

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

5:30 p.m. Staples High School, Room 1028, Conference Room

ANTICIPATED EXECUTIVE SESSION: Performance Review of the Superintendent of Schools
Strategies for Negotiations

RESUME PUBLIC SESSION

PLEDGE OF ALLEGIANCE: Staples High School, Cafeteria B (Room 301), **7:30 pm**

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: May 27, 2014

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

INFORMATION/REPORTS: (30 minutes)

- 1. Standards-Based Grading (Encl.) Ms. Comm
- 2. Implementation of 5 Day, Full Day Kindergarten (Encl.) Ms. Gilcrest

DISCUSSION/ACTION:

- 1. Public Comment Guidelines Ms. Whitney
Ms. Smith
- 2. Board of Education Goals/Objectives/Action Plans (Encl.) Dr. Landon
- 3. Approval of Maintainers Contract (Encl.) Ms. Cion

ACTION:

- 1. Tuition Rates: 2014-15 School Year (5 minutes) (Encl.) Dr. Landon
- 2. Authorization to Sign Contracts (5 minutes) (Encl.) Dr. Landon
- 3. Non-Union Personnel Compensation (5 minutes) Dr. Landon
Ms. Cion
- 4. 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.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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WESTPORT, CONNECTICUT 06880
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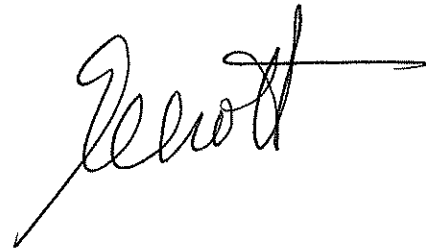
To: Members of the Board of Education
From: Elliott Landon
Subject: Information/Reports
Date: June 9, 2014

For our agenda of June 9, the first items of business in public session will be informational reports on the subjects of Standards-Based Grading and Implementation of 5 Day, Full Day Kindergarten.

For the Standards-Based report, Lis Comm will be joined by classroom teachers Frank Corbo, Nat Dewey, Mike Forgette and Maggie Gomez.

Cyndy Gilchrest will lead the presentation concerning 5 Day, Full Day Kindergarten and participating with Cyndy will be John Bayers, Janna Bell, Julie Droller and Susie DaSilva.

Appended to this memorandum are materials pertaining to both reports to provide the Board with information well in advance of the meeting. Included with each packet of materials is a memorandum, one from Lis and another from Cyndy, both of which will highlight various aspects of the informational reports they will be presenting to the Board.



STANDARDS-BASED REPORT

MEMORANDUM

TO: ELLIOTT LANDON
FROM: LISABETH COMM
SUBJECT: PILOT ON STANDARDS BASED GRADING
DATE: JUNE 9, 2014

In our efforts to investigate best practice in terms of student assessment, five math teachers and two science teachers are piloting courses using Standards Based Grading.

Standards Based Grading is defined as a system in which teachers report what students know and are able to do relative to the standards outlined in the course. Some key features of Standardized Based Grading include the following:

- Students are graded only on the content of the course: what they know and can do. Students are not graded on an average approach. They do not receive points for homework completion, effort, participation.
- Both students and parents receive specific feedback on all the standards of the course rather than one grade for the whole course.
- Students have opportunities to retake assessments in order to show mastery of the standards.

These features of SBG, as well as others, were presented at the September 16, 2013 Board of Education meeting.

I have included three documents presented at the September 16, 2013 Board of Education meeting: a letter sent to all parents of students involved in the pilot project inviting them to attend an informational session at Staples; one sample of a document shared with students explaining SBG as used in a math class; a research-based article by Robert Marzano, published in Educational Leadership, on SBG.

These documents may help Board members to refresh their memories on SBG before the update to be presented on June 9, 2014



Lisabeth Comm
Director of Secondary Education

MEMORANDUM

TO: ELLIOTT LANDON
FROM: LISABETH COMM
SUBJECT: PILOT ON STANDARDS BASED GRADING
DATE: SEPTEMBER 12, 2013

In our efforts to investigate best practice in terms of student assessment, five math teachers and two science teachers are piloting courses using Standards Based Grading.

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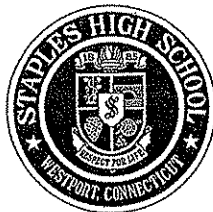
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Lisabeth Comm
Director of Secondary Education

PARENT LETTER



Staples High School
70 North Avenue
Westport, CT 06880

September 9, 2013

Dear Parents,

We are writing to you to tell you about an important initiative at Staples High School. This year, several math teachers will be piloting a different approach to grading known as Standards Based Grading (SBG). This initiative includes students in some of the Algebra 1A, 1B, 2A, 2B, Pre-Calculus A, B and Calculus Honors classes for the school year 2013-2014. All the classes involved in this pilot will use the same curriculum and resources available to all other classes and will work at the same pace. Classes involved in the pilot will take the same midterm and final exams as other the classes. Standards Based Grades will account for 80% of a student's final year grade. Midterm and final exam grades will account for 20%, just as they do currently in most math classes. The only real difference is that classes using SBG will assess student learning differently and, we believe, more effectively.

What is Standards-Based Grading?

Essentially SBG is an approach to grading that clearly identifies what students know and can do. Unlike grades derived from averaging total points, SBG doesn't mask a student's real mastery of specific content. Because SBG measures a student's mastery of specific learning targets, teachers are better able to align instruction with student needs.

In a standards-based grading system, teachers report what students know and are able to do relative to the Standards outlined for the course. The system includes:

- The mastery of defined learning targets (called standards) instead of the accumulation of points,
- Continuous feedback and reporting of student progress toward meeting learning targets based upon various forms of assessments,
- A record keeping system that provides teachers with information that allows them to adjust instructional practice to meet the needs of students, and
- A system that encourages student reflection and responsibility by giving students an opportunity to re-do assessments at specific times during each marking period.

Students don't typically receive points for participation and effort. Instead, they are assessed and graded specifically on what they know and can do. This provides students and parents with a more accurate assessment of a student's knowledge and skills in the course. Attached is a more detailed information packet that was shared with students in classes using SBG.



Staples High School
70 North Avenue
Westport, CT 06880

We would like to invite you to join us **Wednesday evening, September 25th 7-8pm in Staples High School Library Classroom** to have a conversation about this important initiative. We will be happy to answer any questions you may have at that time. Please join us.

Sincerely,

Trudy Denton, Ann Didelot, Mike Forgette, Maggie Gomez, Rob Papp

We are a community of learners engaged in a quest for academic excellence, and committed to civic and social responsibility. We are unwavering in our belief that we must act with integrity and treat each other with respect.

SAMPLE LETTER

EXPLAINING SBG

Standards Based Grading:

Perhaps the biggest change for you this year is how you will be graded. We will be using a Standards Based Grading approach.

What is Standards-Based Grading?

In a standards-based system, teachers report what students know and are able to do relative to the Standards outlined for the course. The system includes:

- The mastery of defined learning targets (called standards) instead of the accumulation of points,
- The reporting of student achievement toward meeting learning targets at a given time by reflecting on mounting evidence based on various forms of assessments,
- A record keeping system that provides teachers with information that allows them to adjust learning practices to meet the needs of students, and
- A system that encourages student reflection and responsibility.

How does Standards-Based Grading work?

- Units are divided into standards or targets, and students will earn a grade for each target.
- Homework will be assigned regularly, and reviewed in class but will not be checked and will not factor into your grade at all. **In essence, homework is practice.**
- Periodically, usually weekly, students will have small assessments where a certain number of standards are tested. Once or twice a month students will take a larger assessment. Each student's paper will be graded and they will receive a certain number based on their proficiency within each standard.
- If you are not happy with your grade, you have the opportunity to reassess and fix that.
- Reassessment will be allowed TWICE during a marking period. Once at the mid-way point and once again before the end of the quarter. Reassessment will usually take place in the learning center. All reassessments must be complete by one week before grades are due (you will be made aware of these dates well in advance)
- You may reassess on ANY standard at any reassessment time. There is a limit to FIVE standards per reassessment. On any reassessment, there is always the possibility of MORE than the standards you requested being present. And those grades can also affect previous grades (even if you did not want to have those grades affected)
- The grade at the end of the year will determine your final grade and previous grades will not factor into the grade at all. This means that you have the ability to change your grade at any point throughout the year.

How is this different from traditional grading?

- SBG does not work on an average approach. Prior grades will not factor into current grade. If you have a bad quarter, or a bad test, you are able to overcome it more easily.
- **you no longer receive points for participation, effort, homework, etc.** Your grade reflects exactly what you know mathematically in relation to the standards set forth in the course
- at the start of the quarter, your grade from last quarter will carry over and that will be the grade you start with.
- you have the opportunity to fix your grade twice a quarter
- it is your responsibility to keep up with the work and stay current with the material
- the goal of SBG is to understand how well you can master major concepts in Algebra Two. Therefore, many standards will appear throughout the whole year and will be assessed on multiple assessments throughout the year. In other words, you cannot learn something simply for a test and then forget it.

How am I graded?

There are four levels of achievement possible for each content-area standard or skill. These scores will be the numbers assigned to each standard after each assessment.

4= Advanced

- You have totally mastered the skill, meaning you have demonstrated a full understanding of the concepts involved, have clearly showed all steps of your reasoning, have used correct notation, and have made NO algebraic or arithmetic errors.

3.5 = Mastery

- You have mastered the skill, but you might have made a very small notational error, or very small algebraic or arithmetic error

3 = Proficient

- You have a good grasp of the skill, meaning you have demonstrated a full or almost full understanding of the concepts involved, but you possibly didn't show steps of your reasoning and perhaps have minor algebraic errors in your work.

