

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

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

ANTICIPATED EXECUTIVE SESSION: Pending Litigation, Strategies for Negotiations

RESUME PUBLIC SESSION

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: May 13, 2013

PRESENTATION:

Westport 2025 Update, 2025 Community Conversation,	(Encl.)	Ms. Comm
Hwa Chong Institution Initiative:		Ms. Cion
Interrelated Developments (30 Minutes)		Dr. Sawch

DISCUSSION/ACTION:

- | | | | |
|---|---------------|---------|--------------------------|
| 1. Acceptance of Gifts: Green's Farms School PTA and Long Lots School PTA | (10 Minutes) | (Encl.) | Dr. Landon |
| 2. Tuition Rates: 2013-14 School Year | (5 Minutes.) | (Encl.) | Dr. Landon
Ms. Harris |
| 3. Authorization to Sign Contracts | (5 Minutes) | (Encl.) | Dr. Landon |

DISCUSSION:

- | | | | |
|--|--------------|---------|------------|
| 1. School System Goals: July 1, 2013 – June 30, 2013 | (60 Minutes) | (Encl.) | Dr. Landon |
|--|--------------|---------|------------|

RESUME EXECUTIVE SESSION, IF NECESSARY

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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To: Members of the Board of Education

From: Elliott Landon

Subject: Westport 2025 Update, 2025 Community Conversation and Hwa Chong
Institution Initiative: Interrelated Developments

Date: May 20, 2013

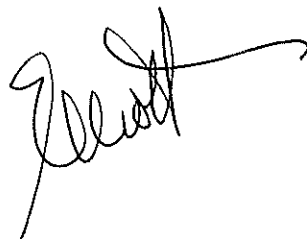
For our meeting of Monday, May 20 a presentation will be made by Lis Comm, Marge Cion and Deb Sawch as it pertains to Westport 2025, our 2025 Community Conversation, and the Teachers College/Westport Public Schools/Hwa Chong Institute Collaboration.

Lis Comm will be the first to present and, in accordance with our 2013-14 Goals and Action Plans, will provide you with an overview of the Westport 2025 initiative from a Kindergarten-Grade 12 instructional perspective (please see memo from Lis Comm to Elliott Landon, attached).

Marge Cion will discuss the preparation for, and outcomes of, the 2025 Community Conversation, and our plans for further community involvement in addressing our Westport 2025 initiative.

Finally, Deb Sawch will share with the Board the work that Teachers College, Columbia University has performed to date with the Westport Public Schools; the nature of the activities associated with implementation of the \$100,000 grant that is being used to fund the TC/WPS/Hwa Chong Collaboration; and, plans for the future.

There will be an opportunity for the Board of Education to engage in conversation with the presenters at the end of the presentation, as has been Board practice.





Lisabeth Comm
Director, Secondary Education
Telephone: 203-341-1009
Email: lcomm@westport.k12.ct.us

To: Elliott Landon
From: Lisabeth Comm *Lisabeth Comm*
Ref: Report to Board of Education on Westport 2025: Meeting the Global Challenge
Date: May 20, 2013

The Westport 2025 initiative is derived from the Board of Education's Mission Statement:

“Our Mission is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community.

We achieve this by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated teachers.

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

The Westport 2025 initiative focused on the following five goals, K-12, during the 2012-13 school year:

- I. Cohort 2 (group of teacher and administrators) in every building will support all teachers in using the lens
- II. Core task force (group of 50 teachers and administrators, K-12, who have been working together since 2010), with TC partners, will serve as critical friends, analyzing units of study with student work
- III. Make available lessons/units K-12 that show what 21st century skills look like, sound like
- IV. Work with TC to consider ways of assessing success of Westport 2025
- V. Share information about Westport 2025 with parents and the community

The above goals were shared with the Board of Education and the K-12 staff during the first week of the 2012-13 school year. I have grouped the first three goals together as they focus on teachers using the lens and sharing their work. Michael Fullan, internationally recognized expert on educational leadership, has asked the question: What motivates teachers to change their practice? His answer is as follows:

“Deep engagement with other colleagues and with mentors in exploring, refining, and improving their practice as well as setting up an environment in which this not only can happen but is encouraged, rewarded, and pressed to happen.”

The task force, with a cohort 2 in each building, has provided teachers this opportunity to engage deeply with colleagues and mentors in order to revise their practice to include 21st century skills and capacities.

