

Revised
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: May 4, 2015

DISCUSSION:

- | | |
|--|---------------------------------|
| 1. Report: Implementation of the Revised Writing and Social Studies Curricula: Kindergarten-Grade 5 | (Encl.) Ms. Dröller |
| 2. Report: Implementation of the Tri-State Consortium Recommendations for the Program for the Gifted | (Encl.) Mr. Rizzo
Dr. Babich |
| 3. 2015-16 Goals of the Board of Education | (Encl.) Dr. Landon |

DISCUSSION/ACTION:

- | | |
|--|---------------------------------|
| 1. Adoption of 2015-16 Budget | (Encl.) Dr. Landon
Mr. Longo |
| 2. 2015-16 Healthy Food Certification | (Encl.) Dr. Landon |
| 3. Health and Medical Insurance Revenues and Expenses:
July 2014 – April 30, 2015 | (Encl.) Mr. Longo |
| 4. Non-Union Personnel Compensation | Dr. Landon
Ms. Cion |
| 5. Discussion on and action to create a Superintendent Search Committee | (Encl.) Mr. Gordon |

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.

RECEIVED FOR RECORD
 WESTPORT LAND RECORDS
 2015 MAY 14 P 4:01
 VOL. _____ PAGE _____
 TOWN CLERK



Julie Droller
Director, Elementary Education
Telephone: 203-341-1213
Email: jdroller@westport.k12.ct.us

TO: ELLIOTT LANDON

FROM: JULIE DROLLER 

SUBJECT: IMPLEMENTATION OF THE REVISED K-5 WRITING AND
SOCIAL STUDIES CURRICULA

DATE: MAY 18, 2015

K-5 Writing Curriculum and Instruction:

During the summer of 2014, a group of teachers and administrators, along with Literacy Consultant Ginny Lockwood, reviewed our year-long curricular calendar to assure that all grades provided explicit instruction in the three types of writing - narrative, informational and opinion writing. The team then revised our writing units of study to align with the CCSS, W2025, and provide a trajectory of increasing rigor across the elementary grades.

Essential understandings were developed for each unit, and the inclusion of formative and summative on-demand writing assessments for each type of writing was embedded into the curricular calendar. Each unit of study was written to include an overview of the content, the desired learning outcomes (essential understandings), and suggested minilessons to help students achieve these outcomes.

Teachers were provided with a folder containing their entire year-long curriculum, an explanation of the curriculum writing process, information about the writing workshop model, the writing process, and other instructional methods that would be discussed throughout the year.

Extensive professional development was provided by Carl Anderson throughout the year, during district Staff Development days as well as grade level workshops that included model lessons. Grade level meetings were used for analyzing student work (on-demand assessments as well as students' daily writing) and using this data to plan targeted whole class, small group and individualized instruction. We will continue to build upon this work next year with Carl and our Literacy Coaches.

K-5 Social Studies Curriculum and Instruction:

The Social Studies Frameworks were officially adopted by the Connecticut Department of Education in February 2015, therefore we are now ready to complete the final phase of our curriculum writing work this summer. Continuing our backwards planning model, we collaborated with Mr. D'Amico and Ms. Francese to assure K-12 cohesion in our social studies content and instructional approach.

For each grade level, we have articulated three units of study, and created compelling and supporting questions for each unit. Our curriculum writing team, comprised of the fourteen teachers and administrators who attended the Teachers College Reading and Writing Project's Content Area Institute in February 2015, will work this summer to craft units that integrate content and skills in a meaningful way and establish a collaborative context to support student inquiry. Students will engage in disciplinary practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.) that align with our balanced literacy framework. Our team will investigate hands-on experiences and resources to engage children with diverse interests and learning styles and prepare all students for a dynamic world environment.