2 = Developing

- You have demonstrated some conceptual understanding of the skill. You possibly have confused reasoning, did not completely answer the question, did not use consistent notation and/or made one or more major algebraic errors in your work.

1 = Beginning

- You have demonstrated weak or no conceptual understanding. You possibly have confused reasoning or made one or more serious algebraic errors in your work.

0 = No basis for judgement

- you left the problem blank OR you were not present for the assessment and therefore missed the opportunity to demonstrate your knowledge on a new standard

This outline shows the levels of mastery from the student's perspective:

4 = Advanced (The "Wow!" level). Indicators include:

- I understand the content/skills completely and can explain them in detail.
- I can explain/teach the skills to another student.
- I have high confidence on how to do the skills.
- I can have a conversation about the content/skills.
- I can independently demonstrate extensions of my knowledge.
- My responses demonstrate in-depth understanding of main ideas and of related details.

3 = Proficient (The "You Got It" level). Indicators include:

- I understand the important things about the content/skills.
- I have confidence on how to do the skills on my own most of the time, but I need to continue practicing some parts that still give me problems.
- I am proficient at describing terms and independently connecting them with concepts.
- I understand not just the "what," but can correctly explain the "how" and "why" of mathematical processes.
- My responses demonstrate in-depth understanding of main ideas.

2 = Developing (The "Not-Quite-There" level). Indicators include:

- I have a general understanding of the content/skills, but I'm also confused about some important parts.
- I need some help from my teacher or peers (one-on-one or small group) to do the skills correctly.
- I can correctly identify concepts and/or define vocabulary; however I cannot not make connections among ideas and/or independently extend my own learning.
- My responses demonstrate basic understanding of some main ideas, but significant information is missing.

1 = Beginning (The "Ask for Lots of Help" level). Indicators include:

- I need lots of help from my teacher (one-on-one).
- I have low confidence on how to do the skills and need more time to learn them.
- I do not understand the concept/skills.
- I cannot correctly identify concepts
- I cannot make connections among ideas or extend the information.
- My responses lack detail necessary to demonstrate basic understanding.

0 = No Basis (The "Are You In My Class?" level).

- I do not provide any responses for which a judgment can be made about my understanding or I do not show up to class to demonstrate my knowledge.

Standard grades will be converted to letter grades using the following scale:

A+ Standard Min: 3, Avg: 3.75	C+ Avg: 2.75
A Standard Min: 3, Avg: 3.50	C Avg: 2.50
A- Standard Min: 3, Avg: 3.25	C- Avg: 2.25
B+ Standard Min: 2, Avg: 3.25	D+ Avg: 2.00
B Standard Min: 2, Avg: 3.00	D Avg: 1.75
B- Standard Min: 2, Avg: 2.75	D- Avg: 1.50

Any standard average lower than a 1.50 is an F

Make-ups:

There are two types of assessments in this class: small (almost weekly) quizzes, and larger unit tests.

- weekly quizzes do NOT have to be made up. Whatever standards are tested on that quiz, you will simply receive a zero for...but DON'T WORRY! If at the end of a quarter, you do not have a grade for a particular standard because you were absent, then your reassessment must simply include these unassessed standards.
- Unit test make-ups are required. This is because they often incorporate many standards and provide students with the opportunity to improve a previous standard score which reduces the necessity for reassessing.

What is the BIG PICTURE that you need to take away from all this?

- You need to stay on top of your work. The best way to do well is to be doing the work as it is assigned to you in class. It is your responsibility to do so. No one will be checking to see if you are doing it.
- Don't rely on reassessments. The wrong philosophy with SBG is to think "I don't have to study, I will just reassess later if I don't like my grade." Remember (as it is stated above) while you may wish to reassess on only two standards, so many concepts in Algebra Two are intertwined, it is VERY possible that other standards that you did not request will appear on the reassessment and the previous grades on those standards could be affected as well. Reassessment is designed to help kids out in situations where they struggled with a concept and then through hard work and practice, mastered it. It is not designed as a "back-up" method to fix your grade.

ARTICLE BY

ROBERT MARZANO

Grades That Show What Students Know

Best practices suggest four ways to make the most of standards-based grading and reporting.

**Robert J. Marzano
and Tammy Heflebower**

Standards-based grading and reporting have been topics of discussion for years, primarily because of the current system's shortcomings (Brookhart & Nitko, 2008; Guskey & Bailey, 2001; Reeves, 2011). In the traditional system, students acquire points for various activities, assignments, and behaviors, which accrue throughout a grading period. The teacher adds up the points and assigns a letter grade.

A variation on this theme is to keep track of percentage scores across various categories of performance and behavior and then translate the average percentage score into a letter grade or simply report the average percentage

score (for example, 62.9 percent).

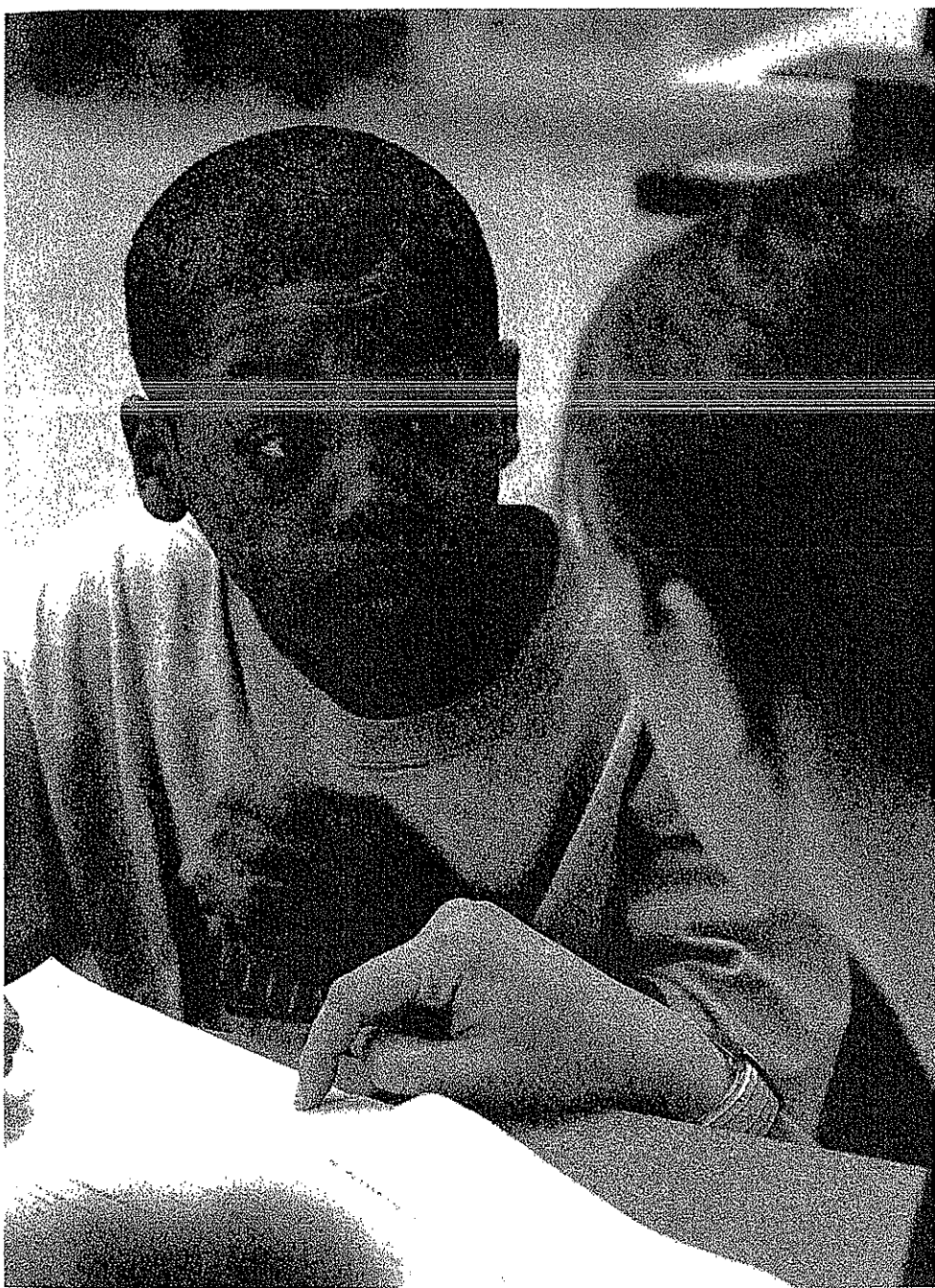
These practices provide little useful information about a specific student. A student might have received an overall or "omnibus" letter grade of B, not because he had a solid grasp of the target content, but because he was exceptionally well behaved in class, participated in all discussions, and turned in all assignments on time. Likewise, a student may have received a percentage score of 62.9, not because she displayed significant gaps in understanding regarding the target content, but because she received a zero for tardiness on assignments or for disruptive behavior. In addition to this lack of specificity, one teacher's criteria for assigning a letter grade of A, for example, might be equivalent to another teacher's criteria for assigning a letter grade of B, or even lower.

In an effort to cure the ills of current grading and reporting systems, many schools and districts across the United States have attempted to implement a standards-based system. We have four recommendations regarding best practices in this area (Marzano, 2000, 2006, 2010).

Recommendation 1:
Get rid of the omnibus grade.

An effective standards-based grading and reporting system should eliminate the overall or "omnibus" grade. In its place, teachers should score specific measurement topics. Figure 1 (p. 36) depicts how this might look in mathematics for one middle school student for the first-quarter grading period.

