

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

7:00 p.m., Staples High School, Room 333, Pupil Services Conference Room

ANTICIPATED EXECUTIVE SESSION: Certified Staff Non-Renewals

RESUME PUBLIC SESSION

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: March 16, 2015

RECOGNITION: Board of Education Appreciation Month Dr. Landon

DISCUSSION:

- 1. Graduation Requirements for Class of 2020 as Mandated by Connecticut General Statutes (Encl.) Mr. D’Amico
- 2. Progress Report: 2015-16 Implementation of “Bring Your Own Device” (BYOD) Initiative (Encl.) Mr. D’Amico
- 3. Report: Parent/Teacher/Administrator Feedback Concerning K-5 Standards-Based Progress Reports (Encl.) Ms. Droller
- 4. Update: Future of Standards-Based Grading (SBG) at Middle Schools and Staples Based Upon SBG Pilot (Encl.) Mr. D’Amico

DISCUSSION/ACTION:

- 1. Non-renewal of Certified Teaching Staff Ms. Cion
- 2. Health and Medical Insurance Revenues and Expenses (Encl.) Mr. Longo
- 3. Transfer of Funds in Operating Budget: Bedford Middle School Gymnasium Floor (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.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

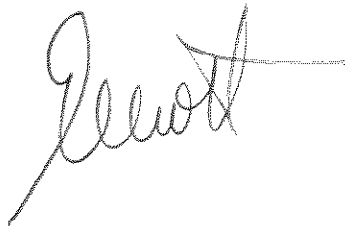
110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1025

To: Members of the Board of Education
From: Elliott Landon
Subject: Graduation Requirements for Class of 2020 as Mandated
Date: April 27, 2015

The last time we addressed this issue was in December 2014. Our concern at that time was that: (1) our current system for scheduling students into courses might have to be modified to accommodate the mandated changes to course requirements; (2) we might not be able to maintain and expand our current academic and elective offerings; and, (3) our current credit requirements for graduation would be insufficient to accommodate the needs of all our students.

Since we do not have to make any modifications to programs or scheduling until the Class of 2020 (current 7th grade students) enters Staples High School as freshmen, we have sufficient time over the next six months or so to address this matter internally before making any recommendations for change to the Board of Education.

At our meeting of April 27, James D'Amico, Director of Secondary Education, will report on our work to date to address the above-referenced subject and will share with you our thoughts as we move forward with Staples administrators and faculty to meet all the State requirements. Please see James' memorandum appended to this one.





James D'Amico
Director of Secondary Education

TO: Elliott Landon
FROM: James D'Amico
SUBJECT: Graduation Requirements for Class of 2020 Discussion
DATE: April 27, 2015

In order to inform the Board of Education's discussion of the graduation requirements for the Class of 2020, I would like to provide you with information from the State, and present ideas that have resulted from conversations with Staples High School administrators and the Department Chairs.

We provided the Board and the public the language of the new requirement, an analysis of credits earned for the Class of 2014, and a chart summarizing the new requirements as a point of reference at the December 15, 2014 meeting. As of the writing of this memo, the Connecticut State Department of Education has maintained that the new requirements will apply to the Class of 2020, even though many districts have asked for another extension in order to comply with the statute. In our DRG, only Ridgefield has adapted their own requirements to the new structure.

As our analysis demonstrated in December, while we were very concerned that the new requirements may severely impact student choice, our students have, on their own, made choices that would mostly fulfill the requirements. Students who would be most affected by the change are those whose course selections were unbalanced to a great degree. The overall impact seems to be that while some students will have to make some different choices, we are equipped with enough courses and staff to meet the new requirements. This is due, in part, to Westport's decision of several years ago to have a twenty-five credit requirement, well above the State minimum of twenty credits.

While we are prepared for the logistical impact of the new requirement, the high school building administrators and department chairs have also been working to see how these new requirements can generate growth of programs that better suit our students needs and interests, as well as reflect Westport's vision. Ideas that have been discussed so far include:

- Cross-listing of courses where possible, so that students could choose to have courses count to different requirements. For example, if Music Technology were listed as both a “technology” and “fine arts” course, some students could have it meet different requirements. This type of thinking has the potential to create interesting paths for many of our students
- Creating cross-disciplinary program strands for students to meet multiple requirements. Some ideas include: A Food Science strand that would include courses in Science, Social Studies, and PE/Health; A Justice strand that would include courses in English, Social Studies and Science; An East Asian Studies strand that would include courses in World Languages, PE/Health and Social Studies, etc. These programs would bring focused real-world applications to a seemingly disparate set of requirements.
- We have discussed how curriculum leadership can foster more cross-disciplinary approaches, and will start discussions on how our structures can be maximized for this purpose.
- The senior demonstration or “capstone” requirement has fostered much discussion about creative options for students to demonstrate their growth as a learner over their education at Staples. We have discussed using the portfolios that students are creating with the Library Media teachers as well as other options like introducing a service-learning project, an off-campus school/work project-based experience, a research course, or a reformed Independent Study/Senior Options course. These ideas open up the possibility that Staples seniors could have an element of choice in how they fill the capstone requirement. Exploring possibilities beyond a one-size-fits-all approach would certainly be more reflective of our vision and learning expectations.

Our plan moving forward is for these ideas and others to be brought to the SHS Collaborative Team, department faculty, students, and parents for discussion over the next several months. Even though we have only scratched the surface of possibilities for our future direction, we are positioned well to pursue this work with the knowledge that we can meet the State’s new requirements, and over time create a unique program for our students.

ANALYSIS OF CREDITS EARNED BY CLASS OF 2014

I-Year Staples Students	406			
Students with 4.0+ Math	384	-22	95%	Of these 22 students, 14 earned 9.5-15.0 credits in the Humanities
Students with 5.0+ Math	96			
Students with 3.0+ Science	395	-11	97%	Of these 11 students, 9 earned 9.5-15.0 credits in the Humanities. 4 of those students the same as Math
Students with 4.0+ Science	281			
Students with 1.0+ Fine Arts	356	-50	88%	Of these 50 students, 41 had 8.5+ credits in Math/Science, 22 would not have met their Humanities requirement
1.0+ Music	113			
1.0+ Art	267			
1.0+ Theater	28			
Students with 5.0+ English	41			
Students with 5.0+ SS	72			
Students with 2.0+ Fine Arts	226			
Students with 9.0+ Humanities	370	-36	91%	Of these 36 students, 32 had 8.0+ credits in Math/Science
Students who would not have met STEM <i>*Does not include Fam/Consumer</i> <i>*Includes Comp.Sci, Tech Ed., Media</i>	51	-355	13%	Of these 51 students, 47 earned 9.25-16.0 credits in the Humanities
1.0+ Career/Life Skills w/o PE	198	-208	49%	
1.0+ Career/Life Skills w/o PE, ACS	174	-232	43%	
Graduation Credits if new requirements added				
30 credits (includes Capstone)	73	-333	18%	
29 Credits (does not include Capstone)	120	-286	30%	
Other Credit Levels				
Students earning 28.0+ Credits	207	-199	51%	
Students earning 27.0+ Credits	356	-50	88%	
Students earning 26.0+ Credits	394	-12	97%	

Connecticut General Statutes

Sec. 10-221a. High school graduation requirements. Student support and remedial services. Diplomas for veterans of World War II and the Korean hostilities. Collection of certain student information.

...

(c) Commencing with classes graduating in 2020, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.

..

Humanities	
English	4
Social Studies	3
Fine Arts	1
Humanities Elective	1
STEM	
Math	4
Science	3
STEM Elective	1
Career and Life Skills	
Physical Education	1
Health and Safety	0.5
Career and Life Skills Electives	2
World Languages	
World Languages	2
Senior Demonstration	
Senior Demonstration/Capstone	1
	23.5+ 1.5 Electives

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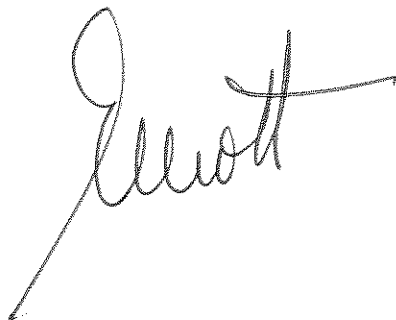
To: Members of the Board of Education
From: Elliott Landon
Subject: Progress Report:
2015-16 Implementation of "Bring Your Own Device" (BYOD Initiative)
Date: April 27, 2015

Please find appended to this memorandum a memo to Elliott Landon from James D'Amico and Natalie Carrignan pertinent to the subject referenced above.