DEPARTMENT OF PUPIL SERVICES
WESTPORT PUBLIC SCHOOLS
72 North Avenue
Westport, Connecticut 06880-2721

MICHAEL RIZZO
DIRECTOR OF PUPIL SERVICES

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FAX (203) 341-1295

TO: Dr. Landon
FROM: Michael Rizzo and Dr. Valerie Babich
DATE: May 18, 2015

Workshop Program Update

Beginning in the 2010-11 school year, the district began an intensive focus on its Workshop Program. The goal of our work at that time was to align the Workshop Program with the central mission of our schools, the delivery of a rigorous and engaging curriculum to our students. What we believed then and continue to know now is that any program, including our Workshop program, not fully aligned to our schools' central mission would lack purpose and would ultimately be replaced by programs and initiatives better aligned with the mission.

One element of the district's action plan involved an independent review of our workshop program, and for that we worked with the Tri-State Consortium. A visiting team made up of Consortium members visited the district in May, 2013 to give us critical feedback on the program. The report from this visit was shared with the Board of Education in September, 2013. The report provided many commendations and gave areas for growth that included reviewing:

- Vision and Communication
- Identification Processes
- Learning Outcomes
- Structured Collaboration
- Social Emotional Development

Our regular education teachers, workshop teachers, administrators, and district staff have made great progress in each of these areas and in aligning this program to our schools' central mission. The Workshop Program has grown to be an integral part of our schools' ability to meet the learning needs of our students and we are proud to present this work tonight as well as the next steps in our continued growth.

Workshop Program Update

May 18, 2015

Tri-State Recommendations

Vision and Communication

Identification Process Review

Learning Outcomes

Structured Collaboration

Social Emotional Development

Vision and Communication

Created Workshop Program Goals

Regular meetings with Gifted teachers, Gifted Administrators, Gifted PTA

Increased information on district web page

Identification

Review of Workshop Identification Process

- Timing of initial identification
- Additional whole grade screening
- Re-evaluation of currently identified students

Learning Outcomes

Revised Elementary Workshop Curriculum

- Student outcomes
- Alignment to workshop goals
- Include academic and social/emotional outcomes

Revising Middle School Workshop Curriculum

Structured Collaboration

Gifted teachers participate in all curriculum development work across the district

Regular Education and Pupil Services staff have been integral part of Workshop curriculum development

Gifted teachers continue to collaborate with regular education colleagues

Social and Emotional Development

Systematic collaboration between PPS staff and Workshop teachers

Conducted PD for all staff on the characteristics of gifted learners

Beginning study of “the underachiever”

Next steps

Portfolios for student assessment

Tri-State follow up visit

Continue Middle School curriculum revisions

PART I: WESTPORT WORKSHOP CURRICULUM/ACADEMIC GOALS

GOAL 1:

Westport 2025 Alignment: Critical Thinking: Synthesizing and applying; influencing and negotiating to reach goals

Students will develop written expressions through knowledge and application of the writing process model across all curricular areas.

- The student will apply and transfer their knowledge of various genres/contexts writing to appreciate a purpose and an audience and that writing is dependent upon audience
- The student will recognize, apply, and transfer writing across various genres/contexts of writing (personal writing, functional, transitional, artistic writing)

GOAL 2:

Westport 2025 Alignment: Communication: Considering purpose and varied media to express ideas

Students will develop an understanding of, learn to appreciate, and practice the science and the art of oral communication.

- The student will engage in active communication skills: active listening skills, sharing skills and presentation skills
- The student will suspend judgment while actively listening and processing/considering.
- The student will consider audience when expressing ideas

GOAL 3:

Westport 2025 Alignment: Creative/ Global Thinking

The student will effectively apply the inquiry process to discover, solve, create, generate, and develop independent problem solving skills

- The student will tolerate ambiguity,
- The student will tolerate new conditions,
- The student will persevere and learn from mistakes
- The student will develop flexibility and be comfortable with not knowing something
- The student will self-monitor their problem solving processes

Collaboratively written by Westport Public Schools Workshop Curriculum Writing Team and Studies in Educational Innovation at Teachers College, Columbia University. Last Revised June 2014. This is a working document and is for the official use of Westport Public Schools. This document may not be distributed without the permission of Westport Public Schools.

