

May 27, 2014

Staples High School

## WESTPORT BOARD OF EDUCATION

### \*AGENDA

(Agenda Subject to Modification in Accordance with Law)

#### **PUBLIC CALL TO ORDER:**

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

**ANTICIPATED EXECUTIVE SESSION:** School Security

#### **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)

**MINUTES:** May 12, 2014

#### **DISCUSSION/ACTION:**

- |  |         |                            |
|--|---------|----------------------------|
| 1. "Bring Your Own Device" (BYOD): Staples High School<br>(10 min.)        | (Encl.) | Dr. Landon<br>Ms. Carrigan |
| 2. Financial Performance Objectives: Productivity/Efficiency (30 min.)     | (Encl.) | Mr. Block                  |
| 3. Proposed Board Policy P 3431: Health and Medical Insurance<br>(20 min.) | (Encl.) | Dr. Landon<br>Mr. Longo    |
| 4. Solar Panels: Saugatuck Elementary School<br>(10 min.)                  | (Encl.) | Dr. Landon<br>Mr. Longo    |
| 5. Security Capital Projects<br>(10 min.)                                  |         | Mr. Longo                  |
| 6. Healthy Food Certification<br>(5 min.)                                  | (Encl.) | Dr. Landon<br>Mr. Longo    |

#### **DISCUSSION:**

- |   |         |            |
|---|---------|------------|
| 1. Board of Education Goals: 2014-15 School Year (60 min.)        | (Encl.) | Dr. Landon |
| 2. Presentation Skills<br>(5 min.)                                | (Encl.) | Ms. Comm   |
| 3. Collaborative Research Project: Hwa Chong Institution (5 min.) | (Encl.) | Ms. Comm   |

#### **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](http://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

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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: "Bring Your Own Device" (BYOD): Staples High School  
Date: May 27, 2014

At our last meeting of the Board on May 12, Natalie Carrigan made a very comprehensive presentation concerning the above-referenced subject.

During our discussions with the Board, the Board asked for information regarding the cost of providing appropriate digital devices for students whose family incomes could preclude such youngsters from having such devices at their disposal for instructional purposes at school and at home. In response to that request, Natalie contacted the Human Services Department of the Town of Westport to determine how many families needed to be involved with the Town's "Warm Up Fund" and how many of those families had students in attendance at Staples High School. Additionally, the numbers of students identified as being in need of assistance through the Town's program was correlated with the numbers of students Sandra Evangelista identified at Staples as being eligible for participation in our free and reduced price school lunch program.

When we compared the numbers of students who currently qualify and determined the numbers of students who would qualify in the 2014-15 school year, Natalie estimates the cost at \$27,450 (90 students x \$305/Chromebook) as a necessary budgetary expenditure for all the current students in financial need. As the numbers of eligible students appears to be fairly constant, it is our belief that with the sum of \$30,000 placed in our 2015-16 school budget, we would be able to create a BYOD environment at Staples where all students, regardless of personal family financial need, would have the digital instructional equipment they need to succeed.

I recommend that the Board of Education authorize the Administration to implement a BYOD program at Staples High School beginning with the start of the 2015-16 school year at a cost not to exceed \$30,000 so that all students, regardless of family income, will have a digital device that meets all of their instructional needs.

## ADMINISTRATIVE RECOMMENDATION

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, effective with the start of the 2015-16 school year the Board of Education authorizes the implementation of a "Bring Your Own Device" program for Staples High School, with the understanding that any student at Staples eligible for free and reduced price school lunches or whose family is receiving assistance through the Town of Westport's "Warm Up Fund," will be eligible for a personal digital device for instructional purposes paid for by the Board of Education of the Town of Westport at a total cost not to exceed \$30,000.**





**Staples High School 1:1 Computing (BYOD) Specifications**  
 Subject to Board of Education Approval for the 2015-2016 School Year

**Minimum Device Specifications**

Starting in the 2015-2016 school year, all Staples High School students will be expected to bring a device to school every day. Students can choose from a multitude of devices, provided the devices meet the minimum specifications below:

Device Type	Recommended				
	Android Tablet	Chromebook	iPad Tablet	Mac Laptop	Windows Laptop
Operating System	Android 4.2 and up	Latest ChromeOS	iOS 6 and up	OS X 10.7 and up	Windows 7 and up
Memory (RAM)	N/A	4 GB	N/A	4 GB	4 GB
Storage	32 GB	16 GB	32 GB	128 GB	128 GB
Screen Size	10" diagonal	10" diagonal	9.7" diagonal	10" diagonal	10" diagonal
Wireless	Dual-Band N or AC	Dual-Band N or AC	Dual-Band N or AC	Dual-Band N or AC	Dual-Band N or AC
External Keyboard	Required	N/A	Required	N/A	N/A
Minimum Battery Life	6 Hours	6 hours	6 Hours	6 Hours	6 Hours
Device Example	Google Nexus 10 Stand + Keyboard \$415 + Accessories	Dell Chromebook 11 \$279 + Accessories	iPad Air 32 GB Stand + Keyboard \$707 + Accessories	MacBook Air 11 \$899 + Accessories	Lenovo L440 \$665 + Accessories

*Note: Windows tablets running the Windows RT operating system (such as the Surface RT) are not supported at this time.*

**Additional Recommendations**

Extended warranties lasting the expected lifetime of the device are strongly recommended.

