

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER: 6:00 p.m. Staples High School, Room 1025C, Principal's Conference Room

ANTICIPATED EXECUTIVE SESSION: Strategies for Negotiations

RESUME PUBLIC SESSION

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

RECOGNITION: Board of Education Appreciation

MINUTES: February 4, 2013

PRESENTATION: Common Core Standards: Literacy Across The Disciplines (30 min.)	(Encl.)	Mr. Bayers Ms. Droller Ms. Heller Mr. D'Amico Mr. Jones Dr. Scheetz
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DISCUSSION/ACTION:

- | | | |
|---|---------|------------------------------|
| 1. Instructional Minutes and Special Area Scheduling:
Kindergarten – Grade 5 (45 min.) | (Encl.) | Ms. DaSilva
Ms. Gilchrest |
| 2. Policy P6151: Class Size Guidelines (5 min.) | (Encl.) | Dr. Landon |
| 3. Health Insurance Reserve: Agreement with Board of Finance (10 min) | (Encl.) | Dr. Landon |

DISCUSSION:

- | | | |
|---|---------|------------|
| 1. CES Dismissal: Alternative Solutions, Including Elementary
and Middle School Start Time Options (30 min.) | (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.

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Lisabeth Comm
Director of Secondary Education
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203-341-1009

To: Elliott Landon

From: Lisabeth Comm/Cynthia Gilchrest

Date: February 28, 2013

Re: March 4, 2013 Board of Education Meeting

Tonight we will present part one of a two part presentation on the Common Core.

The Common Core presents 10 standards in each of four domains – reading, writing, language, and math. They are included in your packet. Part one of the presentation will focus on reading, writing, and language or the literacy components of the Common Core. Julie Heller (English department chair, 6-12) and Julie Droller (chair of K-5 literacy) will present English/Language Arts components of the Common Core. In addition, James D’Amico (department chair social studies 6-12), Rex Jones (chair of K-5 social studies), AJ Scheetz (chair of 6-12 science), and John Bayers (chair of K-5 science) will address how social studies and science will share responsibility for the Common Core Literacy Standards.

At the March 18th meeting, we will explore the Common Core in Math. Frank Corbo (department chair 6-12) and Janna Bell (chair of K-5 Math) will present.

Included in your packet for your review are the following:

1. Common Core anchor standards for reading, writing, speaking and listening, and language
2. Meeting Common Core Standards and Teaching 21st century skills
3. Anchor standards for reading, writing, speaking and listening, and language
4. Six Major Shifts with the Implementation of the ELA/Literacy Common Core State Standards

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To: Elliott Landon

From: Lisabeth Comm/Cynthia Gilchrest

Date: February 28, 2013

Re: Meeting Common Core Standards and Teaching 21st Century Skills

The Common Core Standards have been adopted by 46 states, including Connecticut. Starting in the school year 2014-15, all Connecticut state tests will be based on Common Core Standards (CCS). The Common Core Standards are not a curriculum; they are, as the title implies, standards. Each school system has the right and responsibility to design curriculum and instruction that will allow students to reach the standards. We will use our already robust K-12 curriculum and revise it as needed so that our students will be successful in meeting the CCS.

The CCS are more rigorous than our current curriculum, and the assessments being designed by the Smarter Balanced Consortium, as far as we know to date, will be far more rigorous than the current CMT and CAPT tests. CCS presents 10 anchor standards, in each of four domains (reading, writing, language, and math) that spiral through grades K-12. Reading and writing, or literacy, becomes the responsibility not only of English, but also of science, social studies, the arts, as well as other subject areas. There is much more emphasis on reading and analyzing high quality, complex non-fiction. The expectations for text complexity, including fiction and non-fiction, are higher at each grade level. There is more emphasis on gathering specific evidence from texts in order to answer questions and write essays. Research skills (not a part of CMT or CAPT) must be demonstrated on line as the new Smarter Balanced state tests will be completed on computers. The Common Core document provides content standards for mathematics as well as standards for mathematical practice and process. As far as we know to date, the state tests will be given each year in grades 3 through 8, and at the end of grade 11. Each test will include one performance-based assessment, requiring students to do things such as write several short essays based on their readings from multiple articles and videos. They will also include a computer-adaptive test made up of multiple choice, constructed response, and technology enhanced items.

