other electronic teaching and reference materials rather than print (either partially or in total).			
24	84. For all employees, execute direct contracts for meaningfully discounted hospital services from area wide hospitals			

11	11. Use IT based tools/systems to eliminate paper- based support systems, i.e. eliminate paper forms associated with on boarding, scheduling, personal day forms, general requests and professional development			
-16	79. Manage workers compensation system internally; implement measures to allow workers to return to work faster			
-21	92. Develop a comprehensive business plan for Continuing Education with a view to making it a separate profit center.			
-25	73. Implement a risk management audit of facilities to identify potential risks			
-76	99. Eliminate the need for paid bus parking in Westport			
-106	101. Use smaller school busses and reduce the number and closeness of the pickup points			
-147	3. Investigate Low attendance programs (single digit students) to determine value, dropping them			
-149	81. Revise the budget process by eliminating the time spent reviewing the line by line cost issues. Flowchart the budget process with the goal of streamlining it and making it more efficient and productive			



**FINAL REPORT
FOR
WESTPORT PUBLIC SCHOOLS**



PRODUCTIVITY AND EFFICIENCY STUDY

**SW CT Regional Director
Deborah Brennan**

**Consultants
John Scott
Bill Brautigam
Shelley Michelson**

February 16, 2015

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WESTPORT PUBLIC SCHOOLS

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EXECUTIVE SUMMARY

National Executive Service Corps (NESC) worked with a Steering Committee (SC) of two Board of Education members and three school administration representatives to generate, analyze and recommend initiatives that would increase the efficiency¹ and productivity² of the Westport Public Schools (WPS). These initiatives were prioritized on the basis of their impact on the school district's mission "to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community."

A seven-step process with the purpose of recommending opportunities to the Board of Education was completed as follows:

1. NESC conducted interviews and focus groups to generate ideas from staff and key stakeholders of WPS.
2. NESC classified these ideas according to an agreed-upon matrix of activities: Classroom, Education Support and Administrative Support.
3. The SC defined the priorities that drive the WPS mission.
4. The SC assigned numerical weightings reflecting the importance of each priority and developed a scoring system to assess the impact of an idea on each priority.
5. NESC developed and administered an online survey to enable the SC members to assess each idea by each priority, and then rank the total impact of each idea on the WPS mission.
6. NESC facilitated meetings in which ideas were further analyzed based on additional considerations such as budget impact and implementation difficulty.
7. The SC agreed on a preferred list of ideas which NESC subsequently synthesized into initiatives for potential short- and long-term implementation.

Highlights of the project included the generation of approximately 100 ideas from more than 50 stakeholders of WPS. Furthermore, approximately 20 observations from stakeholders were also captured. Although not immediately actionable, some of these observations were addressed by the proposed initiatives.

Ultimately the process identified 15 initiatives for potential implementation; 9 were short-term and 6 long-term. The initiatives incorporated 26 ideas and 3

1. Definition of Efficiency: produce equivalent outputs for less cost

2. Definition of Productivity: free up resources to do other tasks

observations from the initial interviews and focus groups of stakeholders. In addition, it should be noted that 22 of the original ideas were already underway in the school district.

The short-term initiatives will be considered as part of the 2015-2016 school budget deliberations. For the long-term initiatives, additional work will be required to better understand these opportunities. In the case of the ideas already underway, WPS has committed to providing a quarterly update on progress.

An additional beneficial outcome of the project was a more in-depth appreciation of the priorities that drive the WPS mission. This new understanding will also be very useful in facilitating future discussions and decision making in the district.

BACKGROUND

Westport Public Schools is a premier school district, proud of its accomplishments and desirous of maintaining and growing its excellent programs. As with most school districts, WPS is facing increasing pressure from its funders to control costs, while maintaining or improving the quality of the education provided. As a result, the Board of Education (BOE) and Superintendent have generated nearly \$3M in structural savings during the last five years. These initiatives have identified and capitalized on "low hanging fruit." The challenge now is to take a harder look, ask tough questions, apply outside perspective, and seek to identify opportunities to maintain program quality while decreasing costs.

ASSIGNMENT

The purpose of this project was to facilitate a process to identify, prioritize and dimension opportunities to improve productivity and efficiency in both the short and long term.

Objectives

- Understand and evaluate the current budget.
- Agree on the definition of the goal of maintaining a "premier school system."
- With input from staff and stakeholders, develop a broad list of opportunities to improve efficiency or increase productivity.
- Work with the SC to establish criteria and prioritize the opportunities. Create a short-term (for 2015-2016 budget consideration) prioritized list and a longer-term prioritized list of initiatives.

Approach

- WPS formed an SC consisting of the Superintendent, two senior staff and two Board of Education members.
- NESC reviewed background material, including current budget, past expenditure levels, trends, organization structure, etc.
- NESC created and the SC reviewed a matrix of major activities and underlying process/service areas that describe the work of the WPS district. This matrix was later used to categorize ideas that had been generated by the staff and key stakeholders.
- The SC identified staff and key stakeholders to provide ideas for consideration. NESC conducted interviews and focus groups among these stakeholders, who included BOE members, PTA co-presidents, Board of Finance members and representatives of the town's funding organizations.
- NESC facilitated a seven-step process to enable the SC to distill the ideas and observations into a list of initiatives, to recommend to the BOE, that could either be implemented in the short term (2015-2016 school budget) or in the longer term.

FINDINGS

The SC identified, defined and ranked 9 priorities that support the mission. These were presented to and approved by the Board at its meeting on November 17, 2014 (*Appendix A*). The key stakeholders generated a broad range of ideas that would improve efficiency and productivity. Stakeholders also provided insights and perspectives (observations) that give insight to WPS and its budget considerations.

The SC members individually scored the impact an idea would have on each of the 9 priorities. Adding the individual priority impacts together created the total impact of an idea on the mission.

The SC further analyzed the ideas, taking into consideration factors such as impact on the budget, difficulty of implementation and whether or not additional research was required. The SC grouped the ideas into categories. The full list of ideas, ranked by impact on mission and analyzed by category and factor, is available in a separate spreadsheet (*Appendix B*). And a presentation summarizing the observations and how some of them may be addressed is available in *Appendix C*.

RECOMMENDATIONS

The SC combined ideas and observations to create recommendations for both

- Short-term initiatives to be implemented in the 2015-16 school budget
- Long-term initiatives to be implemented after the 2015-16 school budget

These initiatives were presented to a meeting of the Board of Education on 1/5/15 (Appendix D).

The Short-term initiatives were as follows

1. Reduce the number of WPS goals
2. Streamline BOE and other stakeholder information requests
3. Implement staff wellness program
4. Provide dialectical behavior therapy training
5. Realign school schedules
6. Assign bus monitors only to students that require them by reason of their IEPs
7. Increase security at each WPS facility
8. Restore elementary school refurbishment fund and develop maintenance schedule
9. Eliminate redundant Insurance premiums

The Long-term initiatives were as follows

1. Certification of all Spanish teachers
2. Share best practices with the town
3. Optimize processes
4. Leverage existing technology
5. Align WPS facilities with future needs of the district
6. Evaluate resource utilization

NESC recommended that ideas that are either not already being implemented or included in the proposed initiatives should be revisited the next time WPS is challenged to find opportunities to reduce the budget.

CONCLUSIONS

The goals of the project to identify short- and long-term initiatives to enhance the efficiency and productivity of WPS was completed in the agreed-upon timeframe. It is worth noting that the timeframe for the project was tight, starting in late October with a completion target set for early December.

The ideas that were included in the initiatives had contributions from all stakeholder groups and included a broad range of ways in which to enhance the efficiency and productivity of WPS. Types of improvement ideas ranged from the elimination of non-value-added activities that will enable WPS staff to focus its time on its primary area of responsibility; to the effective utilization of technology investments; to streamlining business processes and enhancing the skills of WPS staff.