- The student will leverage power of inquiry to discover, solve, create, generate possibilities and solutions and use various sources of information to design and conduct research

GOAL 4:

Westport 2025 Alignment: Global Thinking: Engaging in Multiple Perspectives

Students will consider other (global) perspectives when engaging in decision-making/problem-solving processes

- The student will identify implications that affect other stakeholders
- The student will identify global/local issues, possible solutions, and identify implications of those involved

GOAL 5:

Westport 2025 Alignment: Communication: Metacognition and meta-analysis

Students will self reflect on, analyze, and evaluate the process/progress of learning and apply to new contexts:

- The student will wonder and actively explore (examine why they think this is so) what is going well as a learner (content and process) and what is a challenge for them as a learner (content and process), including examples from work/process
- The student will address internal questions in the search for information and meaning; devise a plan of action to pursue information and create meaning
- The student will take responsibility for their reflections so that they can move forward based on their own individual strengths or weaknesses and understand how to act upon/change/adapt, based on their own self-awareness; students will be able to develop strategies to manage areas of challenge

GOAL 6:

Westport 2025 Alignment: Creative: Risk-taking and Tolerating Ambiguity

Students will feel empowered to take risks,

- The student will make mistakes, and persevere in their efforts to find solutions,
- The student will create products in new ways
- The student will engage in new/unknown challenges (fail early, fail often, pick themselves up)

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GOAL 7:

Westport 2025 Alignment: Communication: Collaborating Strategically

Students will effectively collaborate and build relationships to synthesize and synergize outcomes

- The student will establish constructive working relationships with all peers, possibilities and solutions and use various sources of information to design and conduct research
- The student will appreciate what others bring to group challenges

PART II: WESTPORT WORKSHOP SOCIAL EMOTIONAL/AFFECTIVE GOALS

GOAL 1:

Executive Functioning

Students will be able to demonstrate ability to self-monitor.

- The student will apply time-management through proactive planning,
- The student will organize materials
- The student will initiate tasks until completion

GOAL 2:

Students will develop their emotional awareness, perceptions of self, and self-confidence.

Identification

Students will develop a realistic sense of self

- The student will identify personal strengths
- The student will identify areas of needed personal growth
- The student will identify one's emotions

Management

Students will employ Self-Management skills in order to successfully participate in school and pursue their goals (self control, adaptability, transparency, initiative and drive for achievement)

- The student will develop an understanding of self and how that impacts themselves and others (i.e., who we are is not an excuse for what we may have done)
- Students will understand their emotional reactions, including the ability to identify instances that cause anxiety or emotional stress and how their emotions can impact their functioning, adapt and initiate behaviors and emotions in a variety of settings and situations
- The student will use strategies when faced with emotional circumstances to regulate their emotions and adjust their behavior so that it is more adaptive to the situation

GOAL 3:

Westport 2025 Alignment: Communication: Influencing and Negotiating to Reach Goals
Global Thinking: Engaging in Multiple Perspectives; **Communication:** Collaborating Strategically; **Creative Thinking:** Agility and Adaptability

Students will develop reasonable and appropriate expectations for self and others and maintain positive interpersonal relationships.

- The student will distinguish between boredom and perceived sense of familiarity
- The student will deal effectively with success and lack of success
- The student will accept and respond to change in conditions or situations
- The student will utilize constructive criticism effectively
- The student will work collaboratively in a way that incorporates individual strengths of group members

GOAL 4:

Students will use social awareness and interpersonal skills to establish and maintain positive relationships. (empathy, organizational awareness and an orientation for service)

- The student will recognize individual and group similarities and differences and demonstrate how to work effectively with those different from oneself.
- The student will recognize the feelings and perspectives of others.
 - identify verbal, physical, and situational cues that indicate how others might feel.
 - describe the expressed feelings and perspectives of others.
- The student will use communication and social skills to interact effectively with others.
 - Describe approaches for making and keeping friends.
 - Analyze ways to work effectively in groups with others who may not be your friends
- The student will demonstrate an awareness of the skills and dispositions needed to prevent, manage, and resolve interpersonal conflicts in constructive ways.