Included with that memorandum may be found the "menu" for our February 23, 2015 Professional Development Day as it pertains to the technology sessions in which all of our certified teaching and administrative staffs at Staples participated.

Additionally, you will find referenced on the first page of the D'Amico/Carrignan memo "Video from PD Day." You may utilize the following link to view the video:

<https://www.youtube.com/watch?v=6kjHyE43PS4>

A handwritten signature in black ink, appearing to read "Elliott", with a long horizontal stroke extending to the right.



James D'Amico
Director of Secondary Education

Natalie Carrigan
Director of Technology

TO: Elliott Landon
FROM: James D'Amico and Natalie Carrigan
SUBJECT: Staples High School Bring Your Own Device Plan Update
DATE: April 27, 2015

In October, 2014 we presented our implementation plan for the Board of Education's Bring Your Own Device (BYOD) initiative for Staples High School, which will commence beginning with the 2015-16 school year. We are happy to report that the implementation has been proceeding throughout this year, and we are prepared to complete the remaining work through the end of this year and over the summer in order to assure a smooth rollout with all students in the fall. Below is a summary of the progress we've made and our plans that will bring us to the first day of school.

- As planned, we conducted a needs assessment of the entire Staples faculty on the November 4, 2014 professional development day, the results of which were shared with the BYOD committee and SHS administrators. This feedback was used to plan professional development in February for all Staples teachers. In addition, we gathered input from our students working at the new student technology help desk in the Staples library, members of the Staples ITL committee, and other members of the Staples faculty to assist in gaining insight into the needs of teachers.
- Natalie, along with Staples teacher and BYOD committee chair Kim Herzog, have spoken at PTA coffees to provide information and answer questions from current Staples parents.
- SHS Principal John Dodig provided an overview of BYOD for the parents of incoming grade eight students at Curriculum Night. BYOD will also be discussed at the grade 8 pod meetings as part of the overall discussion of students' transition to high school.
- Attached to this memo you will find our theme and program offerings from the February 23, 2015 PD day. This day provided teachers with multiple options to refresh their knowledge of technology that can impact instruction in their classes, receive advanced instruction from their peers on technology applications and integration, or provide

training on methods for managing and utilizing technology. This day was highly successful and has been held up by members of the district professional development committee as a model that should be used as a template for future professional development days, even those not specifically focused on instructional technology.

- Natalie and Kim will be presenting a working document of BYOD guidelines, practices, and expectations to the Staples Administrative team and the Strategic Technology Committee on May 12, and then soliciting feedback from students and drafting a final document on May 13, to be published before school ends in June.
- We will offer follow up sessions for teachers the last week of June after school gets out, and are planning a BYOD “institute” in August for teachers who seek out additional professional development.
- Technology “Boot Camp” will be offered on August 19, 20, 24 and 25 during new student orientation to help incoming students ensure the connectivity of their devices to the network. All students, current and new, are welcome to attend the “Boot Camp”. Teachers will also be able to attend boot camp if they need to for their own devices.
- We successfully launched and staffed the technology help desk in the Library Media Center, which has greatly helped our ability to address common problems, and train a number of students who will be able to offer BYOD support next year.
- The Technology office created a website located at <http://byod.westport.k12.ct.us/> that provides important information to parents and students about the devices that will meet our BYOD specifications. Additionally, Natalie has been meeting throughout the year with vendors from companies such as Apple, Lenovo, HP, and Dell to look at the newest models of Chromebooks and other personal devices to provide different cost options to parents. She is also preparing bids to maximize purchasing power for the district to provide Chromebooks for students in financial need.
- The technology staff has also been examining the wireless bandwidth in the building, and will add access points to the last few areas that require stronger signals to accommodate fluctuations in usage. For example, the signal strength in the cafeteria varies when the accordion walls are closed.
- Finally, the technology staff has completed programming our onboarding process, allowing personal devices to connect to the school services as if they were on a district owned machine .

After this year of collaborative planning between teachers, administrators, and the Strategic Technology committee, we are prepared for the launch of our BYOD initiative, and are looking forward to the exciting evolution of technology usage at Staples.

[Video from PD day](#)

Professional Development: February 23

Technology Session Menu

Presentation Tools

- [Google Slides](#) Basic: Colin Neenan
 - [Beginner/Intermediate](#) (20 for each): Use Slides to quickly create presentations with pictures, embedded YouTubes, tables and more. We will cover templates, transitions, editing, the slide sorter, word art, as well as the dangers of "PowerPointlessness", and the relative advantages and disadvantages of Slides.
- Advanced: Rob Rogers
 - Introductory review of multiple presentation tools that add a little pizzaz to your run-of-the-mill presentations. We will discuss the relative advantages and disadvantages of each, purpose, practice and application. Tools reviewed will include, [emaze](#), [Prezi](#), [Animoto](#), [Google Slides](#), and [Haiku Deck](#).

VideoCasts

- Basic: Stacey Delmhorst / Nickie Pendolphi
 - [Educreations](#): Wouldn't it be great if your class already had an idea of the day's lesson before you teach it? Wouldn't it be great if that preview featured YOUR ideas and YOUR style? Now it can...with Educreations videos. Learn how to create short "flipped" lessons using a videocast - it's SUPER easy we promise!!! Insert graphs, images, pictures into your video as well as record your own voice to accompany the presentation. Students are able to see a step by step process with the teacher explaining those steps. It is a great tool to preview lessons, for students who are absent or for test review. We will also show you how to fix a mistake, how to share it via Schoology and beyond. Educreations is the best of both worlds - a classroom at home!
Come prepared with an iPad or laptop and a lesson you might like to "flip" (though we will admit an iPad is best!).
- Advanced: Mike Forgette
 - Create videos for your students or encourage your students to make videos for others. This course introduces participants to several different video casting tools ([Educreations](#), Quicktime, SmartNotebook, [SmoothDraw](#), [CamStudio](#)). For each program, there will be an overview, samples, and relative advantages and disadvantages. Afterwards, participants will play around with a program of their choosing to create a short video lesson during the session. Please bring some materials which you can use to create a video lesson.

Schoology: [assignment management](#) (including resources)

- Basic: Nat Dewey / Michael Lazaroff
 - A way to create varied assignments and organize, share and distribute them with others, including classes, departments and groups, and using them to quickly build your next year's course from last year's materials. We will also showcase both posting *and* grading assignments from directly within Schoology, showing students how to find submitted and graded assignments via the Schoology gradebook (which will be integrated with eSchool, a.k.a. "One Stop Shopping") using discussion boards, inserting podcasts, videos into folders and assignments, and transferring of materials and resources, thus allowing you to build and store your curriculum.
 - [How to use Schoology to collect and grade digital assignments](#)
 - [How to use Schoology to find grades for digital assignments](#)
 - [Cloud computing means never losing another assignment](#)
 - [Letter to a parent regarding digital submissions](#)

Schoology: quizzes and assessments

- Intermediate/Advanced: Dave Rollison
 - Creation of assessment, grading of assessment, and providing feedback to students via Schoology. Will review types of questions, formative and summative assessments, practice and independent application.

Google Add-ons and Beyond!

- Advanced: Rob Rogers
 - "Top 10 List!" for Google Add-Ons: Want to make your life a little easier? Did you know there are an abundance to tools you can add directly into your Chrome browser to help? In this session we will look at what Add-Ons for GAFE (Google Apps for Education) are used for, how to install them, how to have students use it, for what purpose, and how will it make your life easier. Examples will include [Google Classroom](#), [Doctopus](#), [Goobric](#), [Highlighter](#), [EasyBib](#), [Grammarly](#), [gMath](#), [Translate](#).

Formative Assessment Blitz:

- Intermediate/Advanced: Kim Herzog / Barbara Robbins
 - During this session, participants will be introduced to a variety of possible programs that can be used for quick formative assessments. Participants will receive information as to how the program has been used, how it can be used in the context of your course, and relative advantages and disadvantages of each program. Participants will also be encouraged to bring course material for application and practice.
 - Sample programs: [Polleverywhere](#) (scroll down and click "Meet Polleverywhere" for quick video), [todaysmeet.com](#), [Google forms](#), and more!