The recommended short-term initiatives are sufficiently well-defined to be considered part of this year's budget discussions. However, additional work will be required on several of the proposed long-term initiatives before they can be considered by the BOE. Those ideas which are already underway will be tracked by the school administration and progress reported to the BOE on a quarterly basis.

Overall this has been a very transparent and engaging process that provides WPS not only with short- and long-term initiatives but also with a foundation for repeating the process on a regular basis.



*National Executive
Service Corps*



Westport Public Schools Productivity and Efficiency Study

NESC Process Review and Current Project Status

Consultants:

John Scott, Project Leader
Bill Brautigam
Shelley Michelson

SW Regional Director:
Deborah Brennan

11/17/14

Project Goals

1. Are resources being used at an optimal level?
2. Is there an opportunity to perform activities more effectively / productively?
3. Is resource allocation mission-driven?



PROCESS STEPS



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The NESC Facilitated Process

1. Generate ideas from all stakeholders
2. Classify the ideas
3. Identify & rank the priorities that drive the mission of WPS
4. Evaluate impact of ideas on each mission priority
5. Assess the total impact of each idea based on all priorities
6. Further classify ranked ideas based on additional considerations
7. Select short list of short- & long-term ideas

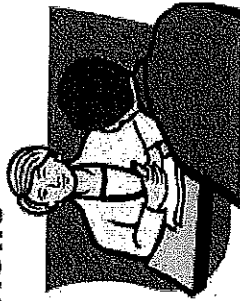


Step One: Generate ideas from all stakeholders

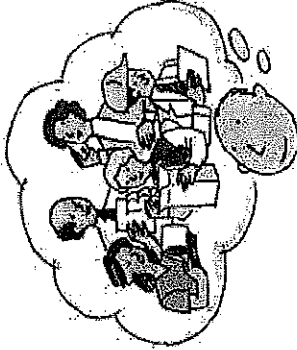
Stakeholders

- Board of Education (7)
- Central Office Administrators (7)
- Board of Finance (3)
- RTM (2)
- Principals (8)
- PTSA (19)

Interviews



Brainstorming



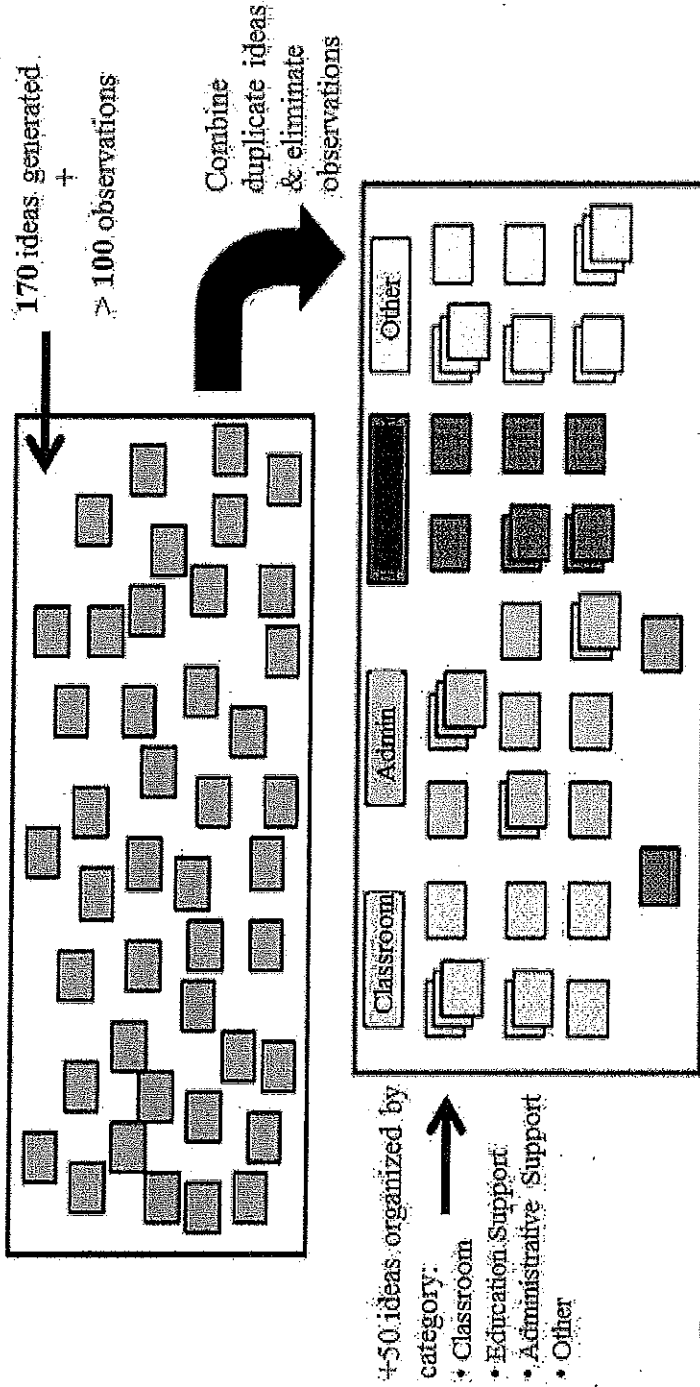
Generate as many ideas as possible without passing judgment on their merits



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Step Two: Classify the ideas



Step Three: Identify & rank the priorities that drive the mission of WPS

- Identify priorities that drive the mission of WPS
 - those priorities which, while similar to other school systems, are unique to WPS
 - these priorities are the criteria by which each idea is judged
 - the Steering Committee will have a common understanding of what these priorities mean

- Rank the priorities
 - Once the priorities are agreed upon, they are ranked in order of importance

WPS Steering Committee has identified and ranked the priorities and is seeking the full BOE approval



Step Four: Evaluate impact of ideas on each mission priority

- Each idea will be assessed against each of the priorities
 - Significant favorable impact 5 Points
 - Favorable impact 3 Points
 - No impact 0 Points
 - Adverse impact -3 Points
 - Significant adverse impact -5 Points
- The ranking of each priority will be multiplied by its point score
- The total score for the impact of the idea on all the priorities will be totaled
- The ideas with the highest total impact score will be the preferred options

WPS Steering Committee will assess the impact of each idea on the priorities



Step Five: Assess the total impact of each idea based on all priorities

Priority	Ranking	Idea 1		Idea 2		Idea 3		Idea 4	
		Rating	Impact	Rating	Impact	Rating	Impact	Rating	Impact
Academic Learning core	10	5	50	5	50	3	30	5	50
Academic Learning elective	9	-3	-27	5	45	3	27	5	45
Health and Fitness awareness	8	3	24	3	24	0	0	0	0
Safe Learning environment	7	5	35	3	21	0	0	-5	-35
Career awareness	6	0	0	5	30	0	0	0	0
Citizen development	5	0	0	5	25	-3	-15	5	25
Impact on family	4	0	0	5	20	-3	-12	3	12
Impact on the community	3	3	9	3	9	-3	-9	3	9
		Total	91	Total	224	Total	21	Total	106

• Each idea be assessed against each of the criteria using an evaluation as follows

Significant favorable impact	5 Points	Good idea: favorable total impact on priorities
Favorable impact	3 Points	
No impact	0 Points	
Adverse impact	-3 Points	
Significant adverse impact	-5 Points	Poor idea: Adverse total impact on priorities