Notice that this graph has six bars, each of which depicts the student's



summative score at the end of the grading period. The dark section of each bar represents the student's status at the beginning of the grading period. In the measurement topic "number systems," for example, the student started with a score of 1.0. The lighter section of the

bar represents the student's knowledge gain at the end of the grading period. That same student ended the grading period with a score of 2.5—a gain of 1.5 points. Covington (1992) has proposed that demonstrating knowledge gain can be intrinsically motivating to

students because people typically are encouraged when they see they have increased their understanding and skill.

The scale used in Figure 1 is a 0 through 4.0 metric. This is preferable to the 100-point scale because the latter, used in isolation, is not very amenable to tracking student progress. It tells teachers little about the content measured or the difficulty level of that content.

But Who Knows What?

To illustrate one drawback of the 100-point system, assume that a teacher designs a test worth 100 points that covers two of the topics reported in

Student-generated assessments are perhaps the most powerful form of assessment that a teacher can make available to students.

Figure 1—patterns and data analysis. Let's assume that 35 of the 100 points deal with patterns and 65 of the 100 points address data analysis.

Now consider two students, both of whom have attained a score of 70. The first student might have acquired all 35 of the 35 points on patterns but only 35 of the 65 points on data analysis. The student has demonstrated a robust understanding of patterns but only a partial understanding of data analysis. The second student might have received only 5 of the 35 points on patterns but all 65 points on data analysis. This student has demonstrated an opposite pattern. The convention of designing tests that involve more than one topic

and then scoring these tests using the 100-point (or percentage) scale makes it impossible to gauge individual students' knowledge.

How Complex Is the Content?

Even if a teacher were vigilant enough to design tests that addressed a single topic, the tests still might not be useful in tracking student progress. If the first test addressed simpler content relative to a topic, students would generally receive high scores. However, if the second test addressed more complex content, students might receive lower scores even though they had learned quite a bit about the topic. What we need is a device to determine the level of a test's complexity. Once we do this, we can use the 100-point scale with some integrity in terms of tracking students' progress.

To make classroom assessments more comparable, we can use proficiency scales that delineate both the topic and the level of complexity being measured. Consider the left-hand side of Figure 2 (p. 38), which contains a generic form of the scale; this quantifies student understanding along a continuum that goes from lack of understanding of even the most basic concepts to understanding complex content. The score of 3.0 contains the target instructional goal for a topic and is the fulcrum of the scale.

Figure 2 shows that the instructional goal is for students to be able to describe and exemplify what different plants and animals need to survive. Score 2.0 involves simpler content: in this case, recalling specific terminology and factual information about plants and animals. Score 4.0 contains more complex content relative to the topic: in this case, comparing and contrasting

animals and plants. The remaining scores in the scale all reference these three levels of content. That is, none of the other levels contains new content. A score of 3.5 indicates competence on score 2.0 and 3.0 content and partial success on score 4.0 content. A score of 2.5 indicates success on score 2.0 content and partial success on score 3.0 content, and so on.

In working with schools and districts, we've found that three levels of content make it easy for teachers to design assessments without sacrificing precision of measurement. More specifically, teachers can design assessments that address one level of proficiency only—for example, a test that covers only score 2.0 content—or they can design tests that cover all three levels of content. When a test addresses only one level of content, the 100-point scale makes some sense. If students demonstrate mastery on a test of 2.0 content, they have reached score 2.0 status on the proficiency scale. If a test addresses all levels of proficiency (that is, items involve 2.0 content, 3.0 content, and 4.0 content), then the teacher scores each of these three sections with an eye toward students' competency at that particular level of item difficulty. (For a more detailed discussion of scoring tests using proficiency scales, see Marzano, 2010.)

FIGURE 1: First Quarter Report for a Middle School Mathematics Student

MEASUREMENT TOPICS	Score	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number systems	2.5	■	■	■	■	■			
Estimation and mental computation	1.5	■	■	■					
Ratio/Proportion/Percent	2.0	■	■	■	■				
Patterns	3.5	■	■	■	■	■	■	■	
Equations	2.5	■	■	■	■	■			
Data Analysis	1.0	■	■						

An effective standards-based grading and reporting system should eliminate the overall or "omnibus" grade.

Recommendation 2:

If you can't get rid of the omnibus grade, provide scores on measurement topics in addition to the grade.

If public pressure demands that students receive an overall grade or percentage score, a school or district can still employ the benefits of the approach shown in Figure 1 by including the bar graphs on a report card, along with traditional omnibus grades. The top part of the report card might display traditional grades and the bottom part, the bar graphs. Of course, if the 0–4.0 scale is used, it must be translated into traditional letter grades. Here's what this might look like:

- 3.51 to 4.00 = A
- 3.00 to 3.50 = A-
- 2.84 to 2.99 = B+
- 2.67 to 2.83 = B
- 2.50 to 2.66 = B-

2.34 to 2.49 = C+
 2.17 to 2.33 = C
 2.00 to 2.16 = C-
 1.84 to 1.99 = D+
 1.67 to 1.83 = D
 1.50 to 1.66 = D-
 0.00 to 1.49 = F

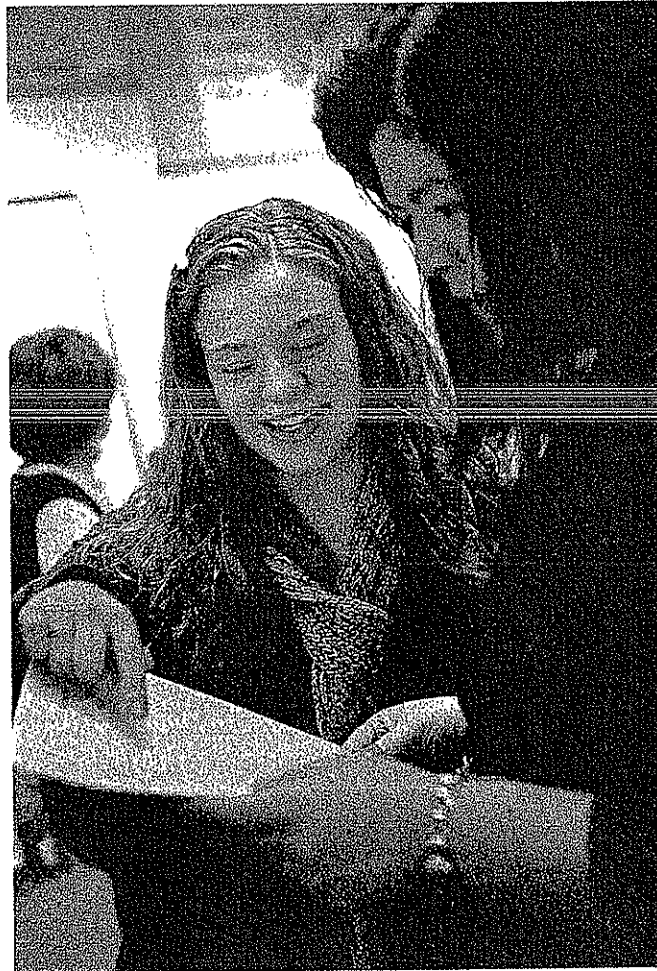
For example, the student whose bar graphs in mathematics are depicted in Figure 1 has an average score of 2.17, which translates to a letter grade of C. In addition to just noting this overall grade, teachers can include the bar graphs. That way, parents and students can see how much the student has learned about each measurement topic and ascertain the student's strengths and most pressing needs. Teachers can also apply proficiency scales to such areas as homework, cooperation, and personal responsibility (Marzano, 2010).

Recommendation 3:
Expand the assessment options available to students.

Proficiency scales allow for three powerful classroom assessments that won't work if the teacher uses the 100-point scale in isolation.

Probing Discussions

When using a probing discussion, a teacher meets with a student and questions him or her about the measurement topic, making sure to ask questions that involve 2.0 content, 3.0 content, and 4.0 content. The teacher has the flexibility to continue asking questions until he or she is confident about a student's level of proficiency. At the end of the discussion, using the proficiency scale, the



Demonstrating knowledge gain can be intrinsically motivating to students.

teacher determines the student's level of performance.

For example, if the teacher determines that the student has demonstrated adequate understanding of the simpler content (that is, 2.0 content)

and partial understanding of 3.0 content, the student receives a score of 2.5. If the teacher determines that the student responds accurately to little 2.0 and 3.0 content independently but demonstrates partial understanding of this information with some cueing and prompting, the student receives a score of 1.0, and so on.

Unobtrusive Assessments

When a teacher uses an unobtrusive assessment, the observed student might not even be aware that he or she has been assessed. For example, assume that a physical education teacher has developed a proficiency scale for the overhand throw. Score 2.0 content might involve some of the simpler aspects of this skill, such as proper stance and arm position. Score 3.0 content—the target level of performance—might involve the coordinated timing of hip rotation and forward arm

movement. Score 4.0 content would indicate an advanced level of performance, which might involve adapting the procedure to account for varying desired throwing distances.

Armed with this proficiency scale, the teacher walks onto the playground during lunch and observes a student executing the overhand throw, meeting the target level of performance just as it was taught. The teacher could record this score of 3.0 as an unobtrusive assessment.

Student-Generated Assessments

Student-generated assessments are perhaps the most powerful form of assessment that a teacher can make

available to students. In such a situation, the student approaches the teacher and proposes what he or she will do to exhibit a specific level of performance on the proficiency scale.

For example, a student who is currently at a score 3.0 content level—following our example in Figure 2, the

student is able to describe and exemplify what different plants and animals need to survive—might propose that she create a graphic organizer comparing plants and animals on specific traits and explain the graphic organizer to the class.