In order to prepare our students for the more rigorous standards that will be reflected in the new state tests, we must review our K-12 curriculum, instructional strategies, and assessments and revise as needed while maintaining our emphasis on personalization, creativity, and a rich variety of courses across the disciplines at the 6-12 level. With careful planning, the CCS can be a good thing for Westport students, who are very capable and will be able to rise to this greater challenge.

The Board of Education has asked the same question in reference to both the CCS and the initiative to teach students 21st century skills: is this the right direction for Westport? The answer to that question is yes—if we have the resources to design curriculum, instruction, and assessment in response to these initiatives in the way that is most congruent with Westport’s students, values, and traditions.

How does the Common Core connect to the teaching of 21st century skills and dispositions K-12 that we have enumerated in our Westport 2025 initiative? As you will recall, the 21st century skills that we are beginning to incorporate into our curriculum are research-based. The four major domains are Critical Thinking, Creative Thinking, Communication, and Global Capacities. We have worked directly with Columbia Teachers College, as well as collected research from the Partnership for 21st Century Skills, Harvard University, and Stanford University, among others. We are in regular contact with schools in the Tri-State Consortium and are aware that they are also incorporating these 21st century skills and dispositions into their K-12 curriculum, instruction, and assessment. We are also beginning to benchmark, through the offices of Teachers College, with some of the countries around the world who have achieved the highest scores on international tests. In addition, the NEASC organization, that will be inspecting Staples High School in the fall of 2014 in order to provide accreditation, emphasizes the teaching of 21st century skills that are in alignment with our Westport 2025 initiative. The CCS emphasis on rigorous critical thinking skills matches perfectly with the critical thinking domain of our 21st century skill lens. In addition, the CCS places some emphasis on collaboration and communication skills as well a great deal of emphasis on problem solving skills.

It is important to note that the research based call for the teaching of 21st century skills and dispositions, like the CCS, does not provide a curriculum for how to teach these skills. We need to review our curriculum, instruction, and assessments and revise as needed in order to teach 21st century skills, embedded in rich and complex content, in a way that is consonant with the CSS and most beneficial for Westport students.

Our Westport 2025 initiative does go beyond the Common Core in terms of teaching 21st century skills and dispositions in the areas of creative thinking, global awareness, and teaching real world problem solving. Why do we aspire beyond the CCS? We want Westport students not only to be “college and career ready” (the goal of the CCS) but also to be prepared to attend the best colleges and universities as well as prepared to engage in the most exciting and meaningful careers. In short, we want Westport students to be prepared to become leaders in our increasingly connected and challenging global community.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Six Major Shifts with the Implementation of the ELA/Literacy Common Core State Standards

Shift 1: *Building knowledge by balancing information and literacy texts*

- We want to see an increase in scientific and historical texts, a jump from 50% to 70% informational text from elementary to high school, and topics and themes should be used to give reading experiences coherence.

Shift 2: *Content-area literacy*

- We want to see explicit teaching of reading and writing strategies and questions that lead to evidence sharing by the students.
- We don't want to see teachers presenting information or the text as a reference rather than a source.
- Increasingly, the questions need to be posed less by the teacher and more by the students in ALL classrooms.

Shift 3: *Regular practice with complex text*

- We want to see all students encounter and engage in grade-appropriate, high-quality text; scaffolding to independence; embedded strategies; critical thinking; and multiple close readings (i.e. Shared Reading structure)
- We don't want to see leveled texts only or text summaries before reading.
- We need a local process for identifying complex text; should we have a committee that crosses disciplines?

Shift 4: *Focus on text-based, text-dependent questions*

- We want to see analysis, evidence, claims, and conclusions; rich conversations and writing; questions are of high value and are worth thinking about and answering.
- We don't want to see a bulk of questions that can be answered without reading or experience-based rather than text-based questions.
- We would also look for nontrivial inferences. Students should be using background knowledge to illuminate the text, but teachers should not be telling students of their own impressions of the text. Students should be put right in the text. If there is background knowledge they need, students should be engaged in an inquiry process to develop that knowledge. Students will also explore both parts of the text and the whole text.

Shift 5: *focus on writing arguments and writing from sources*

- We should see writing in response to multiple sources and single texts; students should participate in multiple short research projects, as well as more extended research.
- We should not see personal experience rather than evidence; we should also not see unstructured processes for conducting research.