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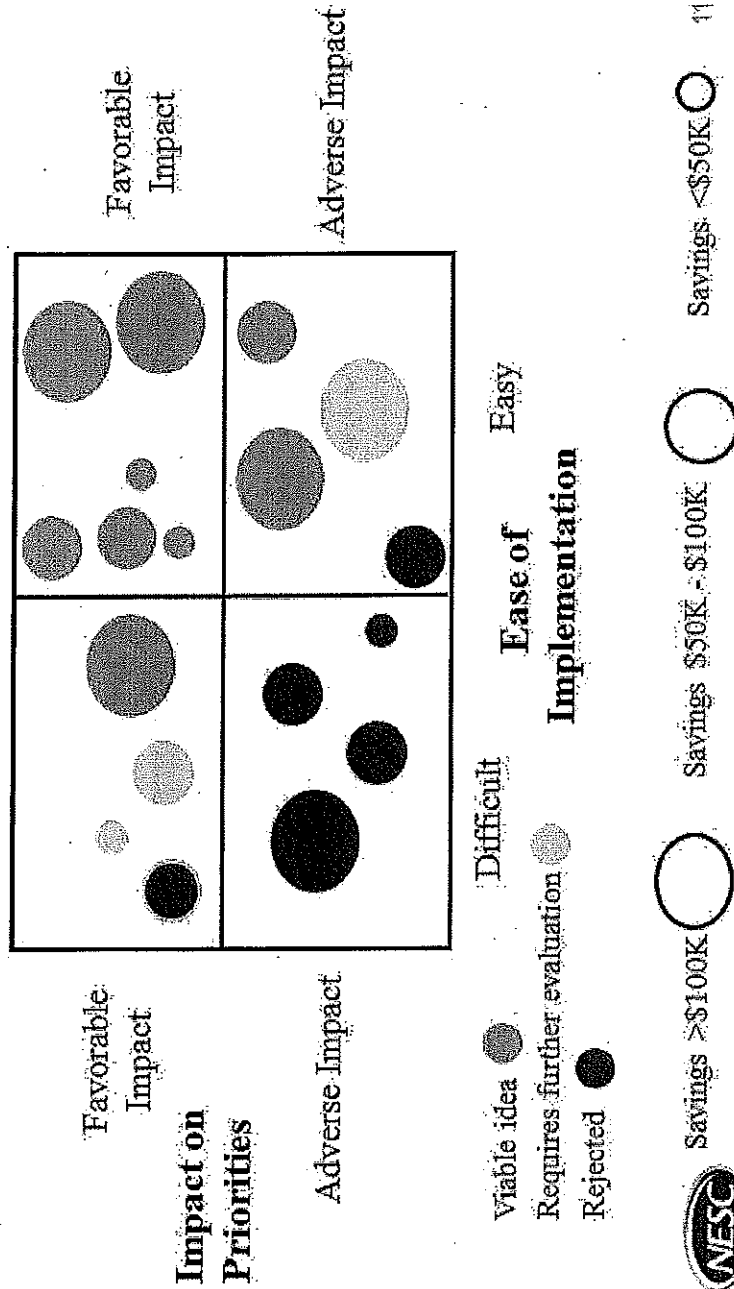
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Step Six: Further classify ranked ideas based on additional considerations

- Financial Impact of the idea (order of magnitude)
 - >\$100K
 - \$50K – \$100K
 - < \$50K
- Implementation, Short-term versus Long-term
 - Short-term (School budget 2015 – 2016 impacted)
 - Long-term (School budget 2016 – 2017 and beyond impacted)
- Degree of difficulty of implementing the change, e.g.
 - Difficult: Can't be implemented for contractual reasons
 - Difficult: Requires significant up-front investment



Step Seven: Select short list of short- & long-term ideas



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PROJECT STATUS



WPS Steering Committee Commitments to Project

1. Generate ideas from all of the stakeholders and NESCS
2. Classify the ideas
3. Agree & rank the priorities that drive the mission of WPS
4. Evaluate impact of idea on each priority
5. Further classify each idea
6. Select short list of short- & long-term ideas



QUESTIONS?



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**PRIORITIES DRIVING THE MISSION OF THE WESTPORT PUBLIC
SCHOOLS**

1. Exceptional Academic Programming That Is Diversified and Differentiated to Meet the Needs of all Students
2. A Broad Array of Supportive Social and Emotional Programs for all Students that are Developmentally Appropriate
3. Supervision, Evaluation, Recruitment and Retention of the Highest Quality of Staff
4. Impact on Families
5. Curricular, Instructional and Non-instructional Program Improvements through Targeted Professional Development
6. Robust Interscholastic, Intramural and Extracurricular Activities
7. Safety and Security for Students and Staff
8. Maintenance of Buildings and Grounds
9. Impact on the Community



WPS PRODUCTIVITY AND EFFICIENCY IDEAS

DEFINITIONS

Column title	Description
Impact Score	Total impact score on the Mission (the more positive the number the better for the Mission)
Grp	Steering Committee Grouping of Ideas A: Cost Savings, Should do or research further B: Recommended actions — has potential cost C: Ideas/projects in process and fulfill mission D: Recommend idea that fulfills mission E: Not recommended, not high priority right now F: Recommend G: Security ideas
Idea	Brief description of the idea (Numbers reference the original listing of ideas)
Rank	Order determined by impact on the Mission
Implementation Difficulty	Challenge of implementing the project
Financial Size	Order of magnitude savings or cost resulting from the implementation of the idea
Short / Long	Time-frame for implementing the idea; short-term refers to 2015 - 2016 budget
Notes 1	Comments, question or other references for the idea from review 1
Notes 2	Comments, question or other references for the idea from review 2

IDEAS

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
207	B	6. Increase capacity of staff by training in techniques such as "dialectical behavior therapy". (DBT) training to identify students with very risky behavior. NOTE, DBT is used as example, comment idea is broader than just DBT (*)	1	Easy	+	Short	mission supports this initiative	cost?
194	A	50. Align Middle Schools schedules and also share staff where appropriate (*)	2	Moderate	-	Short	Improve efficiency if able to share any staff and improve productivity if cross school meetings are more easily achieved	next step: estimated savings?
180	D	52. Reduce the number of goals of WPS, and this also drives too many meetings and distracts teachers from the time set aside for preparation	3	Easy	-	Short	This idea was repeated often — tried to take out variations	fulfills mission

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
171	A	Evaluate current space utilization of district. Present findings (short-term) (*)	4A	Easy	0	Short	Building Space/Enrollment/balance	
171	A	28. Evaluate the potential of re-districting to better balance the students across the available facilities and to better (more efficiently) use the available space in the district (*)	4B	Easy/Diff	+/-	Short/Long	Building Space/Enrollment/balance	short-term cost/benefit analysis
166	A	49. Evaluate workload of teachers at the secondary level	5	Difficult	-	Long	Contractual	could eventually improve efficiency or productivity
161	E	86. Seek out grant and private funding opportunities with local banks, businesses, museums, government and private foundations	6	Difficult	+/-	Short/Long		
		17. Provide instruction in teacher evaluation process in the spring. Use June for spring – have training done when less urgent	7	N/A	N/A	Short	Action already underway	
126	D	36. Require certification of the Spanish teachers at the elementary level	8	Easy	0	Long		fulfills mission
123	B	69. Make the playgrounds more handicapped-accessible (*)	9	Moderate	+	Long	Ensure that all playgrounds are accessible-appropriate to the population that uses them	mission supports but must analyze cost
112	A	51. Consistent blocks of time should be created for our special areas classes at the elementary school level. This would allow for more effective scheduling especially when sharing staff with other buildings; provide adequate spacing within block times in the youngest grades to allow better learning focus and provide needed breaks for teachers (*)	10	Easy	-	Short		next step: estimated savings? BOE in different variations previously
109	D	85. Implement a staff-wellness program	11	Easy	0	Short		
101	D	91. BOE should streamline the request for information into a regular annual calendar with repeat requests only by exception (structured calendar)	12	Easy	0	Short	Reward to - consolidating requests for info from BOE, and funnel through an individual focal point chair - BOE needs to create the process with administration	policy or process change should increase productivity of senior administration