Recommendation 4:
Allow students to continually update their scores on previous measurement topics.

Our fourth recommendation is probably the most transformational in its implications. As the school year

FIGURE 2. Generic and Specific Examples of a Proficiency Scale

Score	Generic Form of Proficiency Scales	Specific Example for Topic of Animal and Plant Survival
4.0	More complex content.	Students will be able to compare and contrast different ways in which plants and animals breathe and find nourishment (for example, comparing and contrasting the fact that plants use their roots and leaves to take in air and food, whereas animals use their lungs to breathe air and their digestive systems to obtain nourishment).
3.5	In addition to score 3.0 performance, partial success at score 4.0.	In addition to score 3.0 performance, partial success at score 4.0.
3.0	Target objective.	Students will be able to describe and give examples of what different plants and animals need to survive.
2.5	No major errors regarding score 2.0 content, and partial success at score 3.0 content.	No major errors regarding score 2.0 content, and partial success at score 3.0 content.
2.0	Simpler content.	Students will be able to recall specific terminology, such as <i>plant</i> , <i>animal</i> , <i>survival</i> . Students will be able to recall details about survival—for example, both plants and animals need food, air, and water to survive; plants absorb nutrients and air through their roots and leaves; animals use respiration (lungs) to breathe and digestion to process nutrients.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0 content and score 3.0 content.	With help, partial success at score 2.0 content and score 3.0 content.
0.5	With help, partial success at score 2.0 content, but not at score 3.0 content.	With help, partial success at score 2.0 content, but not at score 3.0 content.
0.0	Even with help, no success.	Even with help, no success.

Source: From *Designing and Teaching Learning Goals and Objectives* (pp. 68–69), by R. J. Marzano, 2009, Bloomington, Indiana: Marzano Research Laboratory. Copyright 2009 by Marzano Research Laboratory. Adapted with permission.

progresses, teachers should allow students to upgrade their scores from previous grading periods. To illustrate, assume that the teacher addresses six topics during the first quarter. At the end of the grading period, he or she translates these into an overall grade. Now assume that he or she addresses six more topics in the second quarter. At the end of this grading period, the teacher once again translates these scores into an overall grade.

But what if during the second quarter, students work on content to raise their scores on the six topics from the first quarter? Of course, this means that the second quarter's overall grade would be based on the six topics addressed during the second quarter as well as on the six topics originally introduced during the first quarter. The third quarter grade would be based on the new topics addressed during the third quarter as well as on topics addressed during the previous two quarters, and so on.

This approach begs for a different kind of classroom. Some days, the teacher would address new content targeted for that quarter. Other days, students would work in formal or informal groups either on new content or on content addressed in previous quarters. One interesting option some schools have reported is to allow students to earn a score of 4.0 if they can tutor another student to score 3.0 status.

A Better Approach

Although there's no single best way to design standards-based grading and reporting systems, we have found that these four recommendations form the foundation for a system that's more accurate and informative than the current system and that stimulates new ways of thinking about assessment and instruction. ■



© SUSIE FITZGERALD

Teachers should allow students to upgrade their scores from previous grading periods.

References

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- Reeves, D. (2011). *Elements of grading*. Bloomington, IN: Solution Tree.

EL Online



Learn how three teachers revamped their grading systems to better reflect student knowledge in the online-only article "Big Changes in a Small School" at www.ascd.org/publications/educational-leadership/nov11/vol69/num03/Big-Changes-in-a-Small-School.aspx.

Robert J. Marzano (robert.marzano@marzanoresearch.com) is cofounder and CEO and **Tammy Heflebower** (tammy.heflebower@marzanoresearch.com) is vice president of Marzano Research Laboratory in Denver, Colorado. Marzano's latest book, coauthored with Tony Frontier and David Livingston, is *Effective Supervision: Supporting the Art and Science of Teaching* (ASCD, 2011).

**5 DAY, FULL DAY
KINDERGARTEN**

MEMORANDUM

TO: ELLIOTT LANDON
FROM: CYNTHIA GILCHREST, DIRECTOR ELEMENTARY EDUCATION
SUBJECT: FULL DAY KINDERGARTEN
DATE: June 9, 2014

Dear Dr. Landon:

As we come to the end of the 2013-14 school year, we are completing the implementation of our 5 full day Kindergarten initiative. We strongly believe it has been a successful year for all. The elementary principals and I will be present at the June 9th Board meeting to report on the success.

We will review the following:

- Parent survey
- Kinderarten teaching focus groups
- Feedback from school psychologists and nurses
- Data collection in Literacy and Math
- Administrator observations

In addition, we will present on enhancements to this year's program

- Mini-kindergarten
- Resources
- Schedules
- Transition phase

Lastly, we will recommend areas to consider for the 2014-15 and 2015-2016 school year.



An End of Year Report on
Full-Day Kindergarten

Westport Public Schools

*Cynthia Gilchrest, Julie Droller,
Susie Da Silva, Janna Bell and*

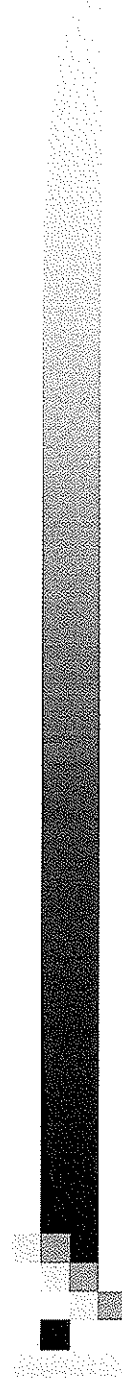
John Bayers

June 9, 2014



Objectives:

- To examine the effectiveness of the full day kindergarten program
- To review enhancements to the kindergarten program
- To share next steps for the 2014-2015 school year



The Process of Examining the Effectiveness of Full-Day K

- Parent Survey
- Kindergarten teacher focus groups
- Feedback from school psychologists and nurses
- Data collection
- Administrator observations

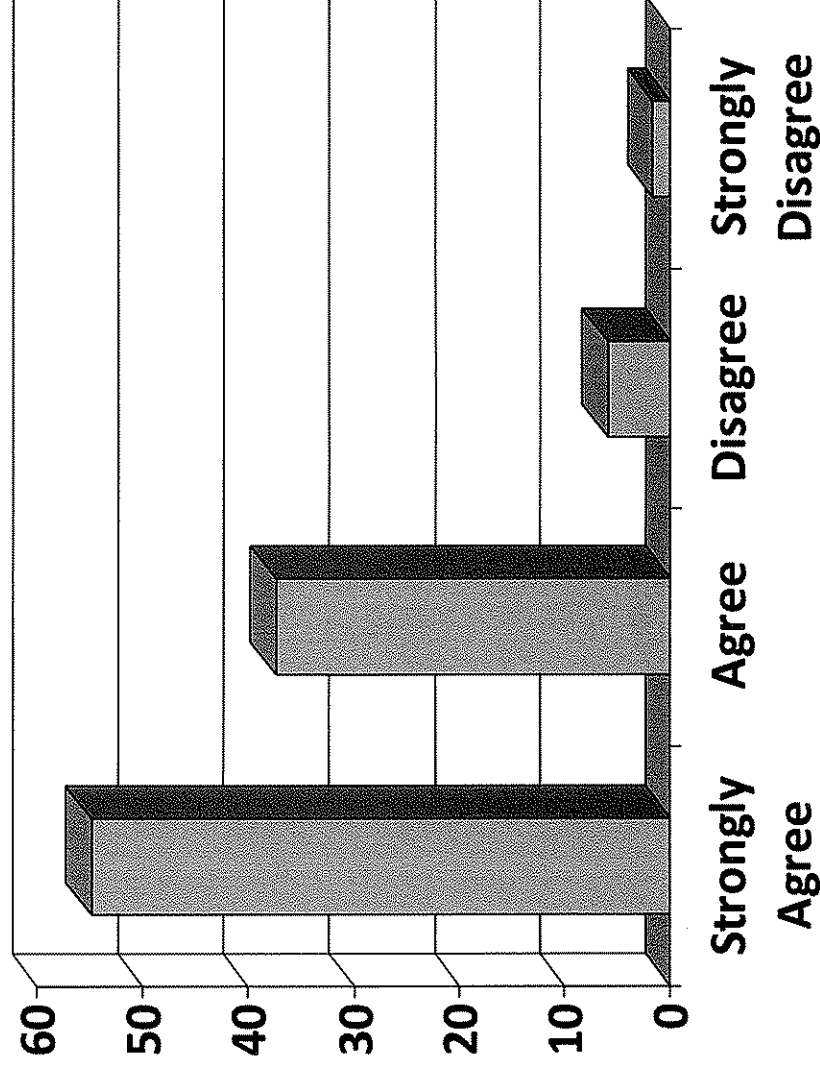


Parent Survey:

- Developed in collaboration with PTA
- Feedback through open-ended responses (111 responses)
- Open for 15 days (May 1- May 15)
- 65% of K parents responded (238 responses-
- currently 364 kindergarteners)
- 51% were first time K parents in WPS