Shift 6: *Academic language*

- We should see students developing the vocabulary of a mature reader, using context clues, learning the nuances of word usage through direct instruction, and developing meanings for words in varied contexts.
- We should not see copying from dictionaries, disconnected instruction, or matching words and definitions.



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Email: cgilchrest@westport.k12.ct.us

To: Elliott Landon

From: Cyndy Gilchrest

Date: February 28, 2013

Re: Instructional Minutes Framework

On December 17, 2012, we presented a benchmark assessment of Westport against our DRG which addressed class size, full day Kindergarten and instructional minutes.

As a result of the benchmark assessment, the influence of the Common Core State Standards and review of research of best practice in the core academic areas, it will be essential that we increase our instructional minutes in Language Arts, math, science and social studies.

We can achieve the instructional minutes we require by:

In the area of kindergarten:

- Full day 5 days a week
- Increase in instructional time in core content areas and choice/recess time by integrating ITL curriculum (technology and library media) into content areas

In grades 1-4:

- Increased instructional time in language arts and science/social studies by integrating ITL curriculum (technology and library media) into content areas

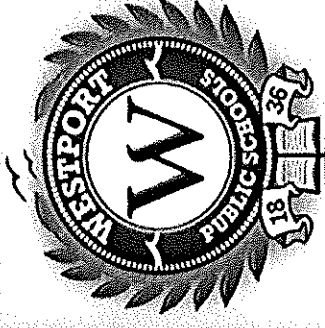
In grade 5:

- Increased instructional time in language arts and science/social studies by reducing PE 5 minutes per session, for a total of 10 minutes and integrating ITL curriculum (technology and library media) into content areas

We, as well as most districts in CT, are facing a critical moment. The influence of the Common Core, with its rigor and shift to authentic assessment is very exciting and challenging. We have worked hard to revise our curriculum and embraced new programs such as Singapore Math, Inquiry-based science, Balanced Literacy. These interactive curriculums which teach deep understanding of concepts and content skills also address 21st century skills that we know are necessary if our current students are to be successful when they graduate.

We must have the time required to teach these curriculums if our students are to receive the full benefit of these dynamic programs. Our new instructional minutes framework provides this crucial time

We will be prepared to answer any questions you may have concerning the new time framework and alterations to our daily structure.



Highlights of the K-5 Elementary Program Proposal

A Proposal for Implementation 2013-2014

A Presentation to the Board of Education

March 4, 2013

*Cynthia Gilchrest, Director of Elementary Education
Elementary Principals and Assistant Principals*

Westport needs to establish an elementary framework of instructional time that reflects current best practice which is aligned to 21st century skills and the Common Core State Standards

The Westport school community is responsible for preparing our students to reach their potential as leaders and innovators, and this begins at the elementary level

Instructional Time Needed to Meet Curricular Demands

	Language Arts	Math	Science/ Social Studies	Social Skills
K	120	45	30	30
1	120	60	60	30
2	120	60	60	30
3	120	60	60	30
4	120	60	60	30
5	120	60	60	30

Summary of Elementary Instructional Needs

- ***In the area of kindergarten:***
 - Full day, 5 days a week
 - Increase in instructional time in core content areas and choice/recess time by
integrating ITL curriculum (technology and library media) into content areas
- ***In grades 1-4:***
 - Increased instructional time in language arts and science/social studies by *integrating ITL curriculum (technology and library media) into content areas*
- ***In grade 5:***
 - Increased instructional time in language arts and science/social studies by *reducing PE 5 minutes per session, for a total of 10 minutes and integrating ITL curriculum (technology and library media) into content areas*

Kindergarten Current versus Proposed Schedule

	Current Total time per Week	Proposed Total time per week	Difference
Language Arts	415	600	185
Math	150	225	75
Science/Social Studies	60	150	90
Lunch and Recess	250	250	0
Choice and Recess	240	300	60
Social Skills/Morning Meeting	150	150	0
Specials	295	225	-70
Snack	75	75	0
Transitions	100	100	0
Pack-up	50	50	0