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
59	B	94. Review current transportation arrangements with a view to improving safety and the effectiveness and efficiency of the routes	13A	N/A	N/A	Short	Action already underway	
96	B	66. Restore the elementary building refurbishment fund (maintenance – capital, non recurring, painting, etc.) (*)	14A	Moderate	+	Short	Re-establish refurbishment fund	
86	A	61. Expand the PE instruction in the HS to include CPR and life-saving skills (*)	15	Moderate	+	Long	Add "hands only" CPR	fulfills mission
71	E	20. Reevaluate the amount of time spent during regular days on PD so that fewer subs will be hired and teachers will have more time in the classroom	16	Difficult	-	Long	Contractual	
70	E	39. Increase number of paraprofessionals in the ELS to increase productivity	17		+	?		cost/benefit analysis
66	A	93. Recommend HR assign someone to pre-screen potential candidates which would make the on-boarding process move quicker and eliminate non-value-added time spent by Administrators reviewing applications - The current on boarding process delays access of new hires to IT systems	18		+/-	Long		must do a cost/benefit analysis for other staff person to perform this task
61	G	Add 5-year space requirement by building as part of the process to analyze - use independent agency to do analysis (*)	4C	Difficult	+	Long	Building Space/Enrollment/Balance	long-term analysis - what is best timing?
		87. There should be a dedicated security person @ each building - other than the secretaries, who should not be used as security	19		+			security plan is underway based on priorities from Kroll study and consultation with first responders
		97. Ensure RFQ for bus services includes ability to develop communication capability with email, aps, etc. on status of bus arrivals, etc.	13B			Short		
		67. Develop a comprehensive facility guideline that describes what the preventative maintenance schedule is for all key assets including building, HVAC, electrical, plumbing, painting, etc.	14B		+		Include with refurbish - Ongoing	

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
53	A	19. Establish a new process to allow participants to rate the effectiveness of PD presentations	20				Underway	
		64. Allow parents to pay for things such as field trips, yearbook, clothing, lost books, etc. using a credit card instead of checks (*)	21		-	Short	Increased productivity: eg: sr. caps and gowns \$45	should pilot this idea with schools? 4% cost -- could build into cost increases
		57. Eliminate the overlap in responsibilities between Crisis Team Committee, Security Team Committee, Safe School Climate Committee - Combine current crisis and security teams	23		0			productivity of members of task forces
		70. Carry out an Energy Audit and implement the recommendations; immediate opportunities exist such as reduce temperatures in all buildings, pool areas, field house	24				Underway	potential savings?
		71. Contract with a company that has expertise in energy conservation to identify cost-saving opportunities	25				Underway	potential savings?
		72. Negotiate a new Energy performance contract that includes more favorable terms	26				Underway	potential savings?
		16. Enhance the teacher evaluation system by changing the frequency of the observation, providing the necessary background information and orientation earlier in the school year	27		0		Underway	
		15. Use e-textbooks and other electronic teaching and reference materials rather than print (either partially or in total)	28		?		Underway	
27	E	47. Utilize volunteers (parents and/or members of the community) using web sites to connect those interested in volunteering (wide range of capacities - administration, sports, art programs, after-school activities, teachers' aids, support staff, tutoring)	29	Difficult	+			
24	A	100. Eliminate bus monitors or replace them with volunteers plus ensure that all buses are fitted with contemporary safety devices (*)	31	Difficult	-	Short		potential savings? \$180,000

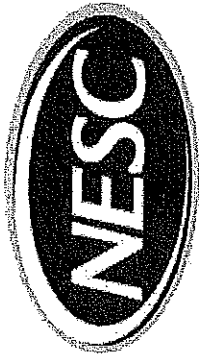
Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
		84. For all employees, execute direct contracts for meaningfully discounted hospital services from area-wide hospitals	30		?			LOCKTON?
		11. Use IT-based tools/systems to eliminate paper-based support systems, i.e. eliminate paper forms associated with on boarding, scheduling, personal day forms, general requests and professional development	32				Included in and underway	
		98. Carry out a benchmark study of the transportation of other school systems	13C		0	Short		
		96. Ensure RFQ for bus services includes ability to develop reporting metrics on items such as "on time arrivals", etc.	13D			Short	Included in above	
3	A	45. Share with the town the responsibility of managing health care costs and claims processing	33			Long		research further/ share staff member?
1	D	44. Share best practices between the school district and the town for HR, IT, Energy, facility maintenance, custodial support for facilities and payroll	34		-	Long		some is ongoing
		79. Manage workers' compensation system internally; implement measures to allow workers to return to work faster	35		-	Long	Ongoing	
-20	A	31. Evaluate the work year of secondary assistant principals	36	Difficult	-	Long		comparative analysis
		92. Develop a comprehensive business plan for Continuing Education with a view to making it a separate profit center	37				Underway	
-21	A	63. Replace school athletic insurance with parents' own medical insurance and institute an athletic safety program (*)	Moderate	Moderate	-	Short	Secondary insurance or 80% coverage instead of 100% coverage	research further - evaluate savings potential
		73. Implement a forensic audit of facilities to identify potential risks	14C		-		Underway	preventative

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
-26	E	18. Instead of hiring paid outside consultants, use district teachers to deliver the same message and/or allow teachers more input to the selection of PD topics; -reduce the number of outside consultants used for PD speakers; utilize more in-house expertise	39		-	Long		
-39	A	5. Eliminate color copying throughout the Westport School system; convert from desk printers to network printers to reduce the cost of printing. This should be combined with the use of technology to eliminate/drastically reduce printing by implementing electronic distribution	40A		-	Long	IT copy and printing paper	investigate further; however, just completed contract
-39	E	27. For qualified students replace last year of HS with special learning (internship) opportunities	41		-			
-43	F	77. Flowchart the process by which the PTA gives gifts to the school district with the goal of streamlining the activity	42				Change policy to higher limits before approval process?	
-48	A	62. Provide the alternative of opting out of PE in HS if replaced by other extra-curricular or sports-related activities	43A	Difficult		Long	Wait for recommendation on graduation requirements	
-51	A	25. In early grades - Spanish instead of 3 days a week, move to 2 days a week - and change approach to stimulate enhanced learning of the language	44A			Long	Different variations of suggestions	
-52	G	88. Security at schools: ensure all doors have cameras and have security protocols	45		+			security plan is underway
-54	E	1. Continued participation in tools for schools. Why not every 2 to 3 years, instead of every year?	46					
-56	E	38. Assess the workload of support staff (Secretaries, Guidance Counselors) during the summer - can positions be reduced when school is not in session?	47			Long		
-57	E	48. Consolidate administrative services (including transportation) with other schools (by either using existing capacity to 'sell' to other schools or decreasing in-house costs by 'buying' the services of another school)	48	Difficult				??? haven't we tried this?
-61	A	59. Reduce PE at HS from the current 3 year commitment to 2 years. Note: State only mandates 1 year	43B	Difficult		Long	Wait for recommendation on graduation requirements	

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
-61	A	33. Either eliminate or reduce from 4 to 2 the number of grade level assistants in the H.S. (*)	49	Difficult		Long		NESC Organizational Study
-70	E	76. Flowchart the procurement process with the goal of streamlining it and making it more efficient and productive - current process was reported to be inefficient	51			Long		??? didn't understand
-71	A	13. Use of Technology to facilitate and potentially eliminate some face-to-face meetings	52			Long		
-71	E	58. Decrease the frequency of surveys (safe school climate, etc.) in order to give time to assess the success of the implementation of previous recommendations	53					safe school climate survey frequency is mandated by the state
-76	F	75. Ensure the financial process and supporting IT system allows information sharing at the "manager" level. Enables the budget manager to have visibility of their expense budget - they can possibly retrain	54				Follow through	
-80	A	99. Eliminate the need for paid bus parking in Westport	55					ongoing
-81	E	42. Outsource maintenance of facilities	57	Difficult		Long	Contractual	
-84	A	89. Eliminate "free dinners" for BOE members at their exec sessions	58					
-84	A	80. Review the legal costs of the school district to identify potential savings	59		+/-	Long	What is our board policy for when we get the lawyer involved?	
-84	E	90. BOE - send out Board packets electronically and save the cost of printing and the courier	60					although anyone who didn't feel they needed more than electronic implementation could speak up deeper dive NESC
-89	A	7. Develop and implement "business" measures of the success of IT programs - in particular as they support classroom activities by establishing the extent to which IT tools are fully deployed and if the full potential of the tool is fully utilized to improve teacher / staff effectiveness, efficiency and productivity (*)	61			Long		