GOAL 5:

Students will engage in goal-setting and decision-making skills (inspirational leadership, developing others, change catalyst, influence, building bonds, teamwork & collaboration, conflict management)

- Students will demonstrate the ability to make constructive and respectful choices about personal behavior and social interactions
- Students will consider choices based on ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others
- Students will be able to set both reasonable and aspirational goals appropriate to specific contexts and work independently and collaboratively, where appropriate, to develop and fully execute strategies to reach those goals.

Third Grade Grade Workshop Curriculum

Storytelling [Unit 3]

<p>This unit ... [purpose of unit/content focus.]</p>	<p>To develop an understanding of storytelling, the rationale and how to present a story before an audience.</p>
<p>Essential Understanding(s)/ Core Concepts</p>	<p>Students will...</p> <ul style="list-style-type: none"> • learn where storytelling originated. • the benefits of storytelling. • the key features of storytelling. • how to prepare a story for an audience. • how storytelling connects families, people and different generations.
<p>Organizing Supports</p>	<p>Prior to teaching this unit...</p> <ul style="list-style-type: none"> • review lesson plan for storytelling • prepare own family story • interview questionnaire • consult with LMS and/or music teacher • research storytelling festival • storytelling organizers • develop a repertoire of storytellers and stories told aloud
<p>Goals Addressed</p>	<p>Workshop Curriculum/Academic Goals: 2:</p> <p>Goal #2 <i>Westport 2025 Alignment:</i> Communication: Considering purpose and varied media to express ideas Students will develop an understanding of, learn to appreciate, and practice the science and art of oral communication.</p> <ul style="list-style-type: none"> • The will engage in a <u>live communication skills</u>: active listening skills, sharing skills and presentation skills. • The student will suspend judgment while actively listening and processing/considering. • The student will consider audience when expressing ideas. <p>GOAL 6: <i>Westport 2025 Alignment:</i> Creative: Risk-taking and Tolerating Ambiguity Students will feel empowered to take risks.</p> <ul style="list-style-type: none"> • The student will <u>make mistakes</u>, and persevere in their efforts to find solutions. • The student will <u>create products</u> in new ways

• The student will engage in new/unknown challenges (fall early, fail often, pick themselves up)

<p>Goals Addressed</p> <p>Workshop Curriculum/Social Emotional/Affective Goals:</p> <p>Goal 1: Executive Functioning</p> <p>Students will be able to demonstrate ability to self-monitor</p> <ul style="list-style-type: none"> • The student will apply time-management through proactive planning. • The student will organize materials. • The student will initiate tasks until completion. <p>GOAL 2:</p> <p>Students will develop their emotional awareness, perceptions of self, and self-confidence.</p> <p>Identification</p> <p>Students will <u>develop</u> a realistic sense of self.</p> <ul style="list-style-type: none"> • The student will <u>identify</u> personal strengths. • The student will <u>identify</u> areas of needed personal growth. • The student will <u>identify</u> one's emotions. <p>Management</p> <p>Students will employ Self-Management skills in order to successfully participate in school and pursue their goals (self control, adaptability, transparency, initiative and drive for achievement)</p> <ul style="list-style-type: none"> • The student will <u>develop</u> an understanding of self and how that impacts themselves and others (i.e., who we are is not an excuse for what we may have done). • Students will <u>understand</u> their emotional reactions, including the ability to identify instances that cause anxiety or emotional stress and how their emotions can impact their functioning, adapt and initiate behaviors and emotions in a variety of settings and situations. • The student will <u>use</u> strategies when faced with emotional circumstances to regulate their emotions and adjust their behavior so that it is more adaptive to the situation. 	<p>Evidence of Student Learning</p> <ul style="list-style-type: none"> • Presented story • Research and creation of a family story • Storytelling Festival • Presentation Rubric
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Possible sequence of lessons, tasks and activities:

- Storytelling Lesson Plan - MENSA for Kids, <http://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/>
- *Growing Good Kids* by Deb Delisle and Jim Delisle, Little Stories of our Classroom