Below you will find a brief summary of our accomplishments relative to the first three goals:

- I. Cohort 2 in every building will support all teachers in using the lens to teach 21st century skills and capacities
 - II. Core task force, with TC partners, will serve as critical friends, analyzing units of study with student work
 - III. Make available lessons/units K-12 that show what 21st century skills look like and sound like
- Each building formed a cohort 2, essentially a building-based task force. Each building provided opportunities, as developmentally appropriate for the grade level, for teachers to develop a deeper understanding of 21st century skills and capacities and for teachers to plan for the teaching of those skills within their content areas.
 - During 2012-13, TC staff worked with teams of teachers in the five core academic areas as well as subjects such as PE, culinary, art, and gifted, during professional days as well as during cohort 2 meetings in various buildings, to develop units focused on teaching 21st century skills
 - Units and lessons K-12, with student work, were shared and analyzed at full group task force meetings, on PD days, as well during department, grade level, and faculty meetings
 - The train-the-trainer model, initiated in the spring of 2012, was implemented in the fall of 2012. A team of nine middle school teachers, who had been coached to develop and implement Problem-Based Learning units in the spring of 2012, provided professional development for colleagues in the fall of 2012.

- A STEM course, focused on 21st century skills and capacities, was planned and developed for all 8th graders at both middle schools to be implemented during the 2013-14 school year.
- A STEM course, focused on 21st century skills and capacities, was planned and developed to be offered at Staples during the 2013-14 school year.
- A committee of teachers and administrators, K-12, across subject areas, will complete a researched study on the 21st century skill of strategic collaboration, focusing on instructional strategies and methods of assessment. This study, due at the end of June, will be used to guide policy for the teaching and assessing of strategic collaboration across the district K-12.
- Completed implementation of Singapore math grades 3 and 4.
- Building upon the work completed K-5 in literacy, a consultant from Teaches College Literacy Project, along with a TC lens consultant, provided professional development for Language Arts teachers 6-8 on May 17. During the summer, these two consultants will work with the 6-8 LA teachers to design three units of writing instruction for each grade level based on Common Core Standards as well as 21st century capacities in the lens.

Below you will find a brief summary of our accomplishments relative to our fourth goal:

- IV. Work with TC to consider ways of assessing success of Westport 2025
- TC made a presentation to the Board of Education on November 12, 2012 entitled “21st Century Global Capacities Framework for International Benchmarking.”
 - Frank Corbo, Math Department Chair, visited Finland in October of 2012 on a Phi Delta Kappa research scholarship.
 - A delegation of educators from Finland visited Westport in November of 2012.
 - In October, the Task Force used the Westport lens to analyze a science unit with student work created and taught by the Hwa Chong Institution. This was the first step in a developing partnership between the two schools for the purpose of international benchmarking.
 - Westport Schools and Hwa Chong Institution were awarded a \$100,000 grant from the National Institute of Education in Singapore in order to complete a comparative study of how two top performing schools prepare students for the 21st century. Research begins in the fall of 2013.
 - Two Staples students have been chosen to attend the Global Youth Leadership Institute, sponsored by Hwa Chong Institution, held in Singapore in July 2013. They will be accompanied by two teacher chaperones.

Below you will find a brief summary of our accomplishments relative to our fifth goal

- V. Share information about Westport 2025 with parents and the community
- Nearly 350 community members attended the March 14, 2013 Community Conversation about Westport 2025. The meeting focused on sharing with parents what 21st century skills and capacities look like and sound like in the classroom. Another community event will be planned for the fall of 2013.

Next Steps for 2013-14

We will continue our work developing and revising units of curriculum at the elementary, middle school, and high school level, using the lens. We will focus on creating assessments for students K-12 that measure deep understanding of content, critical thinking, and the ability of students to apply what they have learned to a new situation as well as measure 21st century skills and capacities. We will connect teachers' work on these assessments to the mandated initiatives we must respond to, such as the new teacher evaluation plan, the Common Core Standards, and the NEASC self-study necessary for Staples accreditation. We will be working with our Teachers College partners as well as with the Hwa Chong Institution in order to provide professional development for our teachers. We will provide a detailed plan of action to the Board of Education during the first quarter of the 2013-14 school year.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gifts
Date: May 20, 2013