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
-89	A	82. Implement a "fee to join" that covers athletic participation, club participation, etc.	62	Difficult	-	Short		
-93	A	4. Investigate the potential for making classes larger by utilizing technology or utilizing technology for low attendance programs (*)	63	Difficult		Long		NESC
-102	E	14. Replace platforms that are inefficient - Protraxx (teacher evaluation) and Inform (student data collection)	64					has been fully vetted currently
-104	A	24. Eliminate Spanish in grades K - 2	44B			Long	Different variations of suggestions	
-105	A	10. Given the deployment of various technologies including BYOD, initiate a program to make classrooms "paperless" and all information available electronically - utilize the BYOD capabilities -- if child wants paper, let printing occur in the home	40B			Long	IT copy and printing paper	
-106		101. Use smaller school buses and reduce the number and closeness of the pickup points	13E		+	Short		
-111	E	83. Set up aggressive facilities rental policy and promote utilization of facilities 24/7	65					
-116	E	26. Eliminate Mandarin as a world language offering	66					
-124	E	30. Review the structure of the current central office administration by benchmarking it against similar sized school systems	67					
-127	E	32. Replace one of asst. principals with colleague who would focus on coaching and mentoring of teachers	68					
-138	E	9. Reduce the number of IT devices supplied to the children. Pick one or two, then allow children to bring own approved devices if they don't like provided devices	69					we are essentially doing this in the high school
-143	E	95. Reassess the need to provide transportation to all students; there should be a distance requirement to qualify for a bus	70					
		3. Investigate Low Attendance programs (single-digit students) to determine value, dropping them	71					

Impact Score	Grp.	Idea	Rank	Implementation Difficulty	Financial Size	Short / Long	Notes 1.	Notes 2.
-150	F	81. Revise the budget process by eliminating the time spent reviewing the line by line cost issues. Flowchart the budget process with the goal of streamlining it and making it more efficient and productive	72					
-153	E	23. Use private companies to broaden the type of courses available to HS students, e.g., electronics, engineering, etc.	73					
-165	F	55. Flowchart the business processes and introduce metrics that measure the quality (error rate) and efficiency (cycle time)	74					?? didn't understand
-179	E	65. Use school supplies and materials (workbook, sketch pad, etc.) in the ELS more effectively and reduce the amount of wasted material	75					
-182	E	34. Consolidate the number of guidance counselors in the HS. Internet services can make part of existing work load more efficient and productive	76					benchmark against our DRG
-189	E	46. Reduce the number of permanent substitute teachers on the payroll	78					
-192	E	22. Innovate "think outside the box" curriculum, e.g., eliminate all AP courses and use the available resources for more value-added activities - students study for AP on their own, stop teaching just for the test 41. Create opportunities for utilizing volunteer retirees to supplant or replace para-professional staff or bus monitors	79					
-223	E	60. Reassess the staffing requirements; potentially reduce the staffing levels for nurses in the High School and psychologists in the Elementary Schools	80					
-294	F	29. Reduce the number of administrators in the school district	81					
	A	LONG-TERM IDEAS	82					



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Westport Public Schools Observations from Study

*Observations from
Interviews and focus groups*

Consultants:
John Scott, Project Leader
Bill Brautigam
Shelley Michelson

SW Regional Director:
Deborah Brennan

12/16/14

Presentation Summary

1. General Observations
2. Observations relating to Education Support activities
3. Observations relating to Administrative Support activities



**GENERAL
OBSERVATIONS**



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General observations from Stakeholders (1)

School System Performance

- General acknowledgement that WPS is a well-performing school system
- Continuous improvement and innovation will be required for WPS to maintain its position as a “top tier” school system.

Financial perspective

- All stakeholders, including Board of Finance, are comfortable with the current level of “per pupil spend”
- Expectation that budget increases will not rise faster than the rate of inflation
- No one was looking for budget cuts, but want maximum value for money spent
 - improve efficiency (produce equivalent outputs for less cost),
 - increase productivity (free up resources to do other tasks),
 - eliminate non-value-added activities.



General observations from Stakeholders (2)

WPS growing in complexity

- WPS continues to grow in complexity for reasons that include
 - Offering broad curriculum choices and extensive after-school programs,
 - Being compliant with introduction and sustaining mandated programs,
 - Providing for increasing demands of existing programs such as PPT and SRBI,
 - Accommodating high parental accessibility and expectations.
- For most organizations, complexity is managed by
 - Adding people,
 - Increasing the competency of the staff,
 - Investing in enabling technology,
 - Streamlining processes.
- To date there has been
 - An increase in administration resources,
 - Continued professional development,
 - Ongoing investment in technology,
 - **BUT** there is little evidence of systematic improvement of business and support processes.



**EDUCATION SUPPORT ACTIVITY
OBSERVATIONS**



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Education Support Activity Observations

1. Curriculum

Observation

Are programs, such as those provided for the gifted and literacy, providing value for money and how is their success measured?

Recommendations

Working with appropriate teachers and administrators,

- Develop criteria to measure investment in the program(s)
- Create measurements of expected outcomes from programs
- Based on the chosen criteria, implement a continuous improvement focus for each program being evaluated.



Education Support Activity Observations

2. Academic Leadership

Observation

The process of “teacher evaluation” continues to evolve and is acknowledged as having improved in certain aspects. However, the new approach is very bureaucratic and time-consuming.

Recommendation

Analyze the processes supporting teacher evaluations and introduce improvements to reduce the level of bureaucracy.



Education Support Activity Observations

3. *Communication with families*

Observation

Interacting with parents is a key part of any teacher's job. However, the demand by parents for access continues to increase, including expectations of accessing senior staff even for the most trivial of reasons.

Recommendation

- Analyze the processes supporting family communication to see if they are consistent across all schools
- Determine if there are ways to improve the processes both from the perspective of those providing the information and the families receiving the information
- Once the processes have been analyzed and redesigned as necessary, determine if technology can be applied to improve efficiency and provide a common interface to parents, regardless of which school(s) their children attend.



Education Support Activity Observations

4. IT and Technology

Observation

IT and Technology accepted as key enablers to the continued success of WPS and investment (infrastructure and applications) is required to keep IT contemporary.

However, there needs to be a better balance between additional investments for upgrading systems and maximizing the value of technology and IT investments that are already in place.

Recommendation

- Before making investments in IT, a “business plan” should be required that states:
 - For business support investments
 - Investment (upfront costs plus expenses to ensure maximum utilization)
 - lifecycle management plan
 - pay-back for business support investments
 - For educational application investments
 - Investment (upfront costs plus expenses to ensure maximum utilization)
 - lifecycle management plan
 - expected outcomes



ADMINISTRATIVE SUPPORT ACTIVITY OBSERVATIONS



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Administrative Support Activity Observations

1. Finance and Accounting *Observation*

The current budget process for WPS is not widely understood and it would be beneficial to make it more transparent.

There were also suggestions that the budget process needs to be revamped, but no specific suggestions were made as to how this should be achieved.