Grade 5 Current versus Proposed Schedule

	Current Grade 5 Daily Averages	Proposed Grade 5 Daily Averages	Difference	Current Grade 5 Total per Week	Proposed Grade 5 Total per Week	Difference
Language Arts	110	120	10	550	600	50
Math	60	60	0	300	300	0
Science/Social Studies	50	60	10	250	300	50
Lunch and Recess	50	50	0	250	250	0
Social Skills/Morning Meeting	30	30	0	150	150	0
Specials (including band)	75	65	-10	375	325	-50
Transitions	30	30	0	30	30	0
Total Minutes	405	415				

Table Top Discussions

PTA Presidents Meeting, PTA Coffee's, and Pre-School Parents Q & A

Wonderings/questions that were brought up at the discussion sessions:

- What about other special areas- world language, general music, etc., should they be reduced to find instructional time?;
- What is the impact of the various programs- DARE, K2BK, Cultural Arts, etc., on instructional time?;
- What is/will be the impact on students without the instructional program changes recommended?;
- What about LMC and book checkout- will students still visit the LMC and have lessons?;
- What about basic computer skills- what is the responsibility of classroom teachers and computer teachers?

Table Topic Discussions

PTA Presidents Meeting, PTA Coffee's, and Pre-School Parents Q & A

Wonderings/questions that were brought up at the discussion sessions:

- Will students be allowed to play and have choice time in full day K?;
- Will children be too tired in a full-day/five day program?;
- What does instruction look like? Will children be at desks or tables the entire time?;
- Will we still need computer labs/teachers? Will children visit the labs- do we need more laptops?;
- Musical instrument lessons for grade 4/5 students- can they be held before or after school?; and,
- Must we accept the Common Core State Standards?

Next Steps in the Process

For the Board of Education:

- Approval of full day kindergarten for 2013-2014 school year
- Approval to decrease physical education in grade 5 by 10 minutes

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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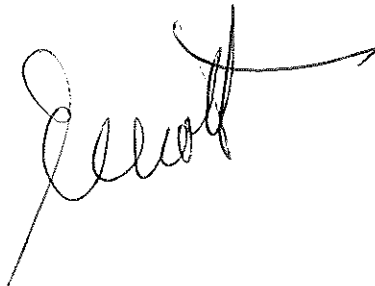
To: Members of the Board of Education
From: Elliott Landon
Subject: Class Size Guidelines Policy: P6151
Date: March 4, 2013

At our meeting of February 4, 2013, the Board of Education adopted Regulation R6151, Class Size Guidelines, for implementation effective with the start of the 2013-14 school year. At that meeting, the Board requested the preparation of a Policy to augment that Regulation.

Accordingly, I have prepared for Board review and adoption Board of Education Policy P6151, which addresses the class size guidelines covered in Regulation R6151. Additionally, for Staples High School, this Policy, broader than the Regulation, accommodates modifications necessitated by seating limitations in specific spaces such as laboratories, and also provides for increases in class sizes beyond the desired maxima where scheduling and space require exceeding of the maxima.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts Policy P6151, Class Size Guidelines effective with the start of the 2013-14 school year, said document to be appended to the Minutes of the Meeting of March 4, 2013 and placed in the Policy Book located at each of the schools in the school district, the Westport Public Library and the Westport Public Schools website.



Instruction

Class Size Guidelines

In establishing class sizes, school administrators should be guided by the following guidelines.

Elementary:	Grades K-2: 22
	Grades 3-5: 25
Middle School:	Teams, Grades 6-8: 110
Staples High School:	Academic Grades 9-12: 25

At Staples High School, every effort should be made to schedule classes at 25, with the understanding that no class should exceed 30. Class sizes should not be less than 15. Where seating, studio or laboratory space limits the numbers of students assigned to a classroom or laboratory, scheduling requirements may be varied.

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Instruction

Class Size Guidelines

Within the framework of the understanding that the Board of Education retains final authority to consider all priorities, particularly in situations where there are serious budget constraints, the following guidelines for class size desirable maxima are to prevail.

Elementary:	Grades K-2: 22
	Grades 3-5: 25
Middle School:	Teams, Grades 6-8: 110
Staples High School:	Academic Grades 9-12: 25

At the elementary school level, when two class sections in Kindergarten and grade levels 1-2 demonstrate enrollments of 22 students within three weeks prior to the opening of the school year, another class section will be created at that grade level.