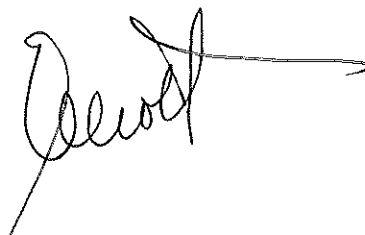
I am pleased to inform you that the Board of Education has been offered three (3) gifts, as follows:

1. A gift valued at \$2800 from the Green's Farms School PTA to purchase a video monitor that will serve as an electronic bulletin board to keep the GFS school community informed about upcoming events.
2. Padding around the "rock climbing" playground activity at Coleytown Elementary School from The Kiev Foundation, Inc., a gift estimated to cost \$2,950.
3. An additional playground structure, a "360 Orbital Climber," to be integrated into the playground to be constructed on the Long Lots School property in celebration of the life of Dylan Hockley. This gift, estimated to cost \$3569, plus the expenses associated with installation, is being offered by the Long Lots School PTA.

I recommend acceptance of these three very generous gifts.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation: a gift of \$2,800 from the Green's Farms School PTA for the purchase of an electronic bulletin board; padding for the "rock climbing" playground activity at Coleytown Elementary School as offered by The Kiev Foundation, Inc.; and, a gift offered by the Long Lots School PTA of a "360 Orbital Climber" to be constructed on the Long Lots School property, said gift estimated to cost \$3569, plus the expenses associated with installation.



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To: Members of the Board of Education

From: Elliott Landon

Re: Tuition Rates for 2013-14

Date: May 20, 2013

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 2012-13 school year there were 34 children of employees who attended our schools. We anticipate the same number for the 2013-2014 school year.

Several years ago, in response to a Board request, Nancy Harris developed a formula 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 2013-14 school year we have applied the general budget increase of 3.95% to the 2012-2013 rates. The chart below shows the current rates and the new rates for 2013-2014 (rounded off).

TUITION RATES: 2013-14 GRADES K-12

Grade Level	Full Non-Resident Tuition		Employee Tuition	
	12-13	13-14	12-13	13-14
K-5	14,663	15,242	3,666	3,811
6-8	20,532	21,343	5,133	5,336
9-12	21,990	22,859	5,496	5,713

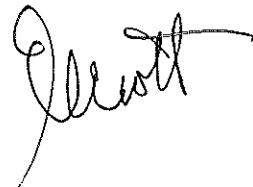
TUITION RATES: 2013-14 PRE-SCHOOL

The full rates for our integrated pre-school were established during the 2013-14 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	4,685	1,171
3-4 year-olds 5 days per week	5,999	1,500
3-4 year-olds 5 days per week (Extended day)	9,484	2,371

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 2013-2014 school year, as set forth in a memo dated May 20, 2013 and appended to the Minutes of that Meeting.



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ELLIOTT LANDON
Superintendent of Schools

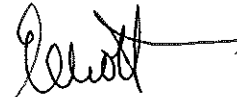
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To: Members of the Board of Education
From: Elliott Landon
Subject: Authorization to Sign Contracts
Date: May 20, 2013

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 authorize 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, 2013 through June 30, 2014.

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, 2013 through June 30, 2014.



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.

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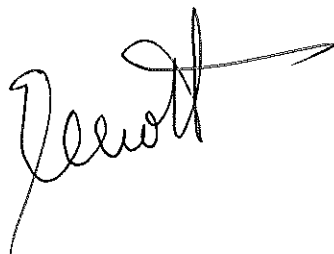
To: Members of the Board of Education
From: Elliott Landon
Subject: School System Goals / July 1, 2013-June 30, 2014
Date: May 13, 2013

We began the process of addressing the matter of our school system's priorities, goals and action plans for the 2013-14 school year at our meeting of Monday, May 13, 2013.

At that meeting, the members of the Board, following extensive discussion, offered a number of suggestions for the Administration to focus upon in the development of the goals and action plans for the upcoming 2013-14 school year. With the Board's input, my staff and I have created a recommended series of goals and action plans for the 2013-14 school year that will help us to build upon, continue, and establish new action plans to mark the beginning of the next school year.

Subject to Board of Education modification and approval, the final proposals submitted to the Board will form the basis for our school district instructional and administrative activities for the 2013-14 school year.

Since this item is listed on our agenda for the meeting of May 20 as a "discussion" item, there is no administrative recommendation to accompany the proposed Goals and Action Plans. Should the Board agree upon this proposed document at the meeting of May 20, or make modifications that it feels need no further editing, we will place this item on the agenda of the meeting of June 3 for Board of Education approval.