Recommendation

- Review the budget communication plan with the purpose of improving on how stakeholders are informed about the current status of the budget process.
- Provide an "executive summary" of the budget handbook that highlights the definitions, time line and key deliverables that are required to produce the budget.



Administrative Support Activity Observations

2. Organization (1)

Observation

Developing a more efficient approach to organizing substitute teachers would be beneficial.

Currently providing coverage with appropriate substitutes is very time-consuming. This challenge is exacerbated by the scheduling of professional development events during teaching days.

Recommendation

- *Consider option of scheduling professional development only on non-teaching days*
- *Review the process by which substitute teachers are hired. Eliminate all non-value-added activities and introduce improvements to enhance both the effectiveness and efficiency of the process.*



Administrative Support Activity Observations

2. Organization (2)

Observation (1)

Budget cuts have eliminated a variety of clerical support with the result that these tasks have become the responsibility of Administrators. Today they have less time available to spend supporting the teachers in the classroom. Clerical tasks include, among others:

- Tracking attendance;
- Filing discipline referrals;
- Monitoring security issues and filling out security documents;
- Investigating bus issues;
- Managing free-lunch issues.

Observation (2)

Teachers have also seen a reduction in the time available to prepare for their classes. Contributing factors that were cited include too many overlapping initiatives and attendance at non-value-added meetings.

Recommendation

Analyze the processes that include clerical tasks to determine if they are consistent across all schools. Determine if there are ways to improve the processes. Once the processes have been analyzed and redesigned as necessary, determine if technology can be applied to improve clerical efficiency.



Administrative Support Activity Observations

Board Collaboration

Observation

There is a need to better define the relationship with and expectations that the BOE has of School Administrators. There were numerous comments made that the BOE requests detailed information that compromised the efficiency of the organization by taking up the time of administrators and teachers to respond to numerous ad hoc information requests.

Recommendation

The relationship and expectations the BOE has of School Administrators would be enhanced by taking the following measures

- Develop an affirmation of the values that are expected in WPS;
- Clarify roles and responsibilities of all stakeholders;
- Agree on a dashboard of metrics to monitor the current and projected status of the District;
- Adhere to a fixed calendar of topics for BOE meetings;
- Appoint a contact point from both the Administration and BOE to act as a funnel for all ad hoc requests for information from all interested stakeholders;
- Agree on a standard format for Administration presentations and the follow-up Q&A sessions.



Administrative Support Activity Observations

Facilities Management

Observation

There were multiple suggestions that school maintenance activities were being sacrificed in order to save money in the short-term and that there would be long-term consequences.

Recommendation

Make the plans for the annual maintenance cycle for each of the school facilities in the WPS transparent to all stakeholders.



Administrative Support Activity Observations

It is worth noting the following

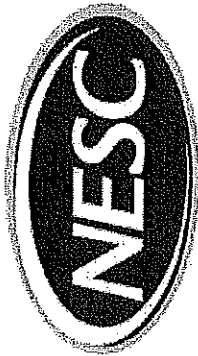
Regulatory

There were no ideas or observations made in relation to any of the recent Federal or State initiatives.

Security

While this is evidently an area of focus, it was gratifying to note that, although there were some constructive ideas with regard to security, for the most part, stakeholders were comfortable with the efforts to improve and sustain the security measures that the District has undertaken to date. Additionally, it is our understanding that WPS currently has active security initiatives underway with a security consultant and first responders.





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Westport Public Schools

Organizational Productivity and Efficiency BOE Steering Committee Recommendations

Steering Committee

Board of Education Members

Brett Aronow
Karen Kléme

Administrators

Elkott Landon, Superintendent
Marge Cost, HR Director
Elie Longo, Business / Finance Director

National Executive Service Corps

SW Regional Director

Deborah Brethman

Consultants:

John Scott (Project Leader)
Bill Brannigan
Stalley Michelson

1/5/15

Progress to Date

Completed 7-Step NESC Process (Oct.- Dec.)

- Steering Committee identified and ranked 9 priorities that support the Mission
- Stakeholders generated broad range of Ideas
- Stakeholders provided additional insights and perspectives (Observations)
 - A presentation summarizing the Observations has been made
 - NESC provided recommendations on how some of the Observations might be addressed
- Steering Committee analyzed, categorized, and prioritized Ideas
 - Ranked Ideas by their impact on the Mission
 - Identified 22 Ideas that were already being implemented
 - Evaluated the Ideas with respect to their impact on the Budget
- Steering Committee combined Ideas and Observations to create its recommendations
 - Short-term initiatives to be implemented in the 2015-2016 school budget
 - Long-term initiatives to be implemented after the 2015-2016 school budget



Points to Note

- **All initiatives include:**
 - Consideration of impact on the Mission
 - An evaluation of impact on the Budget
 - An assessment of the difficulty of implementation
- **9 Short-term initiatives:**
 - Based on 12 Ideas and 1 Observation
 - All are deemed feasible for inclusion in the 2015-2016 budget
- **6 Long-term initiatives:**
 - Based on 14 Ideas and 2 Observations
 - Can't be implemented immediately because of practicalities or further study required
- **Other considerations from this project:**
 - WPS should revise and repeat 7-step process on a regular basis, i.e., basis of a continuous improvement program
 - Currently proposed initiatives do not include truly "innovative ideas."
 - Ideas should look to add value (time, quality, flexibility) as well as save costs



STEERING COMMITTEE RECOMMENDATIONS



Short-term Initiatives (To be implemented in 2015-2016 budget)

1. Reduce the number of WPS goals
2. Streamline BOE and other stakeholder information requests
3. Implement staff wellness program.
4. Provide dialectical behavior therapy training
5. Realign school schedules
6. Assign bus monitors only to students that require them by reason of their IEP's
7. Increase Security at each WPS facility
8. Restore elementary school refurbishment fund & develop maintenance schedule
9. Eliminate redundant Insurance premiums

The majority of these short-term initiatives will be easy to implement. If all were to be implemented, there would be no significant impact on District expenditure.



Long-term Initiatives

(Require further investigation for later implementation)

1. Certification of all Spanish teachers
2. Share best practices with the Town
3. Optimize processes
4. Leverage existing technology
5. Align WPS facilities with future needs of the District
6. Evaluate resource utilization

Each initiative has either no impact on expenditure or will deliver long-term savings.



Long-term Initiatives: Some Further Explanation

1. **World Language certification** of all elementary Spanish teachers
2. **Sharing best practices** between the District and the Town.
3. **Process Optimization** delivers value to staff by freeing up their time from non-value-added activities and enabling them to focus on their primary function of educating the students.
4. **Leverage existing IT** requires all “IT and Technology investments” to have life cycle management plans in place, ensuring future investments are made at the appropriate time.
5. **Aligning WPS facilities with the future needs of the district** ensures that over a 10-year horizon WPS will have facilities appropriate to meet the needs of the town’s demographics and curriculum.
6. **Evaluate resource utilization** and, if appropriate, redeploy the headcount available to the organization.



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DISCUSSION



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WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06881
TELEPHONE: (203) 341-1014
FAX: (203) 341-1024

To: Members of the Board of Education
From: Elliott Landon
Subject: Student and Faculty Calendar / 2016-17 School Year
Date: March 5, 2015

As has been our practice, the Board of Education discusses and approves a student and faculty calendar two years in advance of implementation. It will be necessary, therefore, for the Board to consider and approve a student and faculty calendar for the 2016-17 school year.

For the first time, and consistent with Public Act 13-247 approved by the Legislature of the State of Connecticut, our Board of Education will be required to adopt a calendar that is consistent in its essential components with that of the "Uniform School Calendar" adopted by our Regional Educational Service Center, Cooperative Educational Services. The essential components for the uniform school calendar are as follows:

1. At least 180 days of actual school sessions during each school year (The Westport Public Schools require students to be in attendance for 182 days).
2. A uniform start date as determined by Cooperative Educational Services
3. Uniform days for professional development and in-service training for certified employees (The Cooperative Educational Services uniform regional calendar includes 2 such days; the Westport Public Schools require 6 of these days for its certified employees).
4. Not more than 3 uniform school vacation periods during each school year, not more than two of which shall be a one week school vacation period and one of which shall be during the summer.