- Family Story
- Interview Questionnaire/Organizer
- Storytelling Organizers
- PBS Circle of Stories <http://www.pbs.org/>
- Storytelling Rubric
- Storytelling Festival
- Story Core- NPR
- Bill Harley, Bill Weiss- storytellers

Fifth Grade Grade Workshop Curriculum

Physical Structures [Unit 2]

<p>This unit ... [purpose of unit/content focus.]</p>	<p>To develop an understanding of physical structures through the study of bridges.</p>
<p>Essential Understanding(s)/ Core Concepts</p>	<p>Students will...</p> <ul style="list-style-type: none"> • understand how parts of a structure interrelate. • learn about the contributing factors to building a bridge: <ul style="list-style-type: none"> ○ the different structural types of bridges ○ the benefits and drawbacks of different types of bridges. ○ the environment helps determine the type of bridges built (weather) • learn there are overlapping characteristics between types of structures. • how structures can be combined to form more complex structures. • learn what scale drawings are and how to draw/build a bridge to scale. <p>Prior to teaching this unit...</p> <ul style="list-style-type: none"> • HOM-Habit of Mind, Striving for Accuracy. • Scale Drawings • Review suggested websites: http://www.pbs.org/wgbh/nova/tech/build-bridge-p1.html (teacher background information and student site) <ul style="list-style-type: none"> ○ http://www.pbs.org/wgbh/buildingbig/bridge/index.html
<p>Organizing Supports</p>	<p>Workshop Curriculum/Academic Goals:</p> <p>GOAL 6: <i>Westport 2025 Alignment: Creative: Risk-taking and Tolerating Ambiguity</i> Students will feel empowered to take risks:</p> <ul style="list-style-type: none"> • The student will <u>make mistakes</u>, and persevere in their efforts to find solutions. • The student will <u>create products</u> in new ways. • The student will <u>engage in new/unknown challenges</u> (fail early, fail often, pick themselves up).
<p>Goals Addressed</p>	<p>Workshop Curriculum/Social Emotional/Affective Goals:</p> <p>GOAL 1: Executive Functioning Students will be able to demonstrate ability to self-monitor.</p> <ul style="list-style-type: none"> • The student will apply time-management through proactive planning. • The student will organize materials. • The student will initiate tasks until completion.

Evidence of Student Learning	<ul style="list-style-type: none"> • Drawing of a bridge • Student reflection • Share out • Problem Solving Rubric- Adaptation and Flexibility and Initiate and Produce
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Possible sequence of lessons, tasks and activities

- Building Big: Bridge Basics; <http://www.pbs.org/wgbh/buildingbig/bridge/basics>
- Famous Bridges Lesson Plan; Discovery Online: <http://www.discoveryeducation.com/teachers/free-lesson-plans/famous-bridges.cfm>
- Build a Bridge: <http://www.pbs.org/wgbh/nova/tech/build-bridge-p1.html>
- Honey, I shrunk the..., Through the Eyes of the Explorers, AIMS Education Foundation 2005
- The Bridge Challenge; <http://www.pbs.org/wgbh/buildingbig/bridge/challenge/index.html>
- Power Point on Bridges
- Sunburst Engineering Challenges; Cantilevers
- Research a bridge of choice
- Create drawing of bridge to scale
- Google Sketch to make drawing of a specific bridge
- EiE Unit

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
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To: Members of the Board of Education
From: Elliott Landon
Subject: 2015-16 Goals of the Board of Education
Date: May 18, 2015

Please find appended to this memorandum, an updated draft of the 2015-16 Goals of the Board of Education. Included in this draft are any suggestions or recommendations provided by the Board at our meeting of May 4 and an additional one suggested by Mark Mathias after that meeting that has been included as Goal 2b, Unified Codes of Conduct, with its accompanying series of suggested action plans.

I would suggest that before the Board adopts a final version of the above-referenced subject, that it invite representatives of our athletic department, several of our club advisors and the high school administration to discuss the Mark Mathias proposal. This matter has come up for several years and, while we have tried to be responsive to this suggestion, there are many impediments to implementing such a plan.