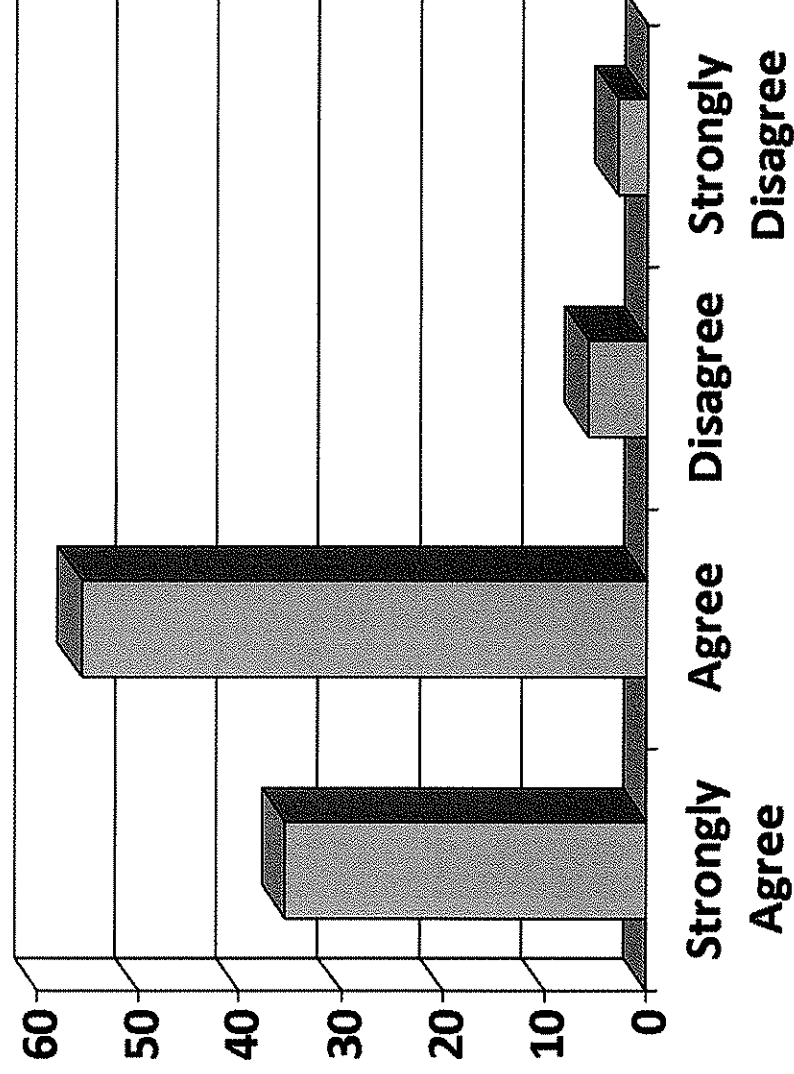
Kindergarten Parent Survey

92% of parents strongly agree/agree that the five full day kindergarten program was successful.



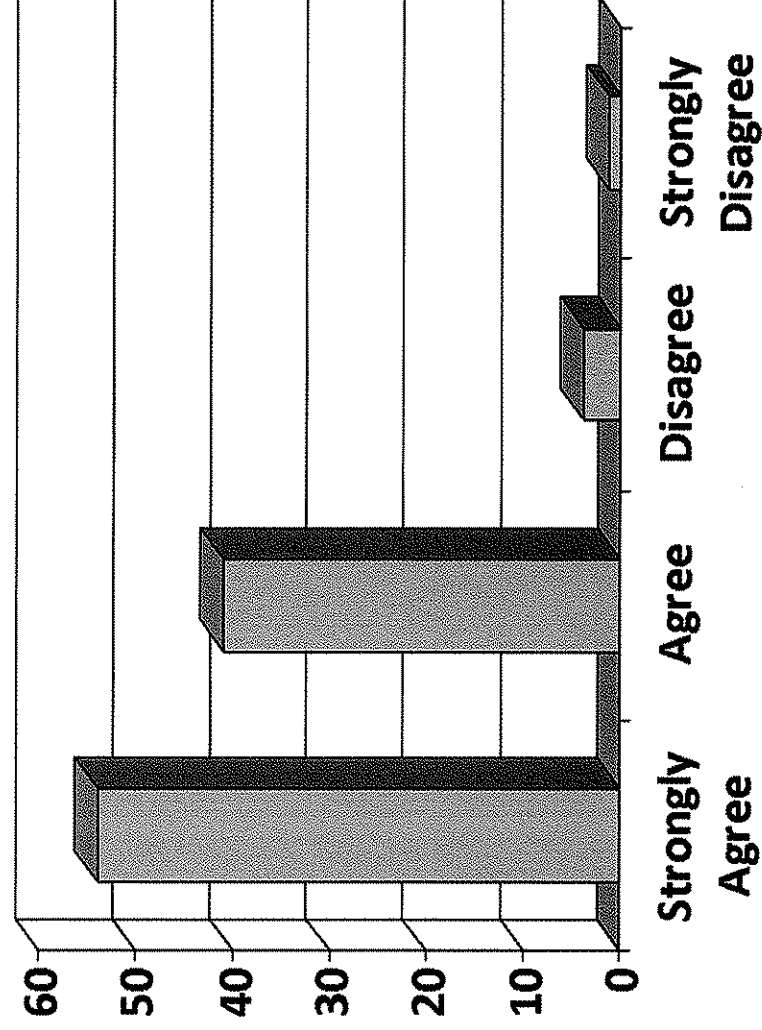
Kindergarten Parent Survey

91% of parents strongly agree/agree that the pace of the five full day kindergarten was appropriate



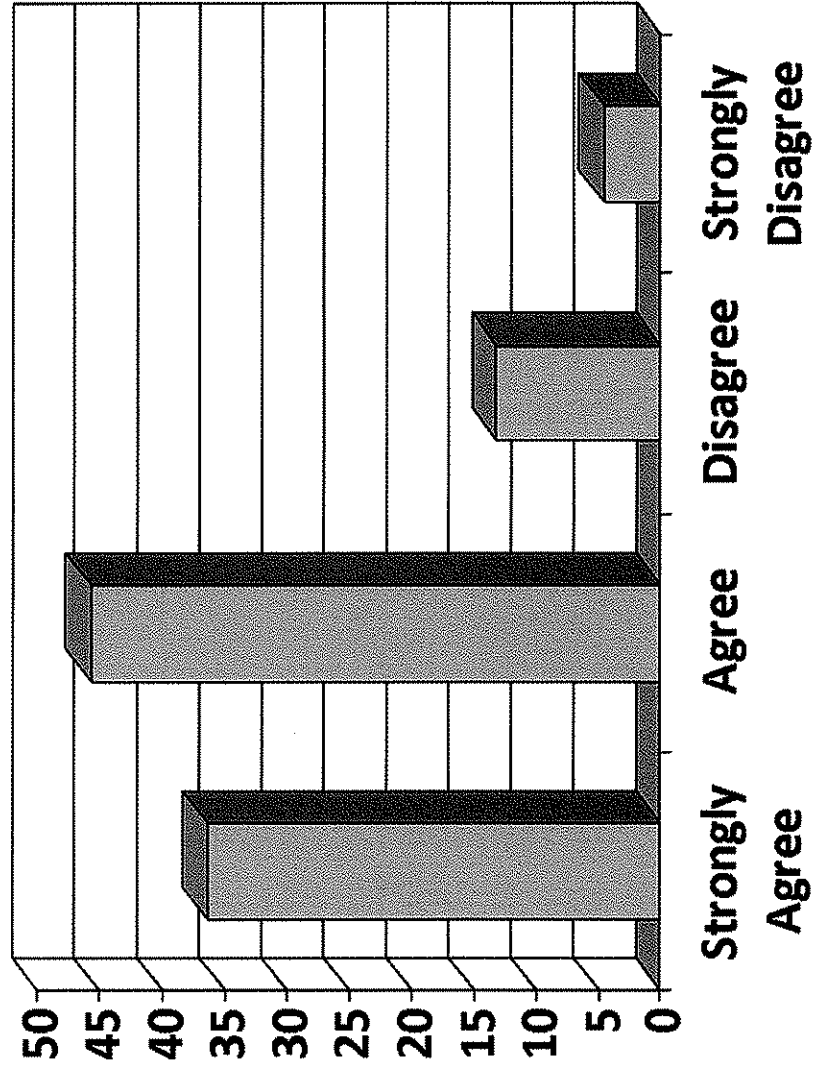
Kindergarten Parent Survey

95% of parents strongly agree/agree that their children participated in additional choice and/or recess activities daily



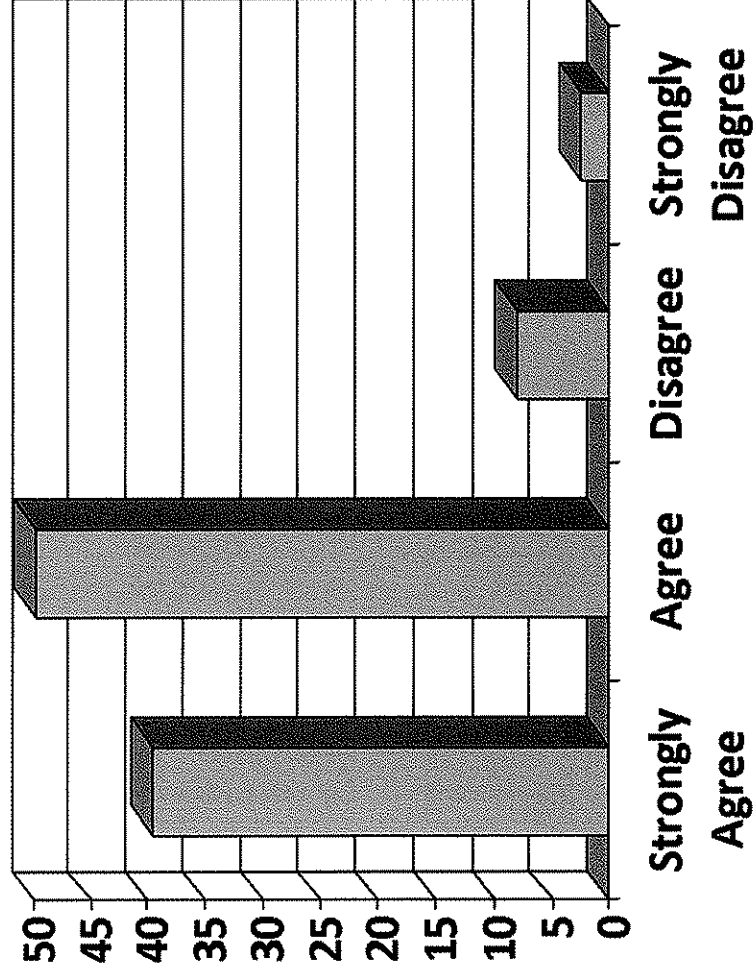
Kindergarten Parent Survey

82% of kindergarten parents strongly agree/agree that their children had enough time to further develop their social skills and engage in play-based activities