With these guidelines determining the nature of our 2016-17 school calendar, a calendar has been prepared that is consistent in every way with the essential components required in the "Uniform School Calendar" adopted by Cooperative Educational Services, but also provides for the nuances required by the Westport Board of Education, as follows:

1. 182 days of actual school sessions for students (Same as the uniform calendar plus 2).
2. 6 staff development days for certified employees (Same as uniform calendar plus 4).
3. Starting date for students of September 1, 2016 (Same as uniform calendar starting date).
4. One week vacation in December; one week vacation in April (Same as uniform calendar).

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts the Student and Faculty Calendar for the 2016-17 school year, a calendar that is consistent with the guidelines of Public Act 13-247 as approved by the legislators of the State of Connecticut and the policies of the Westport Board of Education.



SCHOOL CALENDAR 2016 - 2017
DISCUSSION - March 5, 2015

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Students - 182 days

*Teachers - 188 days

Staff Development Days: August 29-31, November 8, January 13 and February 16.

Students'/Teachers' Last Day will be June 14. Snow/Emergency School Closing Days will be added after June 14.

If there are no snow/emergency days, Students'/Teachers' Last Day will be June 14

VI.B.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
June 4, 2014**

RESOLVED, That the State Board of Education, pursuant to Public Act 13-247 and the Guidelines of the Uniform Regional School Calendar Taskforce, approves the uniform regional school calendars submitted by Connecticut's Regional Educational Service Centers (Capitol Region Education Council; Cooperative Educational Services; Area Cooperative Educational Services; Education Connection; EASTCONN; and LEARN), and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourth day of June, Two Thousand Fourteen.

Signed: _____
Stefan Pryor, Secretary

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education
FROM: Stefan Pryor, Commissioner of Education
DATE: June 4, 2014
SUBJECT: Uniform Regional School Calendars

Executive Summary

Purpose of Report

The State Board of Education is required by law to approve a uniform school calendar for the 2014-15 school year for each of Connecticut's regional educational service centers (RESCs). This report provides the contextual background and the calendars submitted by each RESC for your approval.

Background/History

Section 321 of PA 13-247 established a Uniform Regional School Calendar Task Force to develop guidelines for a uniform regional school calendar for use by each regional educational service center, in the development of uniform regional school calendars. Per PA 13-247, such guidelines for a uniform regional school calendar shall include, but not be limited to:

1. at least 180 days of actual school sessions during each school year,
2. a uniform start date,
3. uniform days for professional development and in-service training for certified employees, pursuant to sections 10-148a and 10-220a of the general statutes, and
4. not more than three uniform school vacation periods during each school year, not more than two of which shall be a one week school vacation period and one of which shall be during the summer.

The following individuals served on the Task Force:

Representative Mike Demicco, Task Force Co-Chair and Education Committee Member
Doreen Marvin, Task Force Co-Chair and Director of Development, LEARN
Representative Bill Aman, Planning & Development Committee Ranking Member
Lucille Ayotte, General Manager of First Student Transportation, East Region
Paula Colen, Executive Director, EASTCONN
Craig Edmondson, EdD, Executive Director, ACES
David Hayes, Bristol Federation of Teachers
Charles Jaskiewicz III, State Board of Education Member
Dr. Anne Jellison, Principal of Israel Putnam School, Meriden
Representative Noreen Kokoruda, Education and Planning & Development Committees
Member

Chris LaBelle, Associate Executive Director, CES
Patrice McCarthy, Deputy Director & General Counsel, Connecticut Association of Boards
of Education
Dr. Carolyn McNally, Director of Development, ACES
Tim Nee, Director of Teaching & Learning, CREC
Gary Peluchette, Bridgeport Education Association
Representative Matt Ritter, Planning & Development Committee Member
Mary Roberts, Director, Connecticut Federation of Catholic School Parents
Don Romoser, President, Connecticut Parent Teacher Association
Dr. Danuta Thibodeau, Executive Director, Education Connection

The Task Force met five times between October and December of 2013, and developed the following guidelines for each RESC to use within their respective regions to create a regional calendar that assures a minimum of 180 student school days, two common professional development days, a common start date, and three vacation periods (one of which must fall during the summer):

- Invite all schools (public and non-public) to participate in the planning/creation of the regional calendar;
- Gather student enrollment information for Vo-Tech and other schools to assess the cross-over of students from one region to another for maximum efficiencies
- Agree on a common start date for students within the region; the common start date shall be the last Wednesday of August with a three day +/- flexible window
- Each region must identify 3 vacations:
 - ✓ If a school district participates in Extended or Expanded School Year opportunities, at least one week during the period between July 1 and the last week of August must be identified as student vacation time
 - ✓ At least 5 days during the 4th or 5th week of December (and can be extended to coincide with New Year's Day)
 - ✓ At least 5 days during the 2nd or 3rd week of April
- Election Day in November shall be a Professional Development Day with no students attending school
- Within a region have one other common Professional Development Day that does not interfere with statewide student assessments (in consultation with the Connecticut State Department of Education)
- Work toward common agreement on student and non-student days for Holidays such as Veterans' Day, Columbus Day, and other single day holidays (keep in mind that cultural and religious observances drive individual town calendars based on community need; regions and districts will need flexibility); within a region discuss a February break and work toward common agreement on the number of days identified as vacation.
- Allow for five flexible days for individual district needs

The final report also makes recommendations to the Education Committee for further consideration.

Section 322(a) of Public Act 13-247 requires each Connecticut regional educational service center (RESCs) (Capitol Region Education Council; Cooperative Educational Services; Area Cooperative Educational Services; Education Connection; EASTCONN; and LEARN), to submit to the State Board of Education for approval a uniform school calendar for school year 2014-15 by April 1, 2014, in compliance with the public act and the Guidelines of the Uniform Regional School Calendar Task Force.

For the school year commencing July 1, 2014, a local or regional board of education *may* adopt the uniform regional school calendar developed and approved pursuant to this section. For the school year commencing

July 1, 2015, and each year thereafter, each local and regional board of education *shall* use the uniform regional school calendar. HB 5599, which passed out of the Education Committee and is currently before the General Assembly for consideration, delays implementation of the uniform regional school calendar by a year and permits a school district to delay implementation for an extra year if an existing employee contract makes such implementation impossible.


Recommendation/Justification

I recommend that the Board approve the uniform regional school calendars submitted by Connecticut's Regional Educational Service Centers: Capitol Region Education Council, Cooperative Educational Services; Area Cooperative Educational Services; Education Connection; EASTCONN; and LEARN.

Follow-up Activity

RESCs will be notified that their calendars have been approved by the SBE. It is our recommendation that the Task Force Co-Chairs and the Chairs of the Education and Planning & Development Committees be copied on this correspondence.