Additionally, Elaine Whitney has suggested that we divide the Goals into two categories; namely, on-going and current. This is an excellent suggestion, but I am reluctant to make those changes without Board input as to which items should be categorized as current and on-going.

This item is on the agenda for further Board discussion at our meeting of May 18.

A handwritten signature in cursive script, appearing to read "Elliott", with a long horizontal line extending to the right.

Westport Public School District GOALS FYE 2016

Our Mission is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. **We achieve this** by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated educators.

We are committed to maintaining an environment that supports inquiry and academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.

GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Objective: Implement a plan of action that ensures that all students are equipped with globally competitive learning skills

Performance Objective	Specific Action	2015-16 Year 1	2016-17 Year 2	Progress Report
<p>Goal 1: Continuous Improvement in Curriculum, Instruction and Assessment. Track and Quantify Progress Towards Curricular and Extracurricular Goals</p> <p>a. Obtain NEASC self-study accreditation</p>	<p style="text-align: center;">Specific Action</p> <p>1. Complete the self-study process at SHS prior to October visit. 2. Report results to BOE.</p>	<p>September</p> <p>March</p>		
<p>b. Significant and incremental improvement in district curriculum</p>	<p>1. Based on Kindergarten evaluation, determine and implement any curricular changes, if any, for Kindergarten based on Common Core standards, instructional minutes and benchmarking with peer school districts. 2. Evaluate any course changes and/or proposals. 3. Provide update on course sequencing and course offerings related to STEM and STEAM in grades 6-12, and curriculum planning in K-5. 4. Provide update on development of Senior Demonstration or "Capstone" requirement based on tenets of the Westport 2025 framework.</p>	<p>September</p> <p>November</p> <p>November</p> <p>October</p>		

ADOPTED:

<p>c. Successful preparation for SBAC testing (contingent upon decisions by the State)</p>	<p>1. Report district SBAC test results.</p>	<p>October</p>	
<p>d. Implement the new teacher evaluation system as per requirements by the State.</p>	<p>1. Follow-up report to the Board of Education.</p>	<p>April - June</p>	<p>September (K-12)</p>
<p>e. Prepare for the implementation of BYOD including a professional development plan for teachers on the use of applicable digital tools. Include best practices for teaching, learning, and assessment.</p>	<p>1. Report on outcomes.</p>	<p>September May</p>	
<p>f. Improve current assessment tools and define measurement of improvement to determine the effectiveness of Westport 2025.</p>	<p>1. Report anecdotally and quantitatively, where possible, on findings with regard to the effectiveness of Westport 2025. 2. Update report on new K-5 standards-based progress reports.</p>	<p>September (6-12) October</p>	

ADOPTED:

Westport Public School District GOALS FYE 2016

Our Mission is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. **We achieve this** by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated educators. **We are committed** to maintaining an environment that supports inquiry and academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.

GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal 2: Promote an Environment that fosters respect, ethical behavior and responsible global citizenship	Specific Action	2015-2016 Year 1	2016-2017 Year 2	Progress Report
<p>Performance Objective</p> <p>a. Implement a fifth domain for the Westport 2025 Critical Lens to reflect goals related to civic, social and ethical expectations at the elementary, middle and high school levels.</p>	<p>1. Evaluate progress.</p>	<p>April - June</p>		
<p>b. Unify codes of conduct</p>	<p>1. Collect and evaluate all codes of conduct within the Westport Public Schools to determine similarities and differences.</p> <p>2. Propose, where feasible, unified codes of conduct for all activities, including consequences and processes for enforcement.</p> <p>3. Adopt unified codes of conduct, where feasible.</p>	<p>September</p> <p>March</p> <p>May</p>		

ADOPTED:

Goal 3: Productivity and Efficiencies			
Performance Objective	Specific Action	2015-2016 Year 1	2016-2017 Year 2
a. Fiscal responsibility and transparency.	<ol style="list-style-type: none"> 1. Identify strategic improvements to the budget development process. 2. Provide a forecast of fixed and variable budgetary expenditures 	October	October
b. Assess the value of bus monitors.	<ol style="list-style-type: none"> 1. Identify role of monitors in student discipline and safety, to include comparisons with Westport school buses without monitors. 2. Analyze use of school bus monitors in all school districts in Connecticut. 	October August	
c. Evaluate the desirability and effectiveness of seat belts on school buses.	<ol style="list-style-type: none"> 1. Review all research related to the safety and effectiveness of seat belts on school buses. 2. Identify all school districts in Connecticut who require the use of seat belts for students and the costs associated therein. 	November November	
			Progress Report

ADOPTED:

<p>d. Complete feasibility study to address space issues at Staples High School.</p>	<p>1. Report results to Board of Education</p>	<p>October</p>	
<p>e. Provide "Brown Bag" opportunities for full Board of Education to meet periodically with members of the public.</p>	<p>1. Present calendar of meeting dates for Board of Education approval.</p>	<p>August</p>	
<p>f. Create mini-maker spaces in all school library-media centers and integrate into after school continuing education programs</p>	<p>1. Undergo feasibility study</p>	<p>May</p>	
<p>g. Investigate alternative scheduling options for elementary and middle schools, and Staples High School.</p>	<p>1. Report outcomes and prepare recommendations for Board of Education consideration for implementation.</p>	<p>March</p>	

ADOPTED:

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Adoption of 2015-16 Board of Education Budget
Date: May 18, 2015

It will be necessary for the Board to formally adopt its budget for the 2015-16 school year now that it has received approval by the Representative Town Meeting on Tuesday evening, May 5.

In preparation for your vote for adoption, I have included with this memorandum the line item budget for the Board's proposed 2015-16 budget, as prepared by Elio Longo.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts a final budget for the 2015-16 school year in the amount of \$111,171,756 as noted on the Line Item Budget that is to be included with the Minutes of the Meeting of May 18, 2015.



**WESTPORT PUBLIC SCHOOLS
BOARD OF EDUCATION'S FY 2015-16 BUDGET**

Line Item Budget

FY 2015-16												
2010-2011 Year-End Expense	2011-2012 Year-End Expense	2012-2013 Year-End Expense	2013-2014 Year-End Expense	2014-2015 BUDGET	2014-2015 Projected Expense	DESCRIPTORS	CURRENT SERVICES	ENROLL- MENT	CHANGE TO PROGRAM	2015-2016 PROPOSED BUDGET	DIFF PROPOSED 14-15 BUD	% CHG 15/16 TO 14-15 BUD
63,157,963	64,948,565	67,002,468	69,136,549	71,852,333	70,828,625	100 TOTAL SALARIES	72,721,338	(334,025)	463,865	72,851,178	998,845	1.39%
15,060,796	15,217,392	15,448,872	15,179,263	17,625,493	17,498,960	200 TOTAL BENEFITS	17,121,054	-	222,961	17,344,015	(281,478)	-1.60%
1,221,769	1,143,377	1,357,734	1,211,652	1,290,922	1,332,662	300 TOTAL PURCHASED SVCS	1,446,156	-	75,000	1,521,156	230,234	17.83%
5,421,712	5,376,787	5,212,229	5,652,646	5,420,291	6,277,950	400 TOTAL PROPERTY SVCS	6,124,598	-	-	6,124,598	704,307	12.99%
7,147,233	7,487,583	7,276,634	7,631,981	8,477,472	8,429,576	500 TOTAL OTHER PURCH SVCS	8,625,943	-	-	8,625,943	148,471	1.75%
2,324,687	2,323,318	2,247,319	2,607,706	2,810,143	2,810,143	600 TOTAL SUPPLIES, ETC.	2,720,464	-	-	2,720,464	(89,679)	-3.19%
1,006,084	1,131,743	1,217,753	1,278,916	1,236,168	1,236,168	700 TOTAL EQUIPMENT	1,474,575	-	-	1,474,575	238,407	19.29%
455,759	466,854	463,546	478,899	490,166	493,650	800 TOTAL OTHER	509,828	-	-	509,828	19,662	4.01%
\$ 95,796,003	\$ 98,095,420	\$ 100,226,554	\$ 104,177,616	\$ 109,202,984	\$ 108,907,734	TOTAL	\$ 110,743,955	\$ (334,025)	\$ 761,826	\$ 111,171,756	\$ 1,968,772	1.80%
							DOLLAR DIFFERENCE	\$ 1,540,971	\$ (334,025)	\$ 761,826	\$ 1,968,772	1.80%
							PERCENT CHANGE	1.41%	-0.31%	0.70%		