Evernote

- Basic: Jenn Cirino/Rebecca Marsick
 - Learn about Evernote, a free, cross-platform tool for organizing and taking notes that syncs across all devices, and how teachers and students can use it to manage information. Participants are encouraged to bring a mobile device or laptop (any type) to participate in this hands-on workshop. Topics covered include how to create stacks & notebooks, add content from a variety of sources, organize and search through resources, and share notes with others.

Google Docs

- Basic: Jessie Bauks/ Renee Torres/ Natalie Carrignan
 - Make your life easier (and greener)! Learn the basics of creating, sharing, and managing documents for your classes using Google Drive. Familiarize yourself with Google documents, shared files and shared folders, and easy online collaboration with students and colleagues. You will also learn how to use commenting tools as a way of paperless collection and correction of student work. We'll cover the basics, but also provide you with some cool and practical ideas for classroom use!
- Intermediate: Samantha Ginzberg
 - How to create and use class/student folders, revision history, planning materials, saving documents to Google Drive, sharing/posting google docs on Schoology

Google Earth (feature overview)

- Basic: Tamara Weinberg
 - Learn the basics of Google Earth: how to navigate and search and use all the tools such as street view, measuring and layers. Layers allow you to look at the maps in different ways, including 3D buildings, 360 degree images and image databases from NASA and other sources. We will then explore many of the ways to use Google Earth in the classroom in a variety of subjects, including World Language (finding directions), Social Studies, and English (Lit trips). We will explore lessons already available, and if there is interest the session will include some instruction in creating your own material to use in Google Earth, such adding points of interest (placemarks), incorporating additional images as overlays, creating paths for a tour, and saving your projects for students to access.


Photoshop

Basic: Carla Eichler/Jon Nast

Join us for an introduction to the basics of this complex and dense program. We will cover basic document setup using Layers, photo compositing, photo color and contrast editing, including converting to black and white. You will have a chance to try graphic creation tools including shapes, type, layer styles and gradients. Photoshop is an industry standard design program,

and a great tool if you are looking to create visual projects such as posters, pamphlets or collages with your students.

TO: ELLIOTT LANDON

FROM: JULIE DROLLER 

SUBJECT: K-5 STANDARDS-BASED PROGRESS REPORTS:
FEEDBACK AND NEXT STEPS

DATE: APRIL 27, 2015

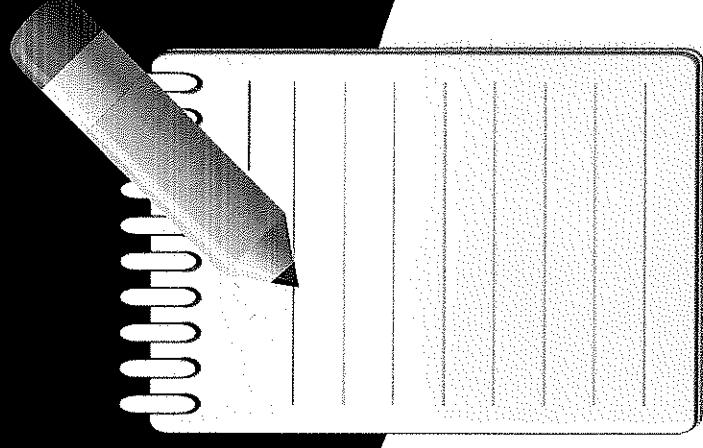
This year, the elementary schools implemented significant changes in the way we report student progress to parents, as well as the timing of this information. A standards-based progress report was developed last year under the leadership of Dr. Susie Da Silva, Kimberly Ambrosio, Rebecca Laus and Carolyn Santella, along with a committee of teachers and administrators. This progress report is issued three times a year, and followed by a parent-teacher conference in the first and second trimesters.

We have prepared a presentation to provide the Board with an update on our new process of reporting student progress, with feedback from parents, teachers and administrators. After the initial progress report and parent-teacher conferences were completed, teacher feedback was gathered during grade level meetings, and analyzed by the Progress Report Committee and grade level representatives in mid-December. Short and long-term goals were established, and additional opportunities for district-wide grade level collaboration were established.

In March, a parent survey was developed with assistance from community members with expertise in market research and survey design. This survey was sent via Connect Ed from the elementary principals to 1,712 families. Paper copies of the survey were sent home as well. The principals sent follow-up emails about the survey a week later; despite this, the parent response rate was 27%. Also in late March/early April, an online survey was sent to all 215 elementary teachers, 80 of whom responded.

Dr. DaSilva, Ms. Laus and I will summarize the survey results, and share patterns that emerged from the open-ended responses from parents and teachers. Based on this feedback, the Progress Report Committee will reconvene this spring and summer to discuss recommendations and make revisions to continue to strengthen our system of reporting student progress to parents.

Reporting Student Progress: Feedback and Next Steps



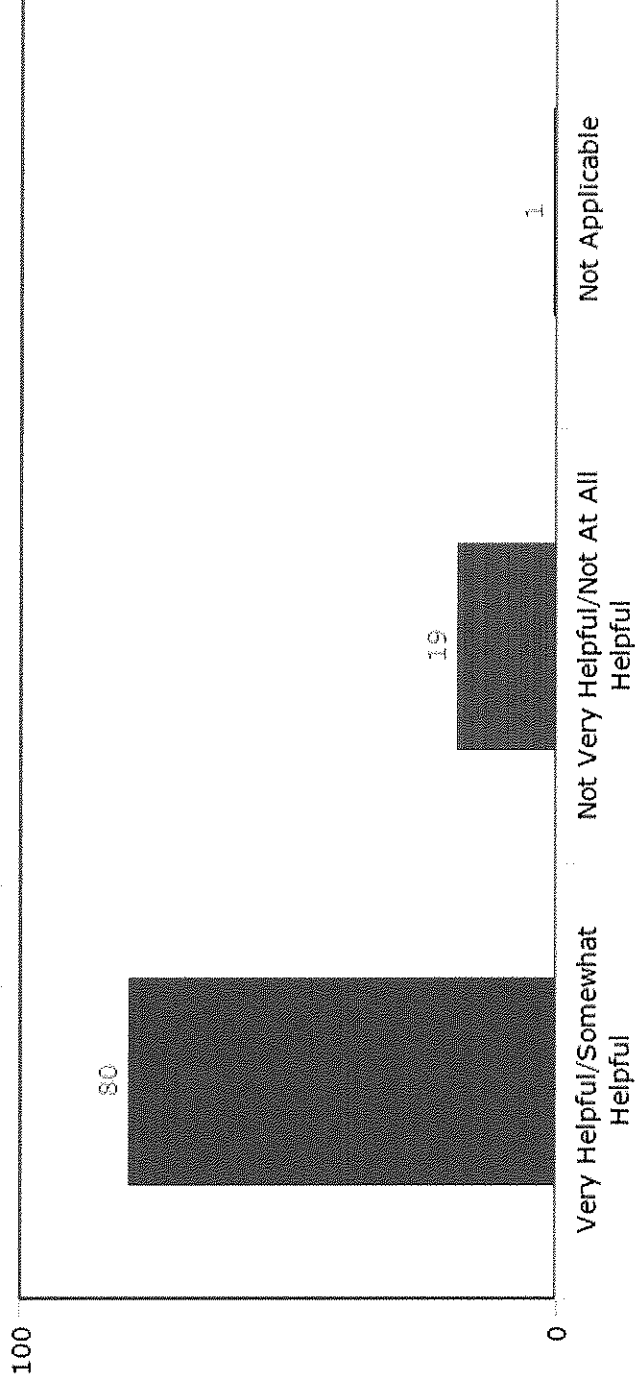
Westport Public Schools
April 27, 2015

2014-2015: At a Glance

- **September & October:** District and school-based information sessions
- **November & March:** Distribution of Progress Reports and Parent-Teacher conferences
- **March/April:** Survey parents/teachers
- **June:** Distribution of Progress Report