APPROVED BOE GOALS 2012-13

SEPTEMBER 10, 2012

BOARD OF EDUCATION GOALS, OBJECTIVES AND ACTION PLANS: **2012-13**

I. STUDENT ACHIEVEMENT

GOAL: Continuous Improvement in Curriculum, Instruction and Assessment

Action Plans

- In November, February, and May report to the Board of Education on: Westport Education 2025, to include progress on determining how to assess whether our goals and evaluative measures for this project are appropriate ; our involvement with high performing school systems in the Tri-State Consortium and with Teachers College researchers; and, our use of research-based measures to benchmark ourselves against the best school systems nationally and internationally with regard to curriculum, programs and assessments, to include pre-Kindergarten, Kindergarten and grades 1-12.
- Review: (1) historic class size trends in Westport; (2) data concerning class sizes and class size breakpoints and guidelines, K-12; (3) the appropriateness of current class size guidelines in view of the 2025 strategy; and, (4) the effect upon class sizes of the enhancement of Staples graduation requirements with a focus on: (a) the types of courses and numbers of credits required for graduation, to include current courses and new and revised courses; (b) the length and placement of courses at various grade levels; (c) the numbers of credits required in the various academic departments.
- At the elementary and middle school levels, review Singapore Math, science inquiry, and social studies programs; expand efforts to appropriately challenge all students in the core curriculum areas at all middle school grade levels, to include the development of middle school enrichment programs that focus on engineering, design and humanities; and, prepare an implementation schedule and an assessment report concerning the effects of the 2012-13 modifications and enhancements to the Program for the Gifted.
- Address issues related to school climate and “mean spirited” behavior on the part of students and adults through the Westport School Climate Initiative to include a presentation by Joanne Frieberg, School Climate Consultant to the Connecticut State Department of Education and Member, National School Climate Council.
- Research the possibility of expanding our grant writing program to include identifying successful efforts of school districts similar to Westport with curriculum projects as innovative as Westport Education 2025.
- Explore the cost of conducting a survey of Staples graduates from the classes of 2007 and 2012 and the feasibility of including it in 2013-14 budget proposals.
- Review staffing levels for all special area offerings and alternative methods of scheduling for both special areas and core academic subjects to maximize student instructional time in the core academic areas, K-12. (December 2013)

II. FACILITIES

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

III. FISCAL MANAGEMENT

GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs

IV. BOARD OF EDUCATION EFFECTIVENESS

GOAL: Maintain appropriate Board policies aligned with educational goals and sound educational practices.

Action Plans

Objective 1. Ensure that Board of Education goals and related action plans are producing desired effects.

- Align Board of Education goals and related action plans to the BOE/Superintendent's jointly-developed Superintendent's performance objectives and review outcomes in December, March and June.
- Provide opportunities for the Board of Education to engage in self-evaluation. (December 2012)
- Develop schedules of formal visitations by Board of Education members to each of the school system's schools. (December 2012)

Objective 2. Examine the annual school calendar approval process for the purpose of structuring a standardized formula to guide its development.

- Establish a fixed policy to guide the creation of the school calendar on an annual basis. (December 2012)

V. HUMAN RESOURCES

GOAL: Staff the school system with highest quality teachers, administrators and staff.

Objective 1. Maintain the highest quality of staff in all employment categories.

Action Plans

- Review the Professional Development and Evaluation Plan (PDEP) document to assess where it is and is not consistent with: (1) the 2012 education reform legislation as incorporated into the Connecticut General Statutes; (2) the associated Core Requirements for educator evaluation and support systems adopted as Regulations of the State Board of Education in June 2012; and, (3) the corresponding State Model for educator evaluation and support issued by the State Department of Education in August 2012.
- Present to the Board any 2013-14 budget implications regarding the extent to which Westport Public Schools should adopt the State Model and, if any deviations are recommended, propose specific alternative approaches to ensure that only the highest quality staff is being retained and the evaluative procedures, performance indicators, standards and procedures and instructional practices are equipping all students with globally competitive 21st century skills.
- Develop a corresponding plan for submission to the Commissioner of Education for approval of any components of the new system, if any, where Westport Public Schools seek to deviate from the State Model.
- Provide leadership training for all administrators to achieve consistent practice in implementing the revised educator evaluation and support system during teacher evaluations.