**Software Requirements**

No software purchases will be required. Students will be required to install the free Chrome web browser, which provides the best user experience for using Google Apps. Links to additional free applications, such as antivirus software and office productivity suites, can be found on the Technology Department's website, <http://support.westport.k12.ct.us>.

**Support**

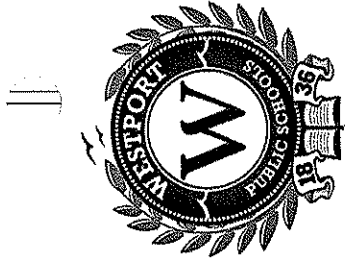
Student-to-student software-related technical support will be available in the Staples Library Learning Commons. For additional information regarding the relative advantages and disadvantages of devices, frequently asked questions, device accessories, and more, please visit the Technology Department website.



**WPS Financial Performance Objectives  
Driving Proficiency with Productivity and Efficiency  
Through Benchmarking and Best Practice**

**Board Of Education Meeting**

**Tuesday, May 27, 2014**



**The most  
dangerous phrase  
in the language is “we’ve  
always done it this way”**

*Rear Admiral Grace Hopper*

**WPS BOARD OF EDUCATION**  
*Leadership in Education, Learning and  
Continuous Improvement*



**The first rule of creative thinking and creative problem solving ...**

- “Forget what we know” because we don’t really **know** anything. We only **think** you know. What we **think** is determined by what you **believe**. What we **believe** is determined by how we **feel**.
- If we want to be more creative, we need to become more aware of what we think we know and put it aside – to allow ourselves to be more creative.

Source: George Torok, creativity catalyst



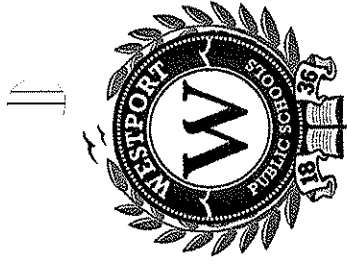
## **WESTPORT 2025 Vision**

*21st Century Capacities in Teaching and Learning*



### **Board of Education should Embrace and Lead our Vision**

- *Critical Thinking (analyze, synthesize, evaluate)*
- *Creative Thinking (ideas, possibility, change)*
- *Communication (thought leadership, inspire action, work collaboratively)*
- *Global Thinking (synthesize perspectives, create original ideas & innovation)*



## CONTEXT

### *Challenge and Opportunity for WPS*

#### **Challenge**

- *To accelerate our academic, cultural, athletic and social agenda*
- *With an annual fiscal budget rate increase of a “real” 3%*

#### **Opportunity**

- *Increase proficiency 100% in growth rate, achieve “value” of 6%.*
- *Be more strategic in our planning, setting longer range horizons*
- *Be more proficient in our operations to increase value*
- *Be the cutting edge leader in both education and education management*



## **CUTTING EDGE POSSIBILITY**

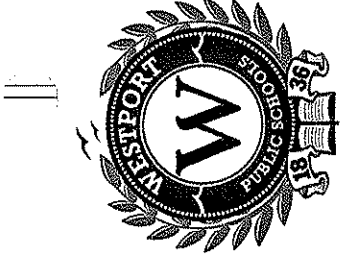
*Through collaboration and proficiency*

### **Collaboration**

- *Utilize all human and economic resources at our disposal to improve the operational proficiency of WPS – our town, our community, our students*

### **Proficiency**

- *Build methodology to gather data and develop a robust situation analysis*
- *Set performance objectives (quantitative targets) in productivity and efficiency*
- *Develop strategy (how) to achieve our performance objectives*
- *Drive both productivity and efficiency initiatives*



# OPERATIONAL PROFICIENCY

*Doing More with Less*



## PRODUCTIVITY

- Quantity
- Doing more with the same
- More output
- Produce more

**Example:** teach 6,000 students  
For \$109,200k vs 5,700 = 5.3%  
productivity

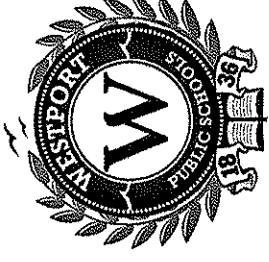
## EFFICIENCY

- Quality
- Doing the same with less
- Less resources
- Reduce cost

**Example:** we teach 5,700 students for  
\$105,200 vs \$109,200 = 3.7% efficiency

# USING BENCHMARKING

## *To Achieve Operational Proficiency*



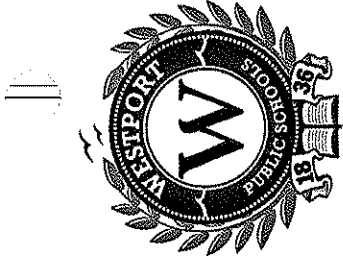
### **The Objectives of Benchmarking:**

- to find examples of superior performance
- to understand the processes and practices driving that performance
- to improve performance by tailoring and incorporating best practices
- to innovate, not imitate