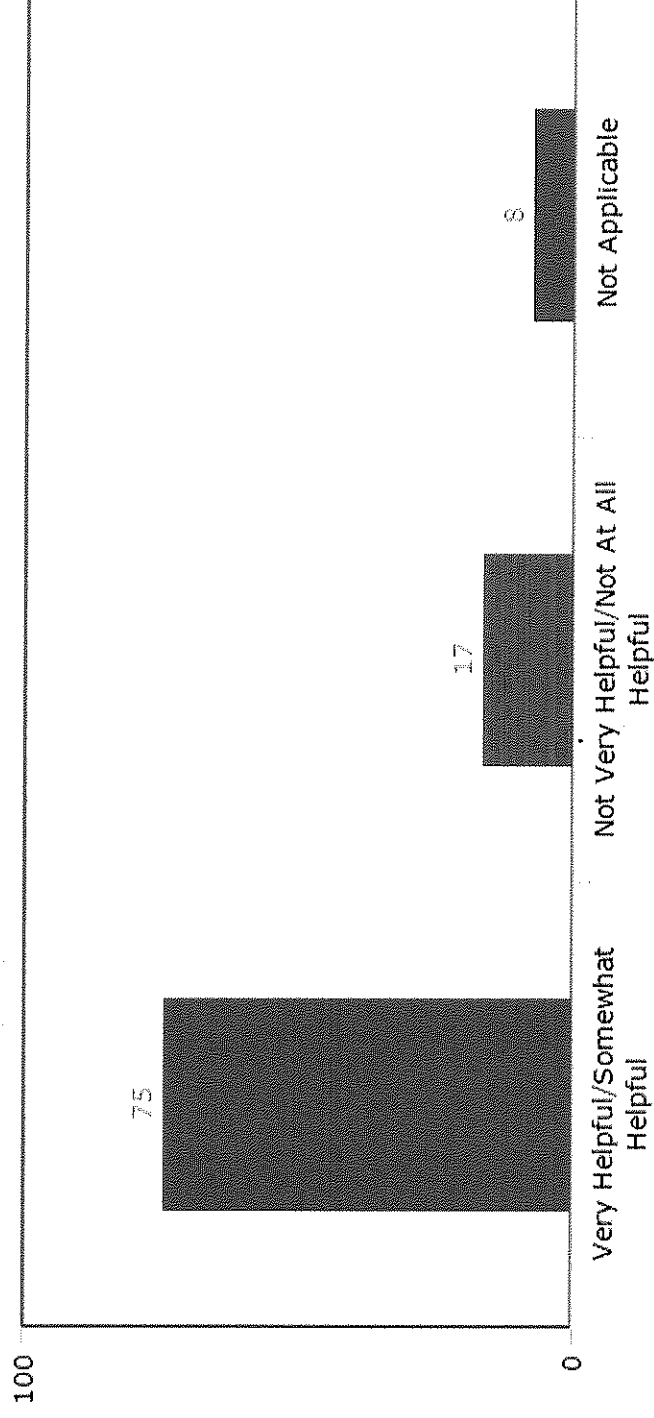
Summary of Teacher Feedback

80% of responding teachers felt that professional development opportunities were very helpful or somewhat helpful



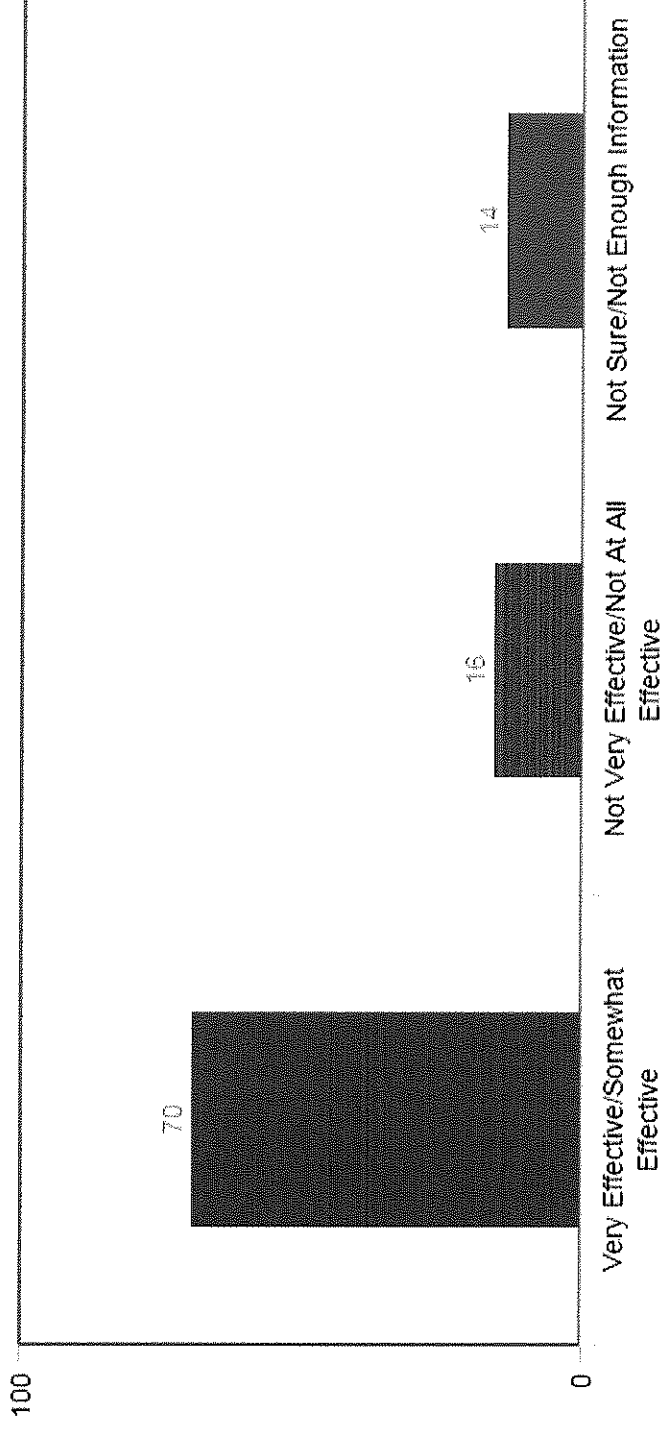
Summary of Teacher Feedback

75% of responding teachers felt the teacher handbook was very helpful or somewhat helpful



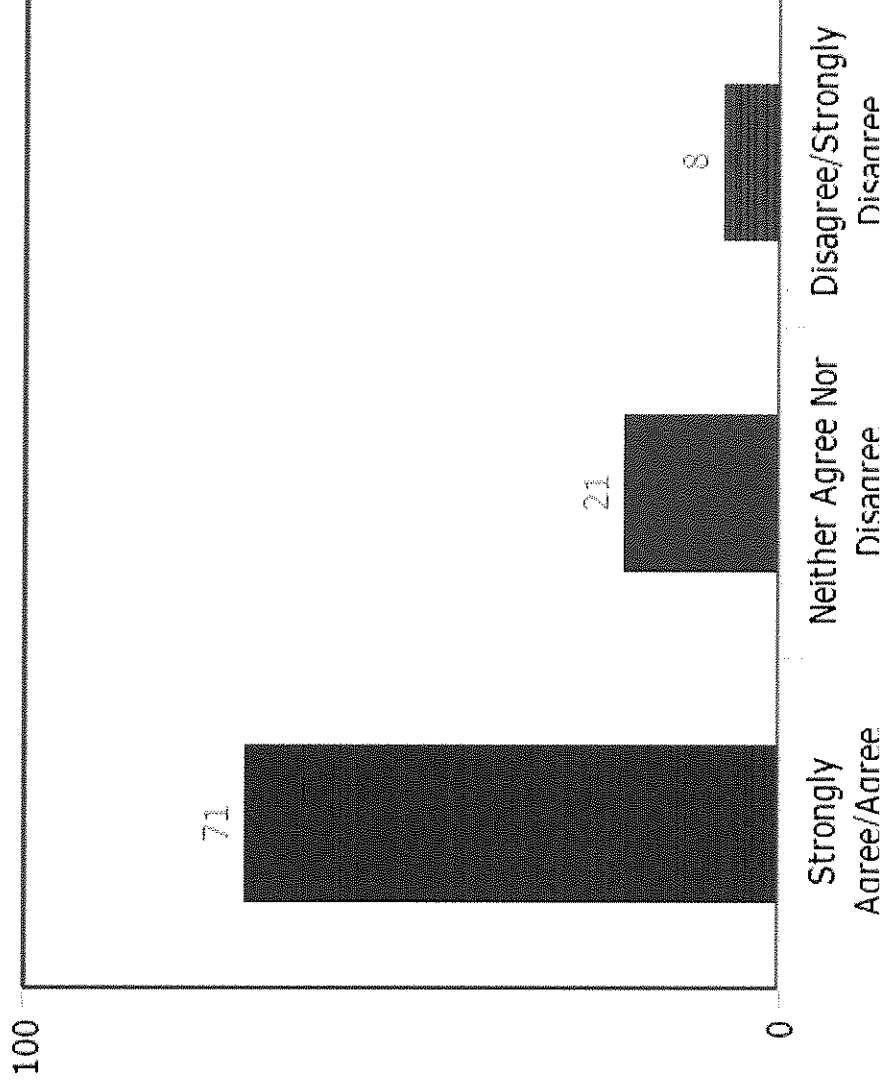
Summary of Teacher Feedback

70% of responding teachers felt a 5-point rubric would be very effective or somewhat effective to define academic progress