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: 2015-2016 Healthy Food Certification
Date: May 18, 2015

Section 10-215f of the Connecticut General Statutes requires all school districts participating in the National School Lunch Program to take action annually to certify to the Connecticut State Department of Education (CSDE) whether *all* food items sold to students separately from reimbursable meals will or will not meet the Connecticut Nutrition Standards.

In previous years, following my recommendation, the Board of Education has voted NOT to certify to the CSDE that all food items offered by the school system for sale to students meet the nutrition standards published by CSDE. This year, again, I am asking the Board to vote in the negative for the reason that it will not be possible, within the context of these rigorous standards, to maintain our comprehensive school food services program for students in an affordable manner.

Although I am recommending that the Board vote in the negative, I wish to assure the members of the Board that we shall continue to work with the Food Service Advisory Committee, as we have for the past several years, to actively pursue meeting the healthy food standards as they may be deemed to be appropriate for the Westport Public Schools.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education votes that it will not certify that all food items sold to students separately from reimbursable meals in the schools under its jurisdiction will meet the nutrition standards published by the Connecticut State Department of Education.



**Medical Health Insurance Fund
FY 14-15 & FY 15-16 Projections
with Claims Cash Draw Data as of April 30, 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	2,436,297	2,405,112	2,672,011	2,672,011
Flex Spending Accounts	-	-	-	-	-
Cobra Participants	26,008	18,449	27,895	18,100	18,100
Retirees under 65	365,701	365,701	357,609	365,701	365,701
State Teachers Retirement (TRB)	146,924	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	17,993,991	18,052,379	18,995,536	17,818,244
Cash disbursements					
Medical	10,751,572	10,558,130	10,581,030	11,658,199	11,914,984
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	-	-	-	-	-
Contributions to HSA	1,329,600	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	164,428	160,617	160,015	164,632	163,981
Individual Stop-Loss	881,912	866,122	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	1,656	1,666
Retirees over 65	675,000	688,985	688,985	723,435	723,435
Total cash disbursements	17,289,829	16,821,285	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		
Less: Incurred but not reported claims (carrying FY14)	(908,235)	(980,000)	(980,000)		
Net Position (Deficit) end of year-projection	738,666	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	\$ 1,086,694	\$ (22,595)
Jan 2015	\$ 1,145,696	\$ 73,529	\$ 11,182	\$ -	\$ 1,230,407	\$ 1,099,627	\$ 18,939
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	\$ 1,095,859	\$ 6,328
Apr 2015	\$ 1,130,236	\$ 95,964	\$ 8,967	\$ -	\$ 1,234,568	\$ 1,108,883	\$ 13,024
May 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Jun 2015	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 10,223,182	\$ 866,646	\$ 81,552	\$ 1,279	\$ 11,172,654		
YTD/Estimate	82.8%	82.7%	n/a	n/a			
Theoretical YTD Spend Rate	83.3%	83.3%	n/a	n/a			
variance %	-0.5%	-0.6%					
variance \$	\$ (65,852)	\$ (6,416)					
FY15 Projection (March-15):	\$ 12,351,541	\$ 1,048,094					
YTD Expense:	\$ (10,223,182)	\$ (866,646)					
Balance available to June 30:	\$ 2,128,359	\$ 181,448					
Average remaining monthly allowance:	\$ 1,064,180	\$ 90,724	\$ 1,154,804				

RESOLUTION

Be It Resolved, That, in light of Dr. Landon's retirement at the end of the 2015-2016 school year, the Board of Education designates itself as a personnel search committee in accordance with Conn. Gen. Stat. Section 1-200(7) to conduct the search for a new Superintendent.

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