### **The Results of Benchmarking:**

- Improved performance various methods
- Understanding relative cost position comparative cost analysis
- Increasing the rate of organizational learning new ideas
- Validating the current model comparative model analysis

Source: Bain Capital



## COST PER STUDENT

*WPS Efficiency of \$1,000 CPS is 5.5% = \$5.7 million*

source: Connecticut Department of Education November 2013

- New Canaan, Wilton, Darien and Ridgefield have comparable ADM at 4,220, 4,296, 4,874 and 5,287 respectively compared to Westport at 5,762 yet they are at \$17.4k, \$16.5k, \$16.2k and \$15.2 vs WPS at \$18.2
- \$1,000 CPS to \$3,000 CPS lower delta vs relatively similar size districts

	2011-2012	2012-2013	Increase
Redding	\$ 17,980	\$ 19,020	5.8%
Weston	\$ 18,141	\$ 18,927	4.3%
Region 9	\$ 18,433	\$ 18,718	1.5%
<b>Westport</b>	<b>\$ 17,636</b>	<b>\$ 18,173</b>	<b>3.0%</b>
Greenwich	\$ 17,917	\$ 18,165	1.4%
New Canaan	\$ 17,115	\$ 17,443	1.9%
Wilton	\$ 16,550	\$ 16,816	1.6%
Darien	\$ 16,185	\$ 16,719	3.3%
Easton	\$ 15,738	\$ 16,268	3.4%
Ridgefield	\$ 14,519	\$ 15,428	6.3%

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<b>Westport</b>	<b>\$18,173</b>
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\$- \$2,000 \$4,000 \$6,000 \$8,000 \$10,000 \$12,000 \$14,000 \$16,000 \$18,000 \$20,000