Summary of Teacher Feedback

71% of responding teachers strongly agree or agree that the progress reports/conferences provided them with an opportunity to communicate a comprehensive picture of students progress, strengths and challenges



Teacher Comments

Common Themes:

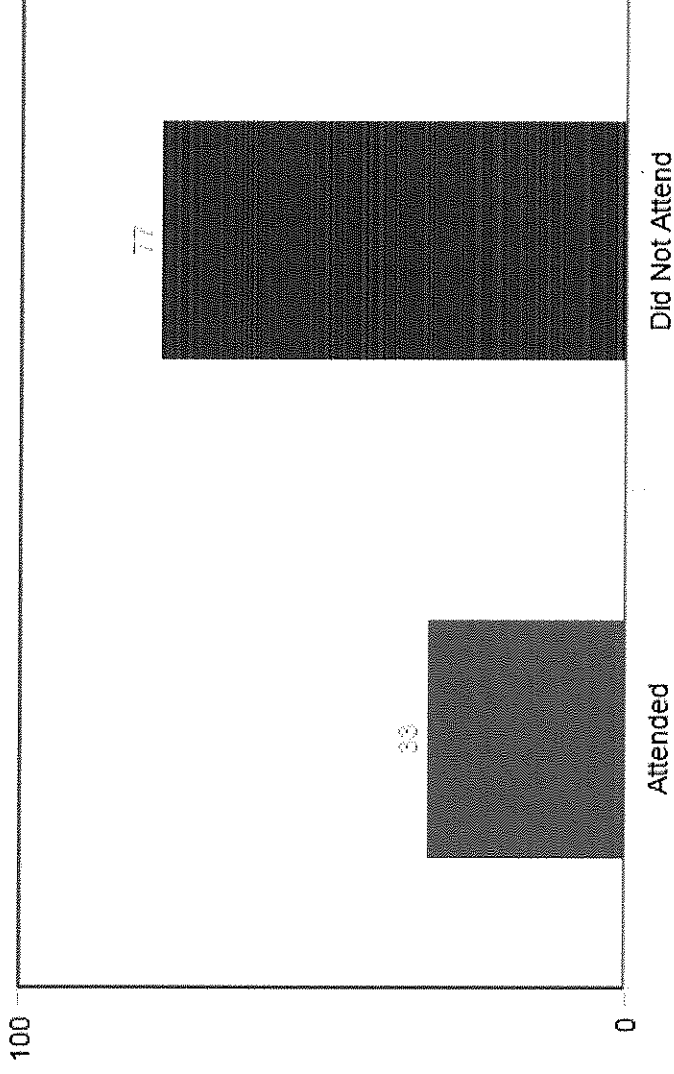
- Collaboration
- Conference time
- Narratives
- Rubrics
- Aligning units

Parent Survey: Participants

- 1,712 families received survey
- 456 families (27%) responded
- Average of 20% of families responded from each school

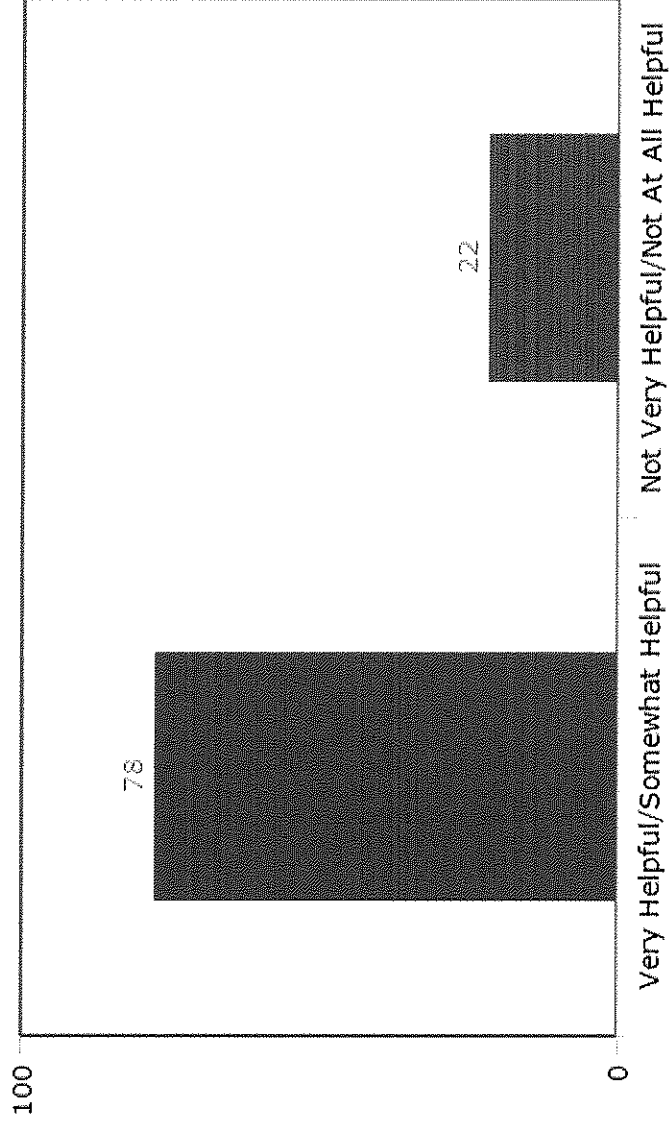
Informational Sessions

33% of respondents attended an informational session; 88% were aware of these sessions



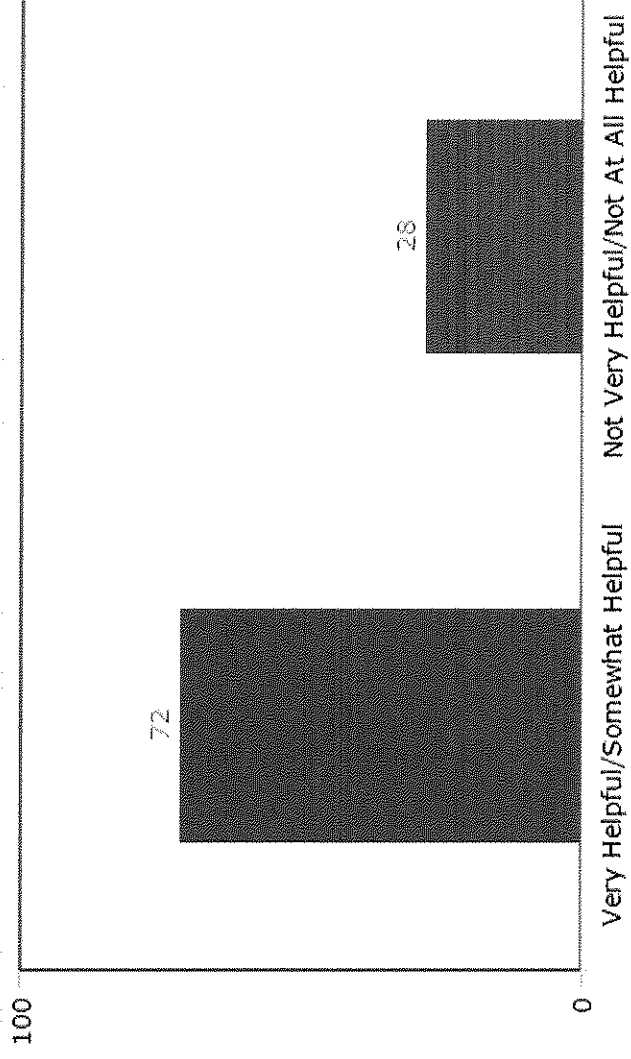
Parent Handbook

42% of respondents accessed the handbook, of which 78% found it to be very helpful or somewhat helpful