PROPOSED BOE GOALS 2013-14

May 20, 2013

BOARD OF EDUCATION GOALS, OBJECTIVES AND ACTION PLANS:
2013-14

I. STUDENT ACHIEVEMENT

GOAL: Continuous Improvement in Curriculum, Instruction and Assessment

Action Plans

- In November and February 2013, and May 2014 report to the Board of Education on Westport Education 2025, to include:
 - › our involvement with high performing school systems in the Tri-State Consortium and with Teachers College researchers
 - › the use of research-based measures to benchmark ourselves against the best school systems nationally and internationally with regard to curriculum, programs and assessments, to include pre-Kindergarten, Kindergarten and grades 1-12
 - › progress towards developing assessments that rigorously measure student success in mastering the skills of critical and creative thinking and global citizenship and entrepreneurship in an interdisciplinary environment
 - › updates on the progress of the 21st century collaborative research project involving the Hwa Chong Institution, Singapore; Westport Public Schools; and Teachers College, Columbia University initiative financed by the National Institute of Education, Singapore.
- Review and report upon in October 2013:
 - › impact of modification of class size breakpoints, K-5; team class sizes at the middle school level, grades 6-8; and, class size minima and maxima at Staples, grades 9-12
 - › short- and long-term impact of increased/decreased enrollments from the perspectives of space utilization, class size guidelines, and the need for re-districting
 - › programmatic and scheduling alternatives at the middle school level to provide for STEM three times per week within the framework of a revised or maintained middle school elective program.
- Report in September 2013 on the findings of the Tri-State Consortium consultancy concerning the Program for the Gifted and the recommended schedule for implementation of the recommendations during the 2013-14 and the 2014-15 school years.
- Examine and report in May 2014 upon the elementary and middle schools and Staples High School from a holistic perspective with respect to current services and future goals for special education, physical and mental health issues that impact students, use and abuse of technology, and optimal starting and ending times
 - › Prepare recommendations to strengthen and expand/modify graduation requirements for students entering Staples High School, if deemed necessary.
 - › Report on the extent of tutoring of students at the middle and high school levels and the impact of tutoring upon students, teachers, courses and programs
 - › Examine and report upon scheduling of students at Staples High School with a view to making the process more efficient and effective.
- Develop both short- and long-term plans for continuing to address issues related to school climate and “mean spirited” behavior on the part of students and adults.

II. FACILITIES, FOOD AND TRANSPORTATION SERVICES

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

Action Plans

- Develop by October 2013 specifications and RFPs for school transportation services that reflect bus storage and maintenance facilities, parity between and among schools, and efficiency and effectiveness of operations.
- Report on both short- and long term visions for maintaining, sustaining and enhancing the school food services program, K-12, no later than November 2013.
- Develop and implement with the assistance of Kroll Advisory Services both short- and long-term plans for optimizing school security in all schools, K-12.

III. FISCAL MANAGEMENT

GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs

- Develop a written calendar and schedule for 2014-15 school budget preparation that reflects an October 2013 pre-budget discussion of the Board and the Administration to define budgetary goals and priorities; a January-February 2014 budget discussion and approval schedule; and a late May 2014 assessment of budgetary goals and priorities.

IV. BOARD OF EDUCATION EFFECTIVENESS

GOAL: Maintain appropriate Board policies aligned with educational goals and sound educational practices.

Action Plans

Objective 1. Ensure that Board of Education goals and related action plans are producing desired effects.

- Align Board of Education goals and related action plans to the BOE/Superintendent's jointly-developed Superintendent's performance objectives and review outcomes in December, March and June.

- Provide opportunities for the Board of Education to engage in self-evaluation (December 2014)
- Develop schedules of formal visitations by Board of Education members to each of the school system's schools. (December 2012)

Objective 2. Prepare a prospective annual school calendar to guide the deliberations of the Board from August 2013 – June 2014,

V. HUMAN RESOURCES

GOAL: Staff the school system with highest quality teachers, administrators and staff.

Objective 1. Maintain the highest quality of staff in all employment categories.

Action Plans

- Implement the Teacher and Administrator Supervision and Evaluation requirements adopted as Regulations by the State Board of Education for implementation in the 2013-14 school year.
- Continue to provide leadership training for all administrators to achieve consistent practice in implementing the revised educator evaluation and support system during teacher evaluations.
- Examine the feasibility of including in that component of the State-approved Westport Teacher and Administrator Supervision and Evaluation Plan a provision for parent and student feedback related to teacher performance, consistent with statutory requirements.