When two class sections in grades 3-5 demonstrate enrollments of 25 students within three weeks prior to the opening of the school year, another class section will be created at that grade level.

WESTPORT PUBLIC SCHOOLS

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Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon
Subject: Health Insurance Reserve: Agreement with Board of Finance
Date: March 4, 2013

During our last budget- and health-insurance meeting with the Board of Finance, it was jointly agreed that the health and medical insurance reserve for the Westport Public Schools would be reduced from the proposed \$1,000,000 by \$500,000. Concurrently, it was agreed by all the parties in attendance, that the Board of Education would restructure its cash flow management in a way to give advance notice to the Board of Finance if that decision to reduce the reserve created a cash outlay problem for the Board of Education in meeting its legitimate expenditures for health and medical payments incurred by its employees through its self-insured health and medical plans during the 2013-14 fiscal year.

To codify that understanding and agreement, I have prepared for Board of Education approval for submission to the Board of Finance a document to be signed by the Chair of the Board of Education and the Chair of the Board of Finance. That document incorporates the following language:

It is agreed by the Board of Education and the Board of Finance that should the health and medical insurance reserve included in the proposed budget of the Board of Education for the 2013-14 school year require an additional appropriation of not more than \$500,000, the Board of Finance will make such an appropriation upon the request of the Board of Education, said request to include documentation that enumerates the need for such an appropriation.

I recommend that the Board of Education approve an Agreement reflecting the above language for submission to the Board of Finance.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the submission to the Board of Finance of a Memorandum of Agreement that requires the Board of Finance to make an appropriation to the Board of Education during the 2013-14 school year should the Board of Education require an appropriation to its health and medical insurance reserve in an amount not to exceed \$500,000.



MEMORANDUM OF AGREEMENT

The Westport Board of Education, acting through its Chair, Elaine Whitney and the Board of Finance, acting through its Chair, Avi Kaner have agreed that should the health and medical insurance reserve included in the proposed budget of the Board of Education for the 2013-14 school year require an additional appropriation of not more than \$500,000, the Board of Finance will make such an appropriation upon the request of the Board of Education, said request to include documentation that enumerates the need for such an appropriation.

BOARD OF EDUCATION, TOWN OF WESTPORT

By _____

Date: _____

Elaine Whitney, Chair

BOARD OF FINANCE, TOWN OF WESTPORT

By _____

Date: _____

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: CES Dismissal: Alternative Solutions, Including
Elementary & Middle School Start Time Options

Date: March 4, 2013

There has been an on-going issue with the arrival and dismissal times at Coleytown Elementary School (CES) for several years. CES, of all our schools, has the latest arrival time at 8:45 a.m. and the latest dismissal time at 3:30 p.m. For parents whose children attend Coleytown Middle School, the start times and ending times of the two schools are separated by one hour, imposing a burden on parents at that school not shared by others. At the end of the day, there are as many CES parents picking up their children as there are children on the buses going home, all due to the need for those parents to get their children to after school activities designed to accommodate all the other children in the school district who exit their schools at an earlier time. While many suggestions have been offered to schedule more after school programs at CES, efforts to incorporate those suggestions have not been successful, mainly because CES is the one elementary school that is furthest from the center of town and on the latest dismissal schedule.

In response to the request of the Board that we examine the CES and CMS start times, Sandra Evangelista has prepared the "Plan" information following. You should note that: (1) the proposals are listed by increasing cost expenditures; (2) the schedules for several of our elementary schools change (dependent upon plan); and, (3) the CES schedule lies within the start/end times of all the other elementary schools.

PLAN I

7:30 a.m. start- SHS and CMS
8:00 a.m. start- BMS, CES and SES
8:30 a.m. start- GFS, LLS and KHS¹

Cost Neutral/Zero Buses Added

PLAN II

7:30 a.m. start- SHS and CMS
8:00 a.m. start- BMS, CES and KHS
8:30 a.m. start- GFS, LLS, and SES²

+\$65,000/One Type II SpEd Van

¹ GFS would move from 8:15am to 8:30am start time. SES would move from 8:15am to 8:00am start time.

² KHS would move from 8:30am to 8:00am start time. SES would move from 8:15am to 8:30am start time.