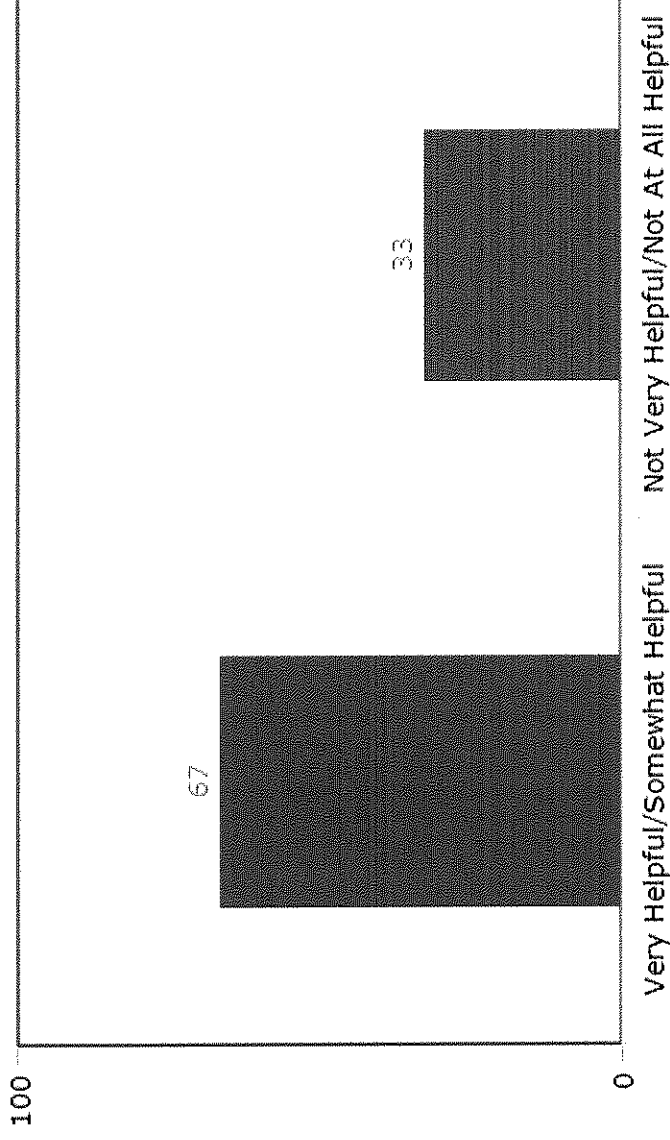
Progress Rubric

72% of respondents indicated that the 4-point progress rubric was very helpful or somewhat helpful.



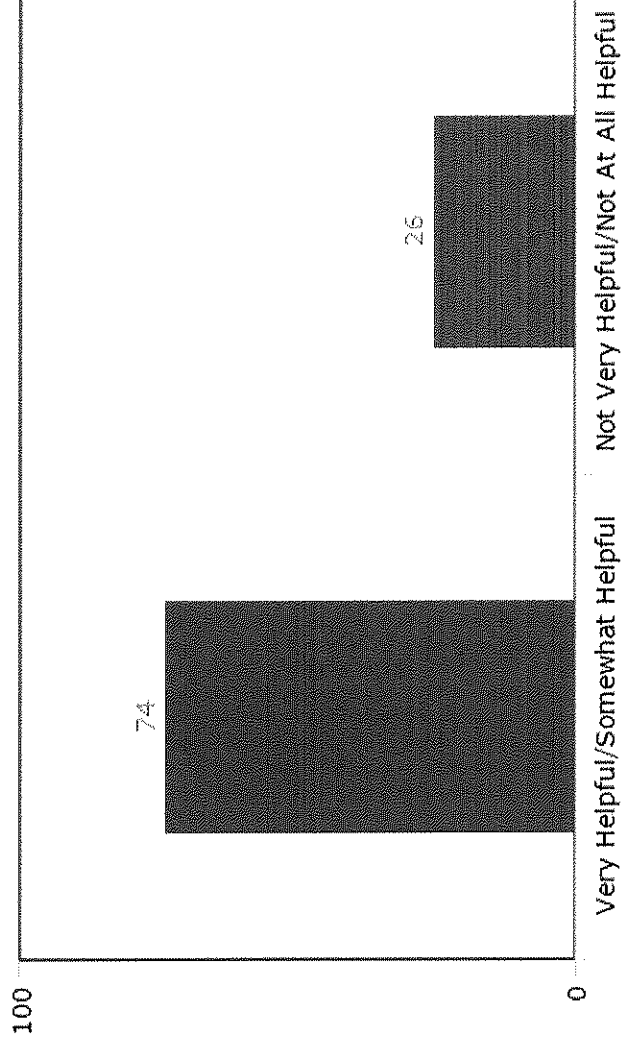
Dispositions Rubric

67% of respondents indicated that the 3-point disposition rubric was very helpful or somewhat helpful



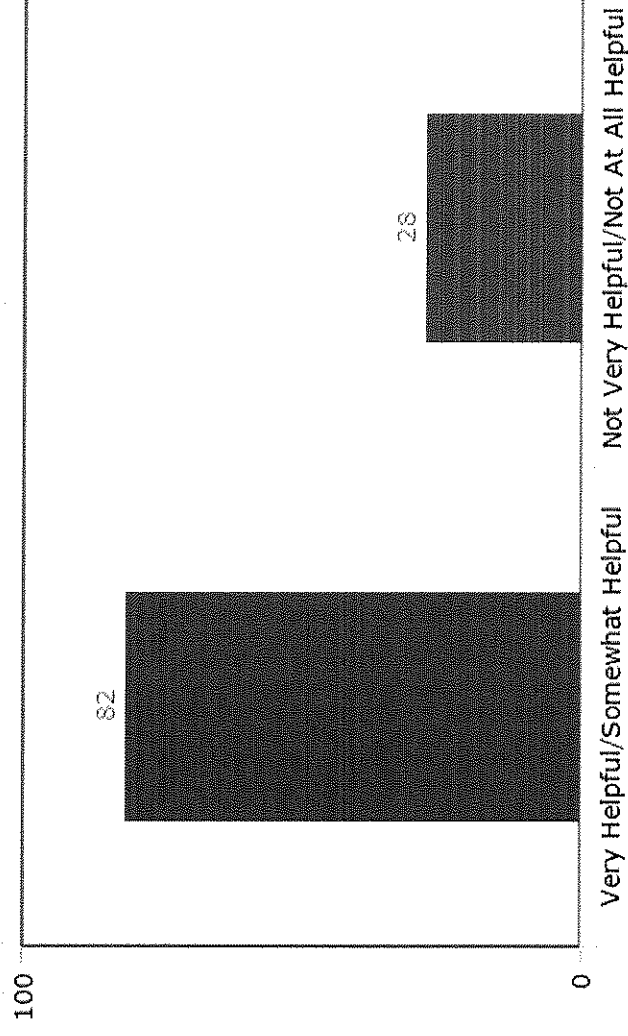
Core Academic Areas

74 % of respondents indicated that the information provided through the progress report/conference was very helpful or somewhat helpful



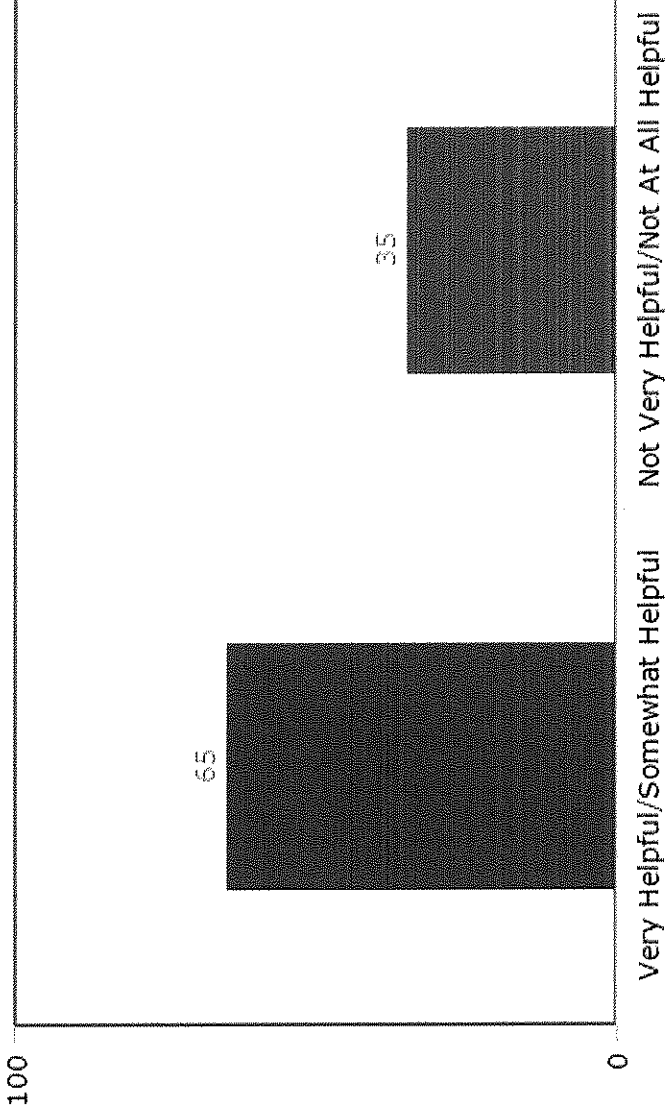
Target Reading Level

82% of respondents indicated the target reading level was very helpful or somewhat helpful