C.E.S. Regional Uniform School Calendar 2016-2017

<p>July</p> <p style="text-align: right;">1</p> <p>4 5 6 7 8</p> <p>11 12 13 14 15</p> <p>18 19 20 21 22</p> <p>25 26 27 28 29</p>	<p>August</p> <p>1 2 3 4 5</p> <p>8 9 10 11 12</p> <p>15 16 17 18 19</p> <p>22 23 24 25 26</p> <p>29 <u>30</u> 31</p>	<p>September (21)</p> <div style="text-align: center;">  </div> <p>5 6 7 8 9</p> <p>12 13 14 15 16</p> <p>19 20 21 22 23</p> <p>26 27 28 29 30</p>	<p>October (19)</p> <p>3 4 5 6 7</p> <p>10 11 12 13 14</p> <p>17 18 19 20 21</p> <p>24 25 26 27 28</p> <p>31</p>				
<i>30 Professional Development</i>		<i>1 Students Return 5 Labor Day - closed</i>		<i>3 Rosh Hashanah - closed 12 Yom Kippur - closed</i>			
<p>November (19)</p> <p>1 2 3 4</p> <p>7 <u>8</u> 9 10 11</p> <p>14 15 16 17 18</p> <p>21 22 23 24 25</p> <p>28 29 30</p>	<p>December (17)</p> <p style="text-align: right;">1 2</p> <p>5 6 7 8 9</p> <p>12 13 14 15 16</p> <p>19 20 21 22 23</p> <p>26 27 28 29 30</p>	<p>January (20)</p> <p>2 3 4 5 6</p> <p>9 10 11 12 13</p> <p>16 17 18 19 20</p> <p>23 24 25 26 27</p> <p>30 31</p>	<p>February (18)</p> <p style="text-align: right;">1 2 3</p> <p>6 7 8 9 10</p> <p>13 14 15 16 17</p> <p>20 21 22 23 24</p> <p>27 28</p>				
<i>8 Professional Development 24 & 25 Thanksgiving Holiday - closed</i>		<i>26 - 30 Holiday Recess - closed</i>		<i>2 Holiday Recess - closed 16 Martin Luther King Day closed</i>		<i>17 & 20 February Break - closed 20 Presidents' Day - closed</i>	
<p>March (23)</p> <p style="text-align: right;">1 2 3</p> <p>6 7 8 9 10</p> <p>13 14 15 16 17</p> <p>20 21 22 23 24</p> <p>27 28 29 30 31</p>	<p>April (15)</p> <p>3 4 5 6 7</p> <p>10 11 12 13 14</p> <p>17 18 19 20 21</p> <p>24 25 26 27 28</p>	<p>May (22)</p> <p>1 2 3 4 5</p> <p>8 9 10 11 12</p> <p>15 16 17 18 19</p> <p>22 23 24 25 26</p> <p>29 30 31</p>	<p>June (22)</p> <p style="text-align: right;">1 2</p> <p>5 6 7 8 9</p> <p>12 13 14 15 16</p> <p>19 20 21 22 23</p> <p>26 27 28 29 30</p>				
<i>10-14 Spring Recess - closed</i>		<i>29 Memorial Day - closed</i>					

Note: State law requires that public schools operate 180 days for students.

Key:

Bold = No School

Underline = Uniform Professional Development Days - no students

Parenthesis Indicate total number of available student days in month

Uniform School Calendar allows each district 5 flex days

**Medical Health Insurance Fund
FY 14-15 Projections
Claims Cash Draw Data as of January 31, 2015**

	Aug-14	Jan-15	FY16 Projection
Cash receipts			
General Fund Budget from line 210	\$ 14,501,700	\$ 14,501,700	15,226,785
Other Fund Contributions	85,000	85,000	85,000
Employee Contributions (Active)	2,433,811	2,416,297	2,572,011
Flex Spending Accounts	-	-	-
Cobra Participants	26,008	18,446	18,100
Retirees under 65	365,701	365,701	365,701
State Teachers Retirement (TRB)	146,824	160,000	160,000
Life Insurance Premiums	25,000	25,000	25,000
Retirees over 65	421,847	421,847	442,939
Other Contributions (FMLA, Retiree Life, etc.)	-	-	-
Total cash receipts	18,005,891	17,993,991	18,995,536
Cash disbursements			
Medical	10,751,572	10,558,130	11,658,199
Prescription	1,988,348	1,837,958	2,118,246
Dental	1,007,255	1,052,170	1,055,782
Flex Spending Accounts	-	-	-
Contribution to HSA	1,329,000	1,159,000	1,159,000
Medical Administrative	478,224	467,143	478,822
Network Access Fee	164,426	160,617	164,632
Individual Stop-Loss	681,912	666,112	766,028
Dental Administrative	53,903	53,401	54,964
FSA Administrative	2,931	2,931	2,931
Consulting Fee	45,000	45,000	45,000
ACA Related Fees	112,258	128,205	89,540
PCORI Fee	-	1,634	1,666
Retirees over 65	675,000	688,985	723,435
Total cash disbursements	17,289,829	16,821,286	18,318,245
Change in cash balance	716,062	1,172,705	677,292
Beginning cash balance	930,839	930,839	
Ending cash balance(deficit)-projection	1,646,901	2,103,544	15.6%
Less: Incurred but not reported claims (carrying FY14)	(908,233)	(980,000)	-7.3%
Net Position(Deficit) end of year-projection	738,668	1,123,544	8.4%
		1,603,544	11.9% (with a \$500k FY16 draw down)
		(980,000)	-7.3%
		623,544	4.6%

	Claims Cash Draw Against Insurance Fund Account				Avg. Monthly Claims		Variance
	Medical/Rx	Dental	Flex	Other	Total	(Med/Rx/Dental)	
Jul 2014	\$ 940,672	\$ 94,171	\$ 6,419	\$ -	\$ 1,041,262	\$ 1,034,843	
Aug 2014	\$ 1,551,384	\$ 93,150	\$ 396	\$ -	\$ 1,644,930	\$ 1,339,689	\$ 304,846
Sept 2014	\$ 1,237,176	\$ 110,586	\$ 6,691	\$ 119	\$ 1,354,572	\$ 1,342,380	\$ 2,691
Oct 2014	\$ 680,049	\$ 68,680	\$ 7,686	\$ 1,156	\$ 757,581	\$ 1,193,957	\$ (148,413)
Nov 2014	\$ 698,892	\$ 71,691	\$ 7,137	\$ -	\$ 777,720	\$ 1,109,290	\$ (84,677)
Dec 2014	\$ 884,181	\$ 89,533	\$ 9,540	\$ -	\$ 983,254	\$ 1,085,694	\$ (22,596)
Jan 2015	\$ 1,145,696	\$ 73,529	\$ 11,382	\$ -	\$ 1,230,407	\$ 1,105,627	\$ 18,933
Feb 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Mar 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Apr 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
May 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Jun 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ 7,138,049	\$ 601,340	\$ 49,052	\$ 1,275	\$ 7,789,726		
YTD/Estimate	57.6%	57.2%	n/a	n/a			
Theoretical YTD Spend Rate	58.3%	58.3%	n/a	n/a			
variance %	-0.7%	-1.1%					
variance \$	\$ (91,335)	\$ (11,559)					
FY15 Projection:	\$ 12,396,088	1,052,170					
YTD Expense:	\$ (7,138,049)	\$ (601,340)					
Balance available to June 30:	\$ 5,258,039	\$ 450,830					
Average remaining monthly allowance:	\$ 1,051,608	\$ 90,166	\$ 1,141,774				

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1026

To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gift
Date: March 3, 2015

I am pleased to inform you that the Board of Education has been offered a generous gift from the Bedford Middle School PTA in the amount of \$8,100.00. These funds will be used for the purchase of six sets of Chauvet Lighting COLORado Batten 144 Tour LED Fixtures for the Bedford Middle School Auditorium. The Bedford auditorium is currently equipped with out of date and unreliable 20 year old cyclorama lighting instruments which were installed at the time of the construction of the building.

This gift will permit the auditorium to be fully used for theatrical productions, musical performances, awards ceremonies, speaker events and other community and elementary school events without necessitating the rental of newer and more powerful LED cyclorama lights for each event for which lighting is necessary.

I recommend that the Board accept this gift with gratitude and appreciation to the Bedford Middle School PTA.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation a gift from the Bedford Middle School PTA, a gift valued at \$8,100 to replace the current cyclorama lighting instruments currently in use in the school auditorium.