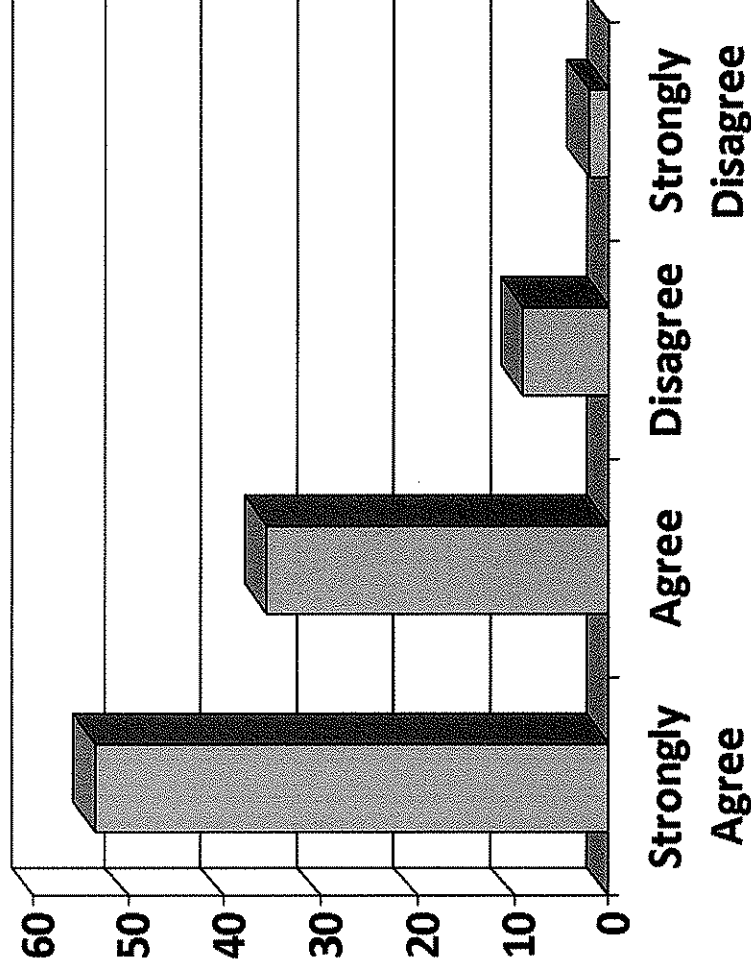
Kindergarten Parent Survey

89% of parents strongly agree/agree that teachers had time to meet the individual needs of their children



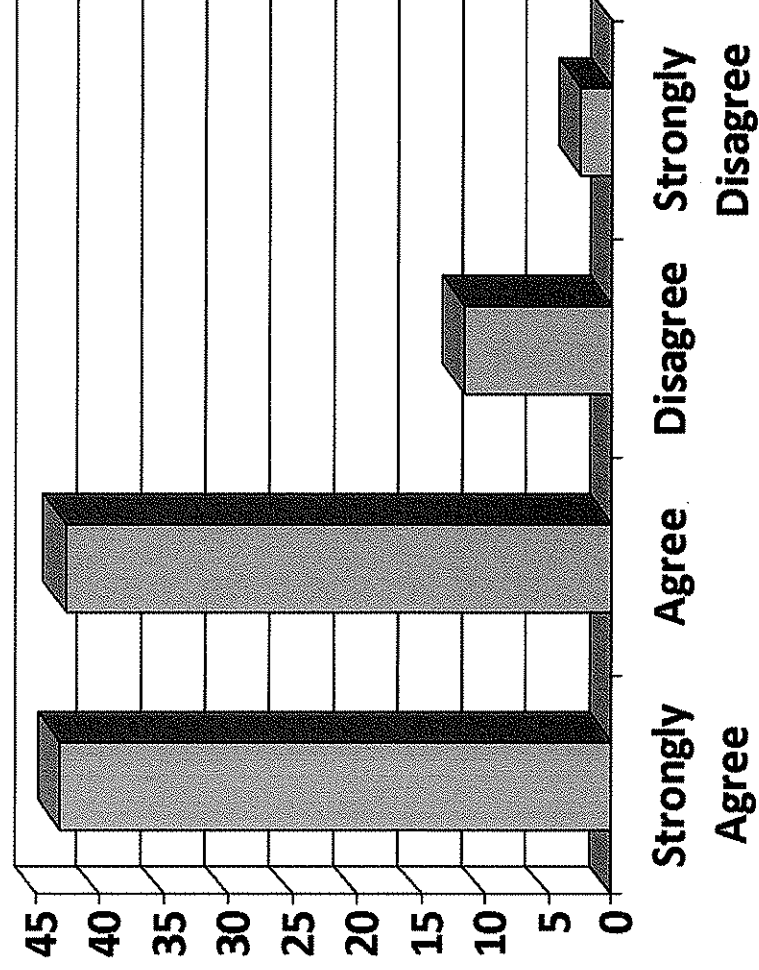
Kindergarten Parent Survey

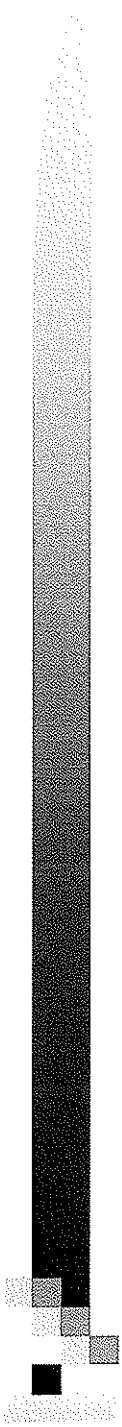
89% of parents strongly agree/agree that their children have developed the stamina to be successful in school



Kindergarten Parent Survey

86% of parents strongly agree/agree that the two week early dismissal transition period in the beginning of the school year was helpful for their children





Trends from Open-Ended Feedback:

- overall positive kindergarten experience
- positive view of kindergarten teachers
- preference for smaller class size
- varied points of view on student stamina
- varied points of view on the rigor of the curriculum
- varied points of view on the transition phase



Teacher Focus Groups

- Building Principals met with kindergarten teachers
- Guided questions/teacher generated comments
- Responses recorded and shared with teams for accuracy



Teacher Focus Groups

Teachers are now able to:

- have more time for implementation of the Balanced Literacy components
- have daily writers workshop
- have a consistent choice/recess time daily
- facilitate more small groups or one on one instruction



Teacher Focus Groups

Teachers are now able to:

- use more appropriate pacing/flexibility
- implement the components of the social skills curriculum
- to create better blocks



Teacher Focus Groups

Teachers reported the following:

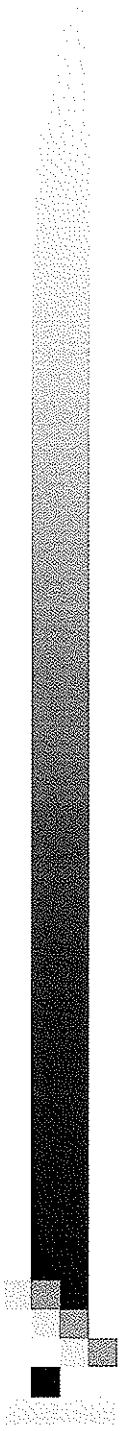
- challenge to meet the number of instructional minutes in social studies/science
- schedule is tight due to increase demands in literacy and math
- less time for collaborative planning



Teachers Focus Groups

Teachers reported the following considerations:

- 2 music classes, consistent with grades 1-4
- reduce class size
- additional time for computer skills
- maintain the transition phase
- additional paraprofessional time



Feedback from school nurses and school psychologists

- Nurses did not report any unusual patterns or trends with kindergarten students
- School psychologists did not report any unusual patterns or trends with kindergarten students



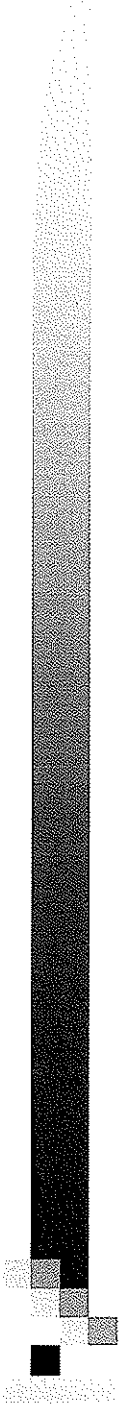
Full-Day K Impact on Literacy

- 7% increase of Kindergarteners meeting DRA year end benchmark (75% to 82% from 2013 to 2014)
- Improvements on all Spring 2014 Universal Screening benchmarks as compared to Spring 2012 and 2013 (Letter Naming Fluency, Letter Sound Fluency, High Frequency Words)
- 89% of K students met target on the new *on-demand writing assessment* Spring 2014 (only 25% of students met target in Fall 2013)



Full-Day K Impact on Math

- Singapore Math- 3 years since implementation
- Student data remain consistently strong (some slight increases of 2-3 percentage points on benchmarks)
- More flexibility to schedule math
- More time for 1:1, small group instruction



Full-Day K Impact on Social Studies and Science

- More time and flexibility; still feels rushed
- Opportunities gained for reading and writing within science, social studies, and ITL units



New this School Year:

- Mini-kindergarten day
- Additional material resources and professional development
- Prioritized kindergarten schedule
- Transition phase
- 2 choice/recess



Next steps for 2014-2015

- Check-in/feedback from grade K and 1 teachers
- Increase paraprofessional time in kindergarten
- Consider additional music class for kindergarten students (2015-2016)

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Board of Education Goals/Objectives/Action Plans
Date: June 9, 2014

I have appended to this memorandum two (2) items, as follows:

1. Board of Education-suggested objectives and action plans
2. Superintendent of Schools-suggested objectives and action plans

The first listing includes all the suggestions and recommendations made by the members of the Board at the meeting of May 27, but also includes additional items suggested by members of the Board through Email correspondence subsequent to that meeting. The second list is the initial one prepared by the Administration and presented to the Board at the meeting of May 27.