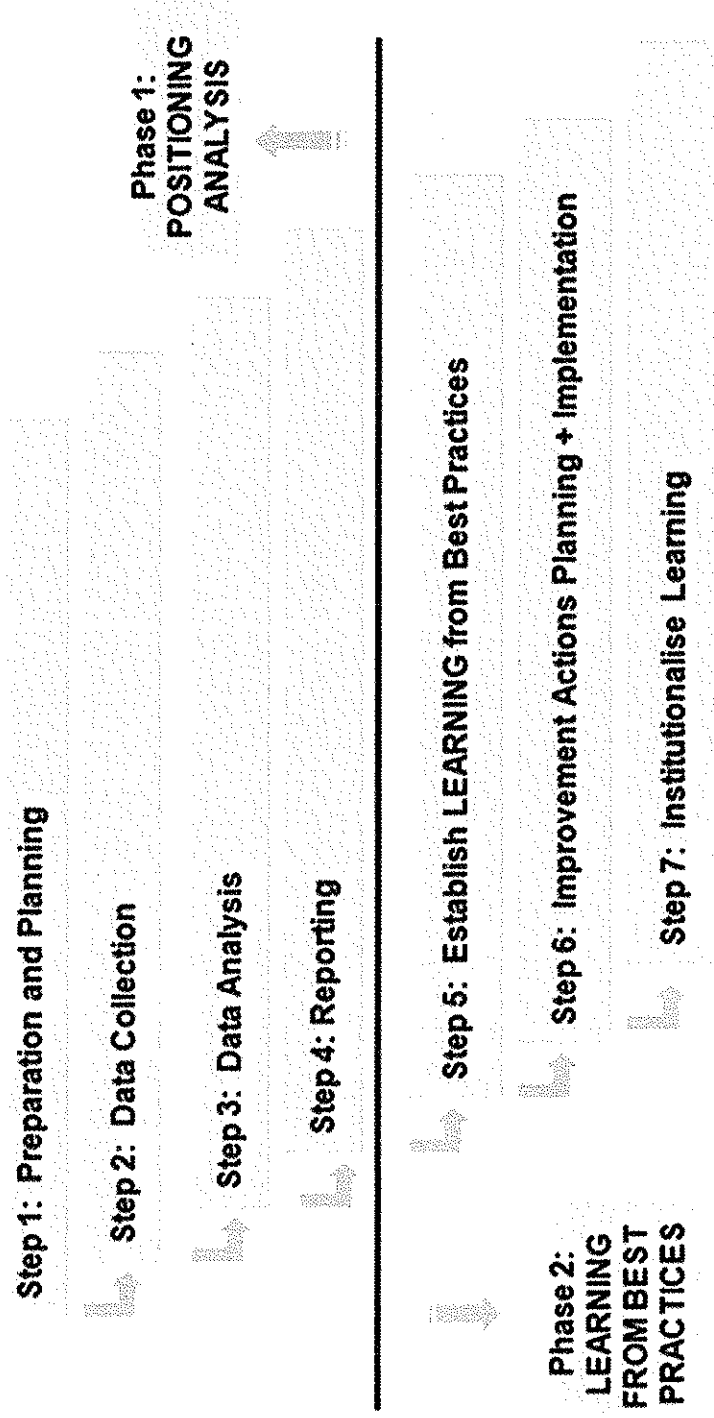


## **PROPOSED ACTIONS**

1. Adopt a 3 year long range plan (LRP) process
2. Establish strategic performance objectives in the LRP
3. Set an objective of 50% to 100% proficiency of fiscal budget increase
4. FYE 2016 increase at 2.5% = \$2.7 million. Target proficiency of \$1.35 to \$2.7
5. Hire a graduate student, either part time as a student, or a graduate thesis
6. Budget \$12,000 (\$3k per quarter) for the project and cost of the student
7. Use this process and strategic objective as a real 2025 example for WPS
8. Establish Quarterly reviews for the FYE 2016 budget & long range plan (LRP)