PLAN III

7:30 a.m. start - SHS

7:45 a.m. start - CMS

8:00 a.m. start - BMS and SES

8:15 a.m. start - CES

8:30 a.m. start - GFS, KHS, and LLS³

+\$200,000/Three Type I Buses Added

PLAN IV

7:30 a.m. start - SHS

8:00 a.m. start – BMS, CMS, and SES

8:30 a.m. start – CES, GFS, KHS and LLS⁴

**+\$335,000/Four Type I Buses And
One Type II Sped Van**

³ SES would move from 8:15am to 8:00am start time. GFS would move from 8:15am to 8:30am start time.

⁴ GFS would move from 8:15am to 8:30am start time. SES would move from 8:15am to 8:00am start time

I continue to believe that Plan I, the most cost effective plan above, is the best plan for all the students attending our schools. Nonetheless, there have been concerns expressed about how a 7:30 a.m. start time for CMS will affect the extracurricular and “extra help” provisions currently in effect at CMS with its 7:45 a.m. start time. To address those concerns, the following schedules will be implemented should the start time for CMS be changed to 7:30 a.m.

Proposed Change in Start Time Schedule for Before School Music Programs at CMS 2013-2014			
Program	Day/Time	Total Minutes	Impact on Schedule
Jazz Ensemble (Sectional Rehearsals)	Tuesday 7:00-7:45	45 Minutes	No change in time. Students miss Homeroom
Jazz Ensemble (Full Band Rehearsals)	Thursday 7:00-7:45	45 Minutes	No Change in Time. Students miss Homeroom
Camerata	Monday 7:00-7:45	45 Minutes	Reduced by 5 minutes Students miss Homeroom
Camerata	Wednesday 7:00-7:30	30 Minutes	No change in time.
Chamber Orchestra	Tuesday 7:00-7:45	45 Minutes	Reduced by 15 minutes Students miss Homeroom
Chamber Orchestra	Thursday 7:00-7:45	45 Minutes	Reduced by 15 minutes Students miss Homeroom
CTV (Daily TV Announcements)	Daily 7:15-7:45	30 Minutes	No Change in Time Students miss homeroom

EXAMPLE OF PROPOSED 2013-14 EXTRA HELP SCHEDULE FOR GRADE 6 TEAM

Orcas	
LA	Tues: 7:00 - 7:30
SS	Wed: 7:00 - 7:30
Science	Tues & Thurs: 7:00- 7:30
Math	Tues & Thurs: 2:30 - 3:00
	Tue & Wed: 2:30- 3:00

EXAMPLE OF PROPOSED 2013-14 EXTRA HELP SCHEDULE FOR GRADE 7 Team

Patriots	
LA	Tues & Thur 7:00 - 7:30 am
Math	Tue: 7:00- 7:30 Wed 7:00 -7:30
SS	Tues: 7:00 - 7:30 Wed: 7:00 - 7:30
Science	Mon: 7:00 - 7:30 Wed: 2:15 – 2:45
<p>Additional times available by appointment. Students should have a specific question/topic they'd like to address when coming to extra help.</p> <p><i>Please inform your teachers (in advance) if you are intending to attend an extra help session</i></p>	

Extra Help Times are Dependent on Teacher's Schedules and Availability.

Most offer Flexible times based on curriculum needs (projects, tests, labs, etc.)

EXAMPLE OF PROPOSED 2013-14 EXTRA HELP SCHEDULE FOR GRADE 8 Team

Tigers <i>download sheet</i>	
LA	Wed: 7:00-7:30 Wed: 2:15-2:45
Math	Tues: 7:00-8:30 Wed: 2:15-2:45
SS	Tues: 7:00-7:30 Wed: 2:15-2:45
Science	Tues: 2:15-2:45 Wed: 7:00-7:30
<p>Make appointment for other times</p>	

If we were to change the school start time schedules in a fashion consistent with **PLAN I**, all schools would start between 7:30 a.m. and 8:30 a.m.; all elementary schools would begin between 8:00 a.m. and 8:30 a.m., with no one being alone in starting later than the others; there would be one half hour between our two middle schools, permitting ample time for joint activities to take place by having CMS students attend BMS after school activities without any time pressures; and, elementary and middle school professional development activities could have maximum teacher/administrator participation without any glaring ending time differences between schools. And, all this could be accomplished without increasing any of our transportation expenditures.