At previous meetings, the Board suggested limiting its objectives and action plans to a much-reduced number, as compared to the extensive number that we were required to deal with during the current school year. It will be necessary for the Board to limit the numbers to a more manageable and doable level if, in fact, it is the Board's expectation that all of the objectives approved will be met in the next school year.

Additionally, there appeared to be broad Board agreement that the template created by Paul Block be used to create the Board's 2014-15 Goals, Objectives and Action Plans. Towards that end, I have included Mr. Block's template for your use as we address the above-referenced subject at the meetings of June 9 and June 16.



**BOARD OF EDUCATION
SUGGESTED GOALS**

PERFORMANCE OBJECTIVES/GOALS

PROPOSAL MAKER

PERFORMANCE OBJECTIVES /ACTION PLANS

DATE OF COMPLETION

2014 2015 2016 2017

Return Money to Town	Karen Kleine	B	Work diligently to reduce costs in all budget lines so as to be able to return appropriations to the Town of Westport at end of 2014-15 school year.
Enterprise Fund Details	Karen Kleine	B	Provide Board End-of-Year Listing of Revenues and Expenditures in all Enterprise Funds to Review Fund Balances and Appropriate Funds Usage
Grant Revenues Details	Karen Kleine	B	Share with Board All End-of-Year Financial Statements for Grants to Review Fund Balances and Appropriate Fund Usage
Stipend Details	Karen Kleine	I	Provide Fall, Spring and Winter Stipends by Activity and Individual for all Athletic and Extracurricular Activities to Ensure Appropriate Funds Usage
Booster Club Donation Details	Karen Kleine	I	Provide Chart of All Revenues for Personnel, Supplies and Activities Emanating from Booster Club Support for Student Activities
Anonymous Rankings of Teachers by Students	Karen Kleine	O	Establish a Methodology and Timetable, Grades 6-12, to Garner Anonymous Rankings of Teachers by Students
Integration and Sequencing of Courses, 6-12	Karen Kleine	O	Evaluate Integration and Sequencing of All Courses, Grades 6-12, to Assure Continuity in Instructional Practice and Offerings
Offer On-Line Courses Where Low Student Enrollment	Karen Kleine	O	Evaluate the Potential for Offering On-Line Courses for Credit in Courses with Low Student Enrollment
Independent Student Tutoring Details	Karen Kleine	I	Provide Documentation as to the Numbers of Students, K-12, Who Are Receiving Tutoring Outside of School in the Core Instructional Areas
Independent College Guidance Counseling Details	Karen Kleine	I	Provide Documentation as the Numbers of Students, 9-12, Who Seek the Services of College Guidance Services Rather Than School Guidance
Use of Staples Guidance Counselors	Karen Kleine	O	Evaluate and Maximize the Use of SHS Counselors Concerning Usage v. Needs of Students
Seek Tests to Measure Westport 2025 Skills	Karen Kleine	I	Determine Whether Tests Are Available Locally to Measure 2025 Skills, e.g., PISA
Seek Additional High School Opportunities for Learning	Karen Kleine	O	Benchmark Against International and Domestic High Performing Schools for Additional/Specialized After School Coursework for Students
Standardized Testing Data and Administration Details	Michael Gordon	O	Evaluate all Standardized Testing Programs to Determine if Use is Excessive by Principals, Teachers, and Support Personnel
Recommend Budgetary Savings	Michael Gordon	B	Prepare Proposals for Savings to Current Services in the 2015-16 Board of Education Budget
Monitor Late Busses and Report Findings	Michael Gordon	I	Provide Quarterly Reports Delineating the Arrival and Departure Times at All Schools on a Daily Basis
Benchmark School Start Times In Other Districts	Michael Gordon	I	Determine Research-Proven Appropriate School Starting Times for Students: K-5, 6-8, 9-12 and Institute Changes Accordingly
Physical Education for All 12th Grade Students	Michael Gordon	O	Develop a Schedule to Require All Staples Students to Participate in Physical Education in the 12th Grade
Incorporate School Climate into Social Skills Instruction	Michael Gordon	O	Provide Modifications to the Social Skills Instructional Program, K-8, to Incorporate School Climate, Where Necessary
Continue to Develop Security Capital Projects	Michael Gordon	O	Prepare Security Capital Projects Proposals Based Upon Recommendations of the Kroll Report, School Safety Committees, and First Responders
Calendar Objectives and Action Plans for Board Review	Michael Gordon	O	Create a Board of Education Agenda Master Calendar for Review, Discussion and Action on Approved BOE Goals, Objectives and Action Plans
Track and Quantify Progress Towards Curricular Goals	Paul Block	I	Utilize Quantifiable Data to Determine if Curricular Goals Have Been Met
Initiate Training, Apps, and Network Speed for BYOD	Mark Mathias	O	Develop a Comprehensive Professional Development Program to Successfully Engage Teachers in "Bring Your Own Device" Instruction
Incorporate Engineering into 9th Grade STEM	Elaine Whitney	O	Develop an Engineering Program for Students Entering the 9th Grade
STEM to STEAM Proposals and Recommendations	Elaine Whitney	O	Recommend Procedures to Integrate Science, Technology, Engineering, and Math Programs, Grades 6-12, Into the Arts
Create Strategic Maintenance Plan	Elaine Whitney	O	Develop a Strategic Maintenance Plan for All Buildings to be Included as an Operational Expense in the 2015-16 Operating Budget.
Study Feasibility of Keyboarding in Grades 1 and 2	Jeannie Smith	O	Evaluate and Recommend Developmentally Appropriate Home Keyboarding Programs for Students in Grades 1 and 2
Study Desirability of Homework in K and Grade 1	Jeannie Smith	I	Benchmark Homework in K and Grade 1 Against Homework in Other Similar High Performing School Districts

Legend: B=Budget; O=Objective; I=Information

**ADMINISTRATION SUGGESTED
GOALS**

BOARD OF EDUCATION GOALS, OBJECTIVES AND ACTION PLANS:
2014-15

I. STUDENT ACHIEVEMENT

GOAL: Continuous Improvement in Curriculum, Instruction and Assessment

Objective 1. Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.

Action Plans

- Support the successful completion of the self-study process at Staples High School for the New England Association of Schools and Colleges (NEASC) accreditation visit and share with the Board the school's final report in advance of the October, 2015 accreditation visit (June, 2015).
- Explore the creation of 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 (June 2015).
- Maximize the use of the district's Atlas Curriculum Mapping software to more efficiently track progress with regard to embedding skills in curriculum, instruction and assessment as reflected in the Westport 2025 Critical Lens and the Connecticut Core Standards.
- Develop a plan at the elementary, middle, and high school levels for successful implementation of the required Smarter Balance Assessment Consortium (SBAC) testing program and reporting to the Board periodically on such items as time taken for discrete preparation activities, implementation of practice testing, scheduling of SBAC testing in all schools in the spring, and student/staff/ parent feedback (December, March and May 2015).
- Implement the revised K-5 writing and social studies curricula and allocate time for teachers to collaboratively plan and reflect on evidence of student learning.
- Provide professional development to enhance differentiated instruction in (1) mathematics and (2) language arts practices that support our balanced literacy framework and the Common Core Standards.
-
- Revise the district social skills curriculum, K-8, to include modifications and enhancements consistent with best practices and emerging research, to include high school students assisting with the implementation of specific grade 3 lessons.
- Implement a plan to roll out the K-5 standards-based progress reports to teachers and parents to ensure its success during the 2014-2015 school year.
- Report on the implementation of the Tri-State Consortium recommendations and the modifications to the gifted program through the 2014-2015 school year (June 2015).

II. FACILITIES

GOAL: Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion

Objective 1. Develop a plan for the creation and design of prioritized capital projects that anticipates a five year need (December 2014).

Objective 2. Prepare a report on building capacities related to five year enrollment projections (December 2014).

II. FISCAL MANAGEMENT

GOAL: Manage the schools productively and efficiently, while maintaining and improving the quality of educational programs

Objective 1. Seek long-term productivity and efficiency in selected services and functions to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of services.

Action Plans

- Review our current staffing structure to determine ways in which to maximize productivity with no change in services provided to students (April 2015).
- Benchmark productivity and efficiency against premier school districts relating to contact time between administrators and teachers, with specific focus on the areas of professional development, grade level, team and department meetings, the delivery of instruction, and the implementation of curriculum (April 2015).