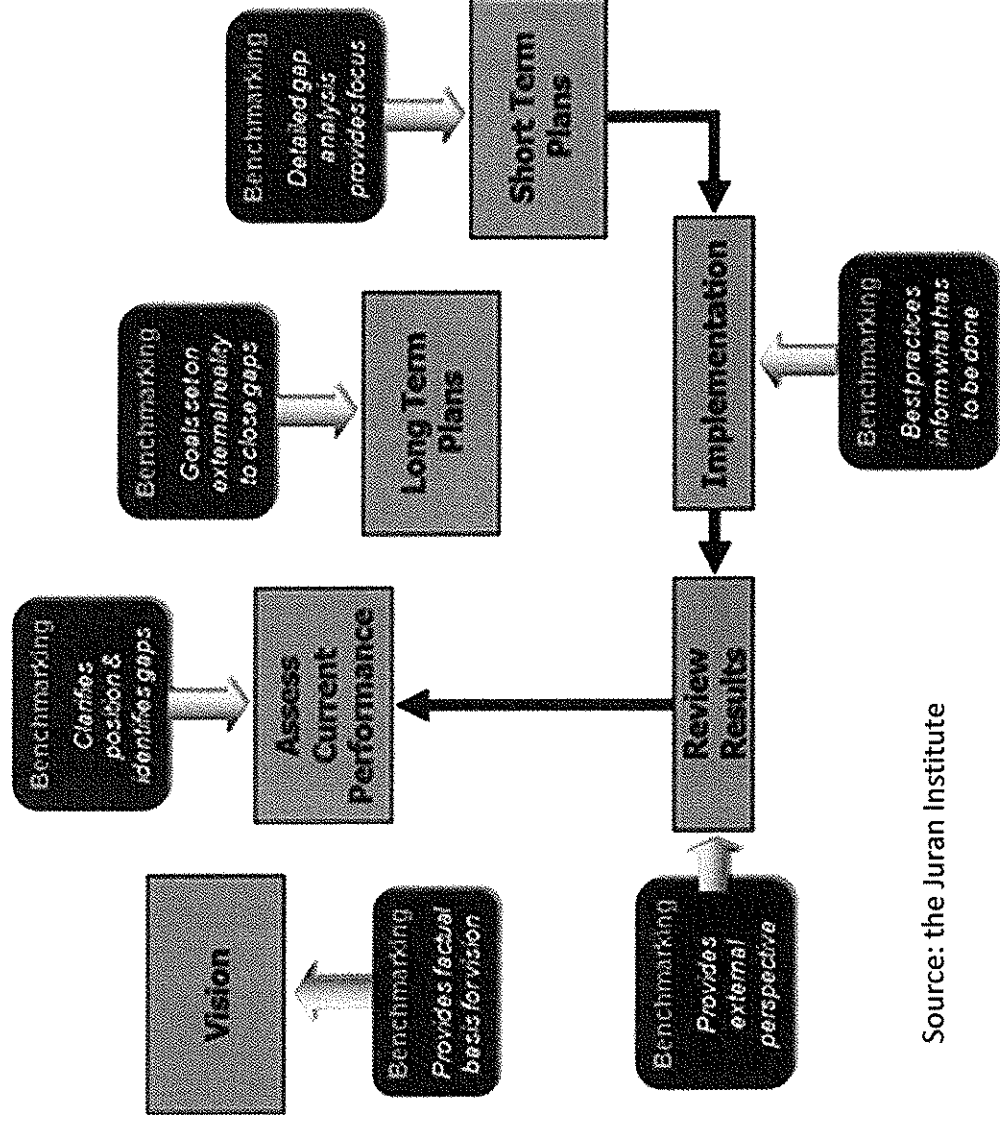
# appendix

# What Does a Benchmark Process Look Like?



Source: the Juran Institute

# Benchmarking and Performance – Long Range Planning (LRP)



Source: the Juran Institute



## Seven Steps to Benchmarking?

- **Step 1: Preparation and planning.** Determine the methodology and set a clear action plan.
- **Step 2: Data collection.** What to measure and how to measure it. Establish metrics.
- **Step 3: Data analysis.** Data normalization to enable like comparisons.
- **Step 4: Reporting.** Analysis reported in a clear, concise, and easily understood format.
- **Step 5: Learning from best practices.** Evaluate best in class and why.
- **Step 6: Planning and implementing improvement actions.** Develop action plan for change that will be needed to realize improvements. Learning points feed into the strategic plan and should be implemented via the performance improvement processes.
- **Step 7: Institutionalizing learning.** The insights gained and the performance improvements achieved must be fully embedded within the organization. All levels must be linked via a cascading series of goals to ensure systematic progress toward the vision.

Source: the Juran Institute

# WESTPORT PUBLIC SCHOOLS

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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: Proposed Policy P3431: Health and Medical Insurance  
Date: May 27, 2014

Pursuant to the wishes of the Board that a Board Policy be developed with regard to health and medical insurance, I have prepared in collaboration with Elio Longo and Marge Cion the attached proposed policy for your consideration. Based on discussions with the Board at our meeting of May 12, additions to the original draft policy have been made.

The essential elements of the policy are, as follows:

1. Continued maintenance of a District Internal Service Fund for Health and Medical Insurance.
2. Reporting activity for the Internal Service Fund shall be made monthly to the Board of Education; included with all quarterly and end-of-year financial reports; will include a Statement of Cash Flows and a Statement of Net Assets, year-end projections and variances; and, will be analyzed quarterly by the Board.
3. All financial reports will show contributions by employees and employer, as well as payments for services, resulting changes to the IBNR and the amount available for future costs.
4. Maintenance of a claims fluctuation margin of no less than 5% of projected health and medical insurance claims, to be adjusted upward annually dependent upon decisions made concerning the amount of stop-loss insurance per individual and aggregate claims to be purchased.
5. For IBNR health claims, maintenance of a funding level of 9% of anticipated claims.
6. Preservation of an employee risk pool separate from that of the Town of Westport.
7. In January and March of each year, in consultation with its health benefits consultant, the Board of Education will review the funding levels established in the previous year and projected expenses for the succeeding year.

## ADMINISTRATIVE RECOMMENDATION

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves Board of Education Policy P3431: Health and Medical Insurance.**

## **Business and Non-Instructional Operations**

### **Health and Medical Insurance**

#### **Philosophy**

The establishment of a health and medical insurance funding policy based on confidence levels established by the Board of Education's benefit consultant will be applicable to the District's Internal Service Fund for Health and Medical Insurance. Internal Service Funds are commonly established when a governmental entity such as the Westport Public Schools ("District") wishes to account for a particular activity separately from its operating fund revenues and expenses. The District will continue to maintain an Internal Service Fund for Health and Medical Insurance under its statutory responsibilities as a creation of the State of Connecticut to include all revenues and expenses related to health care so as to be able to report the ongoing employer and employee contributions, expenses and fund balance available for health care and medical costs.

Adequate funding levels are a necessary component of the District's overall financial management strategy and a key factor in assessing the school district's financial strength. Adequate funding provides the District with the resources to manage cash flow with regard to health and medical insurance and deal with unanticipated and/or volatile expenses, catastrophic illnesses and changes in economic conditions. Adequate balances in the Internal Service Fund for Health and Medical Insurance lessen the chances that unexpected deficits in this fund will need to be covered by the General Fund or by the Board of Finance. As self-insured, the District collects employee and employer contributions and uses these revenues to pay health care and medical costs. At the end of the fiscal year, the difference between the amount collected and the bills paid is retained as a Health Care and Medical Reserve. The district also records the amount of health care claims that have been Incurred But Not Received (IBNR) at the end of the fiscal year.

Reporting activity about the Internal Service Fund for Health and Medical Insurance shall be made to the Board of Education monthly. The quarterly and end-of-year financial reports will include a Statement of Cash Flows, a Statement of Net Assets, year-end projections and variances and these items will be analyzed quarterly by the Board. The quarterly and end-of-year financial reports will show contributions by employees and employer as well as payment for services and the resulting changes to the IBNR and the amount available as a reserve for future costs.

## **Funding Levels**

The Board of Education shall include in its operating budget a funding level to preserve an appropriate claims fluctuation margin of 5% or more of projected health and medical insurance claims as determined by the health benefits consultant of the Board of Education for the fiscal year extending from July 1 to June 30, said fluctuation margin to be adjusted upward annually depending upon decisions made concerning the amount of stop-loss insurance per individual and aggregate claims to be purchased. For the IBNR health claims, the operating budget funding level should be 9% of anticipated claims as determined by the health benefits consultant of the Board of Education, assuming constant anticipated expenditures from year to year.