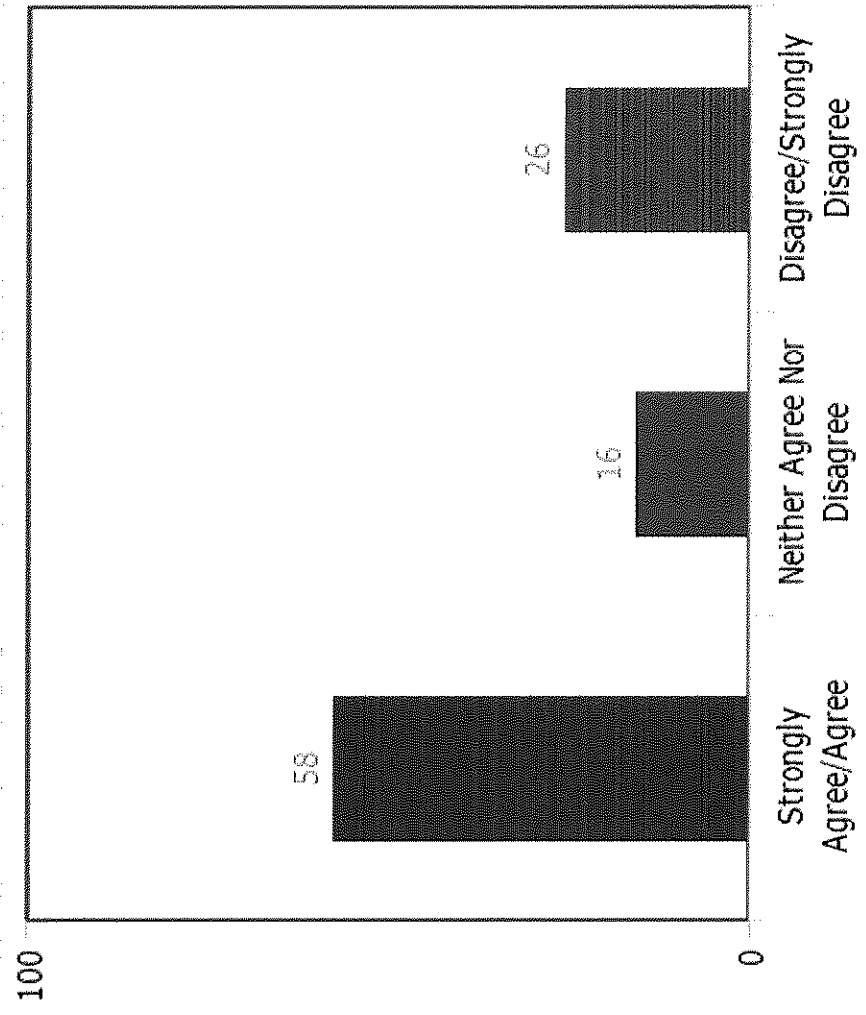
Special Subject Areas

65% of respondents indicated that the information provided in the progress report was very helpful or somewhat helpful



Progress Report/Conference Alignment

58% of respondents strongly agreed or agreed that the progress report/conference provided them with a comprehensive picture of their child's progress, strengths and challenges



Parent Comments

Common Themes:

- Conference time
- Narratives
- Rubrics
- Comparative performance
- Standards-based language

Moving Forward

Committee Considerations for 2015-2016

- Alignment of units by trimester
- 5-point academic rubric and/or descriptors
- Language of disposition rubric
- Brief narrative
- Parent/teacher conferences
- Design/layout
- Informational sessions for parents

WESTPORT PUBLIC SCHOOLS

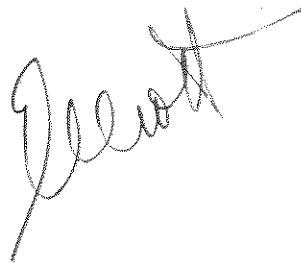
ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1020

To: Members of the Board of Education
From: Elliott Landon
Subject: Update: Pilot Program
Standards-Based Grading (SBG) at Middle Schools and Staples
Date: April 27, 2015

Pursuant to the Goals and Objectives of the Board of Education for the 2014-15 school year, Mr. D'Amico has prepared an update for Board review and discussion on the above-referenced subject.

Mr. D'Amico will be prepared to answer questions and engage in discussion with the Board and the public on progress to date and anticipated implementation in the future.





James D'Amico
Director of Secondary Education

TO: Elliott Landon
FROM: James D'Amico
SUBJECT: Update: Standards Based Grading
DATE: April 27, 2015

Last spring, a group of math and science teachers presented to the Board of Education on their progress in implementing standards-based grading in their classes. As was reported to the Board, students and teachers generally found this approach more learning-centered, as opposed to grade-centered, but were somewhat frustrated by the limits of grade reporting programs. Several of those teachers have continued to utilize standards-based grading this year as part of their instructional repertoire.

This year, I have focused on how we can continue on the work of the elementary schools in providing not only standards-based progress reports, but truly implement standards-based instruction, which has many positive implications for differentiation in classroom instruction, and providing richer information about student learning than traditional assessment and grading systems.

As I presented as part of our report on the vision for the future, standards-based assessment is a core goal for the middle schools over the next several years. This type of assessment is also referred to sometimes as mastery- or competency- based, but no matter the name, it is a direction that more clearly reflects our student learning expectations.

The professional development plan for 2015-16 includes educating all of our middle school and high school teachers on the principles and benefits of this approach, with deeper work happening among our middle school staff in the short term. This work will include hearing from different voices in the field, and generating common understandings, vocabulary, and goals for Westport. This work is done with an eye on then implementing targeted strategies in 2016-17, as well as educating students and parents. We will potentially begin piloting a progress reporting system based on standards in 2017-18. This measured, focused approach will be critical to ensuring that we implement this significant change in a consistent manner, and that all of our teachers feel

confident in how to assess student learning in this way and in communicating assessment criteria, results, and strategies for improvement with their students.

While this first phase does not include the high school faculty at large, progress will be communicated through department chairs and the professional development committee. High school teachers who are interested in implementing this approach in their classrooms will have some opportunities to be included in the professional development when appropriate.

This is an exciting direction for us to head in, and we will begin our work in earnest this summer.