Objective 2. Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.

Action Plans

- Continue to work collaboratively with agents of the Town of Westport to locate areas of potential consolidation of services that will result in greater efficiencies and cost savings for the taxpaying residents of the Town of Westport and report to the Board of Education upon progress as part of each quarterly financial statement.

TEMPLATE



Westport Public School District GOALS FYE 2015

MISSION: To prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community

VISION: To achieve superior academic standards with integrated competency of creativity, critical thinking, communication, global thinking

VALUES: A balanced of academic, athletic and social excellence, a safe school climate, community interaction, integrity and perseverance

GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal I.	Performance Objective	Specific Action	Action Date of Completion			Other	
			2015 Year 1	2016 Year 2	2017 Year 3	Inc \$ Amount	Budget Impact
a.		1					
		2					
		3					
b.		1					
		2					
		3					
c.		1					
		2					



Westport Public School District GOALS FYE 2015

MISSION: To prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community
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GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal II.	Performance Objective	Specific Action	Action Date of Completion			Other	
			2015 Year 1	2016 Year 2	2017 Year 3	Inc \$ Amount	Budget Impact
a.		1					
		2					
		3					
b.		1					
		2					
		3					
c.		1					
		2					



Westport Public School District GOALS FYE 2015

MISSION: To prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community

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VALUES: A balanced of academic, athletic and social excellence, a safe school climate, community interaction, integrity and perseverance

GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal III.	Performance Objective	Specific Action	Action Date of Completion			Other	
			2015 Year 1	2016 Year 2	2017 Year 3	Inc \$ Amount	Budget Impact
a.		1					
		2					
		3					
b.		1					
		2					
		3					
c.		1					
		2					



Westport Public School District GOALS FYE 2015

MISSION: To prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community

VISION: To achieve superior academic standards with integrated competency of creativity, critical thinking, communication, global thinking

VALUES: A balanced of academic, athletic and social excellence, a safe school climate, community interaction, integrity and perseverance


GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal IV.	Performance Objective	Specific Action	Action Date of Completion			Other	
			2015 Year 1	2016 Year 2	2017 Year 3	Inc \$ Amount	Budget Impact
a.		1					
		2					
		3					
b.		1					
		2					
		3					
c.		1					
		2					

WESTPORT PUBLIC SCHOOLS

MARJORIE CION
Director of Human Resources

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-10004
FAX: (203) 341-1024

To: Elliott Landon
From: Marge Cion 
Subject: Approval of Contract with the Maintainers 7/1/2013 – 6/30/2016
Date: June 9, 2014

Collective bargaining with the Westport School Maintenance Employees Union Local 1303-225 of Connecticut Council #4 of the American Federation of State, County, and Municipal Employees (Maintainers) has been completed successfully. The Maintainers have voted to approve the changes to the terms and conditions of employment covered in the final agreement and approved in executive session by the Board previously. It will be necessary for the Board of Education to approve the final agreement so that it may be fully implemented.

The major modifications to the existing agreement are summarized below:

1. Length of Contract: July 1, 2013 – June 30, 2016
2. Salary Schedule: 2013-2014: 3.0% GWI
(The Maintainers do 2014-2015: 3.0% GWI
not have steps.) 2015-2016: 2.5% GWI
TOTAL THREE YEAR COST: 8.5%
3. Health and Medical Insurance: PPO for 2013–2014 School Year with Premium Share of 19%

For 2014-2015 and 2015-2016: Change from PPO to HSA with same plan design as teachers;

Premium Shares of 17% for 2014-2015 and 18% for 2015-2016
4. Extend the period of recall after an employee is laid off from 12 to 18 months.
5. Increase the annual maximum reimbursement for safety gear from \$100 to \$150, effective July 1, 2014.

In a separate memorandum the Maintainers agreed to commence negotiations in February 2016 in order to reach a more timely settlement of the next contract.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the collective bargaining agreement between the Westport School Maintenance Employees Union Local 1303-225 of Connecticut Council #4 of the American Federation of State, County, and Municipal Employees, for the period July 1, 2013 through June 30, 2016.

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

Re: Tuition Rates for 2014-15

Date: June 9, 2014

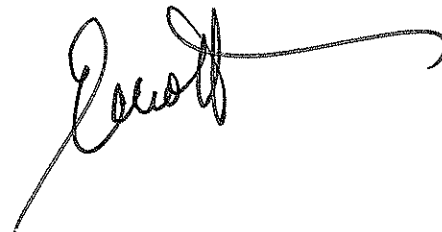
We annually establish tuition rates to cover the following circumstances:

1. To provide the basis for calculating the 25% tuition rate for the non-resident children of school employees.
2. To cover students who move out of Westport before April 1, who are permitted to complete the school year at 25% of the full-year tuition.
3. To cover exceptional cases, such as when families enroll children expecting to move to Westport and then fail to establish residency, or other unforeseen circumstances.

During the current 2013-14 school year there were 32 children of employees who attended our schools. We anticipate close to 40 for the 2014-2015 school year.

Several years ago, in response to a Board request, a formula was developed for tuition rates for the various levels which gave a close approximation of actual costs. (The base tuition figures do not include the cost of bus transportation between home and school as this service is not provided to non-resident students. It also does not include special education costs as these are assessed on an individual basis for students requiring special education.)

For the upcoming 2014-15 school year we have applied the general budget increase of 3.10% to the 2013-2014 rates. The chart below shows the current rates and the new rates for 2014-2015 (rounded off).



TUITION RATES: 2014-15 GRADES K-12

Grade Level	Full Non-Resident Tuition		Employee Tuition	
	13-14	14-15	13-14	14-15
K-5	15,242	15,715	3,811	3,929
6-8	21,343	22,005	5,336	5,501
9-12	22,859	23,568	5,713	5,892

TUITION RATES: 2014-15 PRE-SCHOOL

The full rates for our integrated pre-school were established during the 2014-15 budget process by the Pupil Services Department in collaboration with the Business Office, and are competitive with other area pre-schools. Westport residents' children with special needs receive free tuition, as per federal mandate. Westport residents' children without special needs are admitted to the program at the tuition rate(s) shown below. Employees' children are admitted only after all residents' children have been accommodated. As with K-12 tuition, employees pay 25% of the full rate.

	Full Rate	Employee Rate
2-3 year-olds 4-days per week	4,830	1,208
3-4 year-olds 5 days per week	6,185	1,546
3-4 year-olds 5 days per week (Extended day)	9,778	2,445

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the establishment of the tuition rates for the 2014-2015 school year, as set forth in a memo dated June 9, 2014 and appended to the Minutes of that Meeting.

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: Authorization to Sign Contracts
Date: June 9, 2014

Regulations of the State Department of Education and Board of Education policy require the designation by name and position of administrators authorized to sign contracts on behalf of the Board of Education. To meet this requirement, I am recommending that the Board reauthorize Elliott Landon, Superintendent of Schools and Elio Longo, Director of School Business Operations, to be designated as the administrative representatives authorized to sign contracts on behalf of the Board effective July 1, 2014 through June 30, 2015.

ADMINISTRATIVE RECOMMENDATION

The Board of Education authorizes Elliott Landon, Superintendent of Schools, and Elio Longo, Director of School Business Operations, to sign contracts on behalf of the Board of Education, effective July 1, 2014 through June 30, 2015.

POLICY 3293.1 (AUTHORIZATION TO SIGN CONTRACTS)

The superintendent and/or the school business administrator, individually or jointly as may be required, are hereby authorized to execute agreements, to apply for grants or to sign other documents as may be necessary in the normal course of the school system's business, including documents that support the adopted budget or that implement the Board's established policies or programs.

This authorization does not extend to those agreements or other documents which require specific, formal approval of the Board of Education and/or the signature of the Board Chairman or other officer of the Board of Education.

To comply with regulations of the State Department of Education, the Board of Education will annually renew this authority, designating by name the individuals holding the positions of superintendent of schools and school business administrator who are so authorized.



WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Acceptance of Gift

Date: June 9, 2014

I am delighted to report to you the offers of four (4) separate gifts, one each from the Bedford Middle School PTA, the Green's Farms School PTA, the Long Lots School PTA and from Chartwells.

The gift from the PTA of Bedford consists of the purchase of two (2) 3D printers valued at \$7,000, primarily for use in the STEM program, but available for use in other programs, such as art.

A gift valued at \$18,600 from the Green's Farms School PTA will enable us to place upon the Board of Education approved and paid for renovated library flooring modified existing library shelving to give our shelving mobility so that large spaces can be created within the library. These funds also will be used to provide us with additional shelving to accommodate our book room collection so as to enable us to better manage the use of those books in supporting literacy instruction.

In an effort to upgrade our communications capabilities at the Long Lots School, the PTA at that school will purchase two (2) 42" LED television monitors for the display of daily information on current and upcoming school events. One of the monitors will be installed at the main entrance to the school; the other, near the auditorium entrance. The value of this gift is \$3,100.

A contribution of \$2,000 from Chartwells, our food service provider, to be applied to a scholarship through the Staples High School Tuition Grants Program.

It is recommended that the Board accept these generous gifts with gratitude and appreciation to the officers and members of the Bedford Middle School PTA, the Green's Farms School PTA, and the Long Lots School PTA and Chartwells.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with thanks and appreciation gifts from the Bedford Middle School PTA (\$7,000), the Green's Farms School PTA (\$18,600), the Long Lots School PTA (\$3,100), and Chartwells (\$2,000), said gifts to be used to enhance the learning environment for students in accordance with the details of a memo to the Board of Education from Elliott Landon pertaining to these gifts and dated June 9, 2014.