## **Relationship With Town of Westport**

In the event the Board of Education, in its sole discretion, determines that it is in the best interests of the school system to be insured for health and medical insurance by the same insurance consultant as the Town of Westport, two separate and distinct employee risk pools shall be maintained; one for Board of Education employees and one for Town employees. The revenues and expenses associated with the risk pool for Board of Education employees shall be the sole responsibility of the Board of Education; those associated with the Town are to be the sole responsibility of the Town.

## **Review**

Internal reviews of the Internal Service Fund shall be conducted by at least two administrators or their designees quarterly and the results will be shared with the Board of Education. The Board of Education shall review annually in January and March of each year, in consultation with its health benefits consultant, the funding levels established in the previous year and projections of expenses for the succeeding year. An external audit of the Internal Service fund shall be conducted annually.

## **WESTPORT PUBLIC SCHOOLS**

Legal Reference: Connecticut General Statutes  
10-220 Duties of boards of education

Policy adopted:

# WESTPORT PUBLIC SCHOOLS

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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: Solar Panels: Saugatuck Elementary School  
Date: May 27, 2014

Elio Longo and I have met with David Mann and Pippa Bell Ader in their capacity as representatives of the Green Task Force with regard to the issue of providing solar voltaic systems on school roofs. I am happy to report to you that we are all in agreement with the following:

1. We will integrate the installation of solar PV systems on school roofs, where possible, by striving for installation during capital improvements, specifically during new construction and roof replacement.
2. The first project to be considered is the replacement of the Saugatuck Elementary School (SES) roof that is under consideration for the 2015-16 fiscal year, currently estimated at \$1 Million. During this roof replacement project, it is proposed that a 250 kw solar PV system be installed on the SES roof.
3. Installation of solar panels on new roofs with 20 year warranties is most advantageous from the perspective of payback and maintenance and the SES roof replacement project meets both criteria.
4. It is estimated that the SES solar panel project with 250 kw will provide approximately 30% of current SES electricity needs with a potential savings of \$341,000 over 20 years with environmental reduction of 5.69 million pounds of avoided CO2 emissions.
5. In collaboration with the Green Task Force, the Director of School Business Operations will monitor solar subsidies and tax benefits at the federal and state levels to maximize the financial savings of the installation.

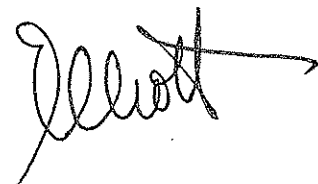
The timetable for securing funding for the installation of the solar PV system at SES is:

1. Prior to June 5, 2014, submit application for outside Westport funding.
2. On or about July 17, 2014 receive notification if funding has been awarded.
3. If awarded, pay \$3,500 Performance Assurance to reserve right to receive funding.
4. Summer 2014: Request for Proposal (RFP) to be issued by the Office of the Director of School Business Operations.
5. September 2014: Phase 1 Solar PV RFP released.
6. October 2014: Choose developer for Solar PV at Saugatuck in Phase 1 RFP.
7. Fall/Winter 2014-2015:
  - a. Request of Board of Finance appropriation for roofing replacement
  - b. Ensure that roofing RFP meets solar PV requirements.
  - c. Release roofing RFP
  - d. Finalize & sign PPA/solar development contract, contingent upon receipt of roofing appropriation.
  - e. Spring/Early Summer 2015: Select roofing vendor and sign roofing contract.

Based upon our analysis of the information and assurances provided to us by the Green Task Force, Elio and I are supportive of the effort to install a solar PV system at SES in accordance with the information presented to the Board of Education in this memorandum.

## ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Director of School Business Operations and the Green Task Force to apply for funding to enable the installation of a solar PV system on the roof of the Saugatuck Elementary School in accordance with the information contained in the memorandum from Elliott Landon to the Board of Education dated May 27, 2014.



# WESTPORT PUBLIC SCHOOLS

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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: 2014-2015 Healthy Food Certification  
Date: May 27, 2014

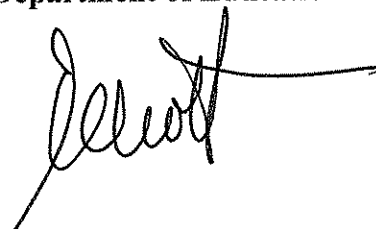
Section 10-215f of the Connecticut General Statutes requires all school districts participating in the National School Lunch Program to take action annually to certify to the Connecticut State Department of Education (CSDE) whether *all* food items sold to students separately from reimbursable meals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

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

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

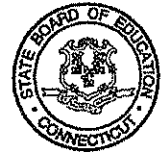
## ADMINISTRATIVE RECOMMENDATION

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

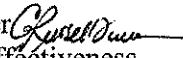




STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**TO:** Superintendents of Schools  
Participating in the National School Lunch Program

**FROM:** Charlene Russell-Tucker, Chief Operating Officer   
Office of Student Supports and Organizational Effectiveness

**DATE:** January 24, 2014

**SUBJECT:** 2014-15 Healthy Food Certification (HFC) Statement

This memo summarizes the requirements for submitting the annual HFC Statement to the Connecticut State Department of Education (CSDE). It also provides information on the Connecticut Nutrition Standards and HFC resources.

**Annual HFC Statement**

Section 10-215f of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for Connecticut public school districts participating in the National School Lunch Program (NSLP) must **take action annually** to certify whether all food items sold to students **will or will not** meet the Connecticut Nutrition Standards. Public school districts include all regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools and endowed academies.

Under C.G.S. Section 10-215b, districts that certify for the healthy food option must follow the Connecticut Nutrition Standards (see page 2) for all food items sold to students separately from a reimbursable breakfast or lunch. These food items include food offered for sale to students at all times in all schools and from all sources including, but not limited to, school stores, vending machines, school cafeterias and any fundraising activities on school premises. Districts that opt for HFC receive 10 cents per lunch, based on the total number of reimbursable lunches (paid, free and reduced) served in the district's NSLP in the prior school year.

The HFC application materials are available on the CSDE's Application Forms for Healthy Food Certification Web page. Additional guidance, resources and a PowerPoint presentation on the application procedures are also available. Interested school districts should review these materials and meet with the appropriate individuals responsible for the school food service program, school stores, vending machines, culinary arts programs and fundraising activities to ensure that all criteria will be followed.

**All public school districts participating in the National School Lunch Program must complete the HFC Statement – Addendum to Agreement for Child Nutrition Programs (ED-099).** Districts that certify for the healthy food option must also complete the District Contact and Information Sheet. These forms must be returned by **July 1, 2014**, to the Connecticut State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education, 25 Industrial Park Road, Middletown, CT 06457.

### **Interschool Agreements**

A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) can choose to certify for the healthy food option and follow the Connecticut Nutrition Standards. This must be indicated on the interschool agreement between the recipient site and the providing sponsor district. In order for the sponsoring district to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by **July 1, 2014**. *If the interschool agreement is received after this date, it will still be accepted by the CSDE but recipient site lunch counts will **not** be included in the total number of reimbursable lunches that are used to determine HFC payments for school year 2014-15.* The interschool agreements for school year 2014-15 are available on the CSDE's Forms for School Nutrition Programs Web page.

### **Connecticut Nutrition Standards**

A summary of the Connecticut Nutrition Standards is available in the CSDE's handout, *Summary of Connecticut Nutrition Standards for Foods in Schools*. Additional information on the Connecticut Nutrition Standards is available on the CSDE's Connecticut Nutrition Standards Web page.

### **Resources**

Numerous resources to assist districts with implementing HFC are available on the CSDE's Healthy Food Certification Web page, including:

- Questions and Answers on Connecticut Statutes for School Food and Beverages;
- Fundraising with Food and Beverages;
- Requirements for Food and Beverages in Vending Machines;
- Requirements for Food and Beverages in School Stores; and
- Ensuring District Compliance with Healthy Food Certification.

### **State Beverage Requirements**

As a reminder, the beverage requirements of C.G.S. Section 10-221q **apply to all public schools**, regardless of whether the district certifies for the healthy food option under C.G.S. Section 10-215f. This includes all public school districts, interdistrict magnet schools, charter schools, endowed academies and the Connecticut Technical High School System. Additional information on the beverage requirements is available on the CSDE's Beverage Requirements Web page.

If you have any questions or need additional information, please contact Susan Fiore at 860-807-2075 or [susan.fiore@ct.gov](mailto:susan.fiore@ct.gov) or Teri Dandeneau at 860-807-2079 or [teri.dandeneau@ct.gov](mailto:teri.dandeneau@ct.gov).

CRT:sff

cc: Stefan Pryor, Commissioner of Education  
School Food Service Directors  
Business Managers



Connecticut State Department of Education  
Addendum to Agreement for Child Nutrition Programs (ED-099)  
**Healthy Food Certification Statement**

**Section 1 – Background**

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the Connecticut Nutrition Standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

**Section 2 – Certification Statement**

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the WESTPORT PUBLIC SCHOOLS #15800 and  
*(Name of the Board of Education or Governing Authority)*

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

**will** *(must complete Sections 3 and 4 on page 2)*

**will not** *(sign below and return form)*

meet said standards during the period of **July 1, 2014 through June 30, 2015**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or  
Governing Authority**

Signature: \_\_\_\_\_ Elio Longo  
*(Signature of the Authorized Representative)* *(Printed Name of the Authorized Representative)*  
Director of School Business Operations 5/27/14  
*Title (Superintendent of Schools, President or Chairperson of the Board)* *Date of Authorization*

**Section 3 – Exemption Statement**

▶ *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

- will
- will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

**Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)**

▶ *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

\_\_\_\_\_ *(Name of the Board of Education or Governing Authority)*

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2014 through June 30, 2015**.

**Local or Regional Board of Education or  
 Governing Authority**

Signature: \_\_\_\_\_  
*(Signature of the Authorized Representative)* *(Printed Name of the Authorized Representative)*

\_\_\_\_\_  
*Title (Superintendent of Schools, President or Chairperson of the Board)* *Date of Authorization*

**FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE**

Connecticut State Department of Education

Signature: \_\_\_\_\_ **Kathy Demsey**  
*(Signature of State Agency Representative)* *(Printed Name of State Agency Representative)*

**Chief Financial Officer** \_\_\_\_\_  
 Title Date

*The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.*

# WESTPORT PUBLIC SCHOOLS

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**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

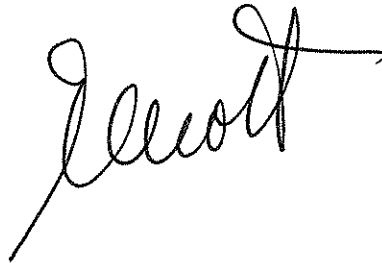
From: Elliott Landon

Subject: Board of Education Goals: 2014-15 School Year

Date: May 27, 2015

Our first effort at developing Board of Education goals, objectives, and action plans for the 2014-15 school year will take place at the Board meeting scheduled for May 27. Pursuant to the requests of the members of the Board, my staff and I have reduced significantly the numbers of action plans that have been presented and approved by the Board in the past in an attempt to make our public meetings more productive and efficient.

At our meeting of May 27 the Board will be able to discuss and modify the items being presented and eliminate or add to the list as the members deem advisable.

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

**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.

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## MEMORANDUM

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TO: ELLIOTT LANDON  
FROM: LISABETH COMM  
SUBJECT: Presentation Skills, Grades 6, 7, 8  
DATE: May 27, 2014

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Dear Dr. Landon:

In response to the change in scheduling Drama and Presentation Skills in grades 6, 7, and 8 in order to accommodate the STEM program, the Board has asked how students will be assured of appropriate instruction in presentation skills at the middle school level. The following three strategies will be implemented:

- The ITL push in, in addition to information literacy and technological literacy, will focus on presentation skills, especially in grade 8. Collaboration and communication are part of the ITL standards and the ITL teachers are skilled in these areas. Students will make oral presentations, considering audience, tone, and purpose, and they will learn to use digital presentation tools to support their purpose. They will be assessed using rubrics that provide descriptive feedback, targeting students' strengths and areas for growth.
- Karen McCormick and Ben Frimmer, the Drama/Presentation Skills teachers at BMS and CMS, will collaborate in planning sessions with teachers in order to support them in teaching presentation skills and assessing these skills using rubrics. Collaboration could occur at curriculum meetings, DWM meetings, faculty meetings, or PD days. This strategy will respond to the possible concerns of grade 8 parents whose children will not be taking drama/presentation during the 2014-15 school year and will not have experienced the additional units being added to grades 6 and 7 drama/presentation classes.
- Based on the audits conducted at both BMS and CMS, there are many examples of presentation skills being taught in grades 6, 7, 8. In order to develop a more articulated and sequential approach, department chairs will invite teachers from core subjects at each grade level to participate in summer work to do the following: (1) develop a 6-8 continuum of presentation skills and concepts developmentally appropriate for each grade level; (2) develop common rubrics for the purpose of assessing and providing descriptive feedback to students at each grade level. These materials will be shared with all teachers during the professional days before school begins in the fall; teachers will continue to participate in professional development to increase their effectiveness in teaching and assessing presentation skills during the school year.

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## MEMORANDUM

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TO: ELLIOTT LANDON

FROM: LISABETH COMM

SUBJECT: Update on comparative study between Hwa Chong Institution, Singapore and Staples High School

DATE: May 27, 2014

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Dear Dr. Landon:

During the 2012-13 school year, Westport Schools and Hwa Chong Institution received a two year grant for \$100,000 from the National Institute for Education in Singapore in order to do a comparative study of how two top performing schools teach 21<sup>st</sup> century skills and capacities. During the months of April and May this school year, researchers from Columbia Teachers College have been observing five units of study in English, Social Studies, Math, and Science. In addition, they have been interviewing Staples teachers, students, and administrators. For one week in April, the researchers were joined by Dr. Suzanne Choo, Principal Investigator from NIE Singapore. Similar observations and interviews also took place at the Hwa Chong Institution. Furthermore, a delegation of ten educators from Hwa Chong visited Staples on April 14 to meet with administrators, the teachers involved in the study, the researchers from Teachers College, and Dr. Choo.