Medical Health Insurance Fund
FY 14-15 & FY 15-16 Projections
with Claims Cash Draw Data as of March 31, 2015

	FY15 Projections			FY16 Projections	
	Aug-14	Jan-15	Mar-15	Jan-15	Mar-15
Cash receipts					
General Fund Budget from line 210	\$ 14,501,700	\$ 14,501,700	14,501,700	15,226,785	14,049,493
Other Fund Contributions	85,000	85,000	85,000	85,000	85,000
Employee Contributions (Active)	2,433,811	2,416,297	2,405,112	2,672,011	2,672,011
Flex Spending Accounts	-	-	-	-	-
Cobra Participants	26,008	18,446	27,895	18,100	18,100
Retirees under 65	365,701	365,701	397,609	365,701	365,701
State Teachers Retirement (TRB)	146,824	160,000	149,910	160,000	160,000
Life Insurance Premiums	25,000	25,000	25,295	25,000	25,000
Retirees over 65	421,847	421,847	459,858	442,939	442,939
Other Contributions (FMLA, Retiree Life, etc.)	-	-	-	-	-
Total cash receipts	18,005,891	17,893,991	18,052,379	18,995,536	17,818,244
Cash disbursements					
Medical	10,751,572	10,558,130	10,581,030	11,658,499	11,914,994
Prescription	1,988,348	1,837,958	1,770,511	2,118,246	2,112,056
Dental	1,007,255	1,052,170	1,048,094	1,055,782	1,082,451
Flex Spending Accounts	-	-	-	-	-
Contribution to HSA	1,329,000	1,159,000	1,159,000	1,159,000	1,159,000
Medical Administrative	478,224	467,143	401,043	478,822	422,832
Network Access Fee	164,426	160,617	160,015	164,632	163,981
Individual Stop-Loss	681,912	666,112	663,617	766,028	772,613
Dental Administrative	53,903	53,401	53,512	54,964	54,850
FSA Administrative	2,931	2,931	2,931	2,931	2,931
Consulting Fee	45,000	45,000	45,000	45,000	45,000
ACA Related Fees	112,258	128,205	128,205	89,540	89,540
PCORI Fee	-	1,634	1,628	3,666	1,666
Retirees over 65	675,000	688,985	688,985	723,435	723,435
Total cash disbursements	17,289,829	16,821,286	16,703,571	18,318,245	18,545,349
Change in cash balance	716,062	1,172,705	1,348,808	677,292	(727,105)
BOE approval to reduce Acct 210 request	-	-	-	(677,292)	-
Insurance Fund Draw Down	-	-	-	-	500,000
Change in cash balance (Net)	716,062	1,172,705	1,348,808	(0)	(227,105)
Beginning cash balance	930,839	930,839	930,839		
Ending cash balance (deficit)-projection	1,646,901	2,103,544	2,279,647		
Unused: (incurred but not reported claims (carrying FY14)	(908,233)	(980,000)	(980,000)		
Net Position (Deficit) end of year-projection	738,668	1,123,544	1,299,647		
		1,603,544	1,779,647	13.3% (with a \$500k FY16 draw down)	
		(980,000)	(980,000)	-7.3%	
		623,544	799,647	6.0%	

	Claims Cash Draw Against Insurance Fund Account				Total	Avg. Monthly Claims (Med/Rx/Dental)	Variance
	Medical/Rx	Dental	Flex	Other			
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	\$ 7,696	\$ 1,156	\$ 757,581	\$ 1,193,967	\$ (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	\$ 11,182	\$ -	\$ 1,230,407	\$ 1,105,627	\$ 18,933
Feb 2015	\$ 914,601	\$ 63,053	\$ 6,074	\$ -	\$ 983,728	\$ 1,089,630	\$ (15,997)
Mar 2015	\$ 1,040,295	\$ 106,288	\$ 18,049	\$ -	\$ 1,164,632	\$ 1,095,959	\$ 6,328
Apr 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
May 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Jun 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ 9,092,946	\$ 770,682	\$ 73,184	\$ 1,275	\$ 9,938,086		
YTD/Estimate	73.6%	73.5%	n/a	n/a			
Theoretical YTD Spend Rate	75.0%	75.0%	n/a	n/a			
variance %	-1.4%	-1.5%					
variance \$	\$ (170,710)	\$ (15,389)					
FY15 Projection (March-15):	\$ 12,351,541	1,048,094					
YTD Expense:	\$ (9,092,946)	\$ (770,682)					
Balance available to June 30:	\$ 3,258,595	\$ 277,412					
Average remaining monthly allowance:	\$ 1,086,198	\$ 92,471	\$ 1,178,669				

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1014
FAX: (203) 341-1024

To: Members of the Board of Education
From: Elliott Landon
Subject: Transfer of Funds: Bedford Middle School Gymnasium Floor Repair and Re-Surface
Date: April 27, 2015

Initially presented to the Board as a capital project, upon further review it would appear to be more appropriate as a maintenance repair project.

There are several reasons for coming to this conclusion, as follows:

- (1) From an accounting and auditing perspective, we have been assured by McGladrey that this is neither an accounting nor an auditing issue.
- (2) It is not dissimilar to Town of Westport repair projects that were addressed through operating, rather than, capital funds.
- (3) The decision to treat this as a maintenance repair project is consistent with our obligations as a school district under Connecticut General Statutes.

To enable us to begin the process of repair and re-surfacing, I am requesting of the Board at our meeting of April 27 authorization to transfer the sum of \$139,847 from Account 102 (Regular Education – Teachers) to Account 435 (Building Projects) in the 2014-15 budget of the Board of Education. By taking this action at this time, we will be provided with the opportunity to begin the repair immediately following the last day of school for students at Bedford.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Superintendent to transfer the sum of \$139,847 from Account 102 (Regular Education – Teachers) to Account 435 (Building Projects) in the 2014-15 school budget for the purpose of repairing the gymnasium floor at Bedford Middle School.



**WESTPORT PUBLIC SCHOOLS
 BOARD OF EDUCATION - MEETING 04/27/15
 FY 2014-2015 BUDGET TRANSFER REQUEST**

	Account	Description	Amount	Projected EOY Balance (as of 04/20/15)	Projected EOY Balance after transfer
Transfer from:	102	Regular Ed Teachers	\$ (139,847)	\$ 297,033	\$ 157,186
Transfer to:	435	Building Projects	\$ 139,847		

Need: To cover the cost of repairing and resurfacing the existing synthetic floor system at BMS (Gym). Price quotation prepared by Dalene Flooring.



45 Nutmeg Rd. So., South Windsor, CT 06074-0145

PROPOSAL

www.DaleneFlooring.com
Ph: 860-289-4305 Fax: 860-290-3774

To: Westport Public Schools

Project Name: Bedford Middle School
Gymnasium Floor Renovation

Address: 110 Myrtle Avenue
Westport, CT 06880

Address: 88 North Avenue
Westport, CT 06880

Phone: 203-341-1271

Contact: Theodore Hunyadi

Fax: 203-341-1277

Director of Facilities and Security

Email: thunyadi@westport.k12.ct.us

Date: February 11, 2015

We propose to furnish and install the following items according to plans and specifications as noted below.

OPTION #2: RESURFACING OF EXISTING SYNTHETIC FLOOR SYSTEM

Robbins Sports Surfaces Pulastic FL-E Overpour System

- 1 Cut out and remove existing urethane floor system at all concrete expansion joints where floor is torn and/or delaminating and properly infill with new urethane.
- 2 Rough sand existing floor surface removing approximately 85% of existing top coat and profile to provide acceptable sub-surface to apply new lift of urethane.
- 3 Supply and install Robbins Sports Surfaces Pulastic Classic 110 floor system with 9mm underlayment shock pad in color as selected by Owner.
- 5 Apply all game lines and artwork to new floor surface to match current markings.
- 6 Supply and install Johnsonite 4" vinyl cove base on all perimeter walls.
- 7 Remove existing volleyball cover plates and replace with new brass volleyball cover plates in all locations.

For The Sum Of: \$ 131,378.00

Add Alternate: Remove Bleachers, installed floor system underneath and reattach bleachers

Add The Sum Of: \$ 8,469.00

Bleachers should be inspected to determine if this option should be done. Many times, bleachers sink into the existing synthetic floor making operation difficult. When adding the elevation of the new floor system to this condition, it can aggravate the issue.

- Notes:
- This project is tax exempt.
 - Work will take approximately three and one half weeks to complete.
 - All necessary reducers at bleachers and doors are included.
 - Owner is responsible to supply dumpster for disposal of jobsite waste.

We hereby propose to furnish labor and materials complete in accordance with the above specifications For The Sum Of:

TERMS: NET 10 DAYS FROM DATE OF INVOICE

If material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Failure of the contractor/customer to make payment to DALENE HARDWOOD FLOORING CO., INC. as they become due shall excuse DALENE HARDWOOD FLOORING CO., INC. from performance of any additional portion of this contract at its option, but DALENE HARDWOOD FLOORING CO., INC. shall be entitled to all payments due for work performed to date. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation insurance. Interest shall be charged at the rate of 1-1/2" PER MONTH (18% ANNUALLY) on the entire account if not paid when due as specified above. All costs, disbursements and attorney's fees made or incurred in collecting payment of this account shall be included and paid as part of the debt due hereunder. This proposal is valid for a period of thirty (30) days.

Authorized Signature _____
Gordon Crunden

Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the works as specified. Payment will be made as outlined above.

Accepted: _____

Date: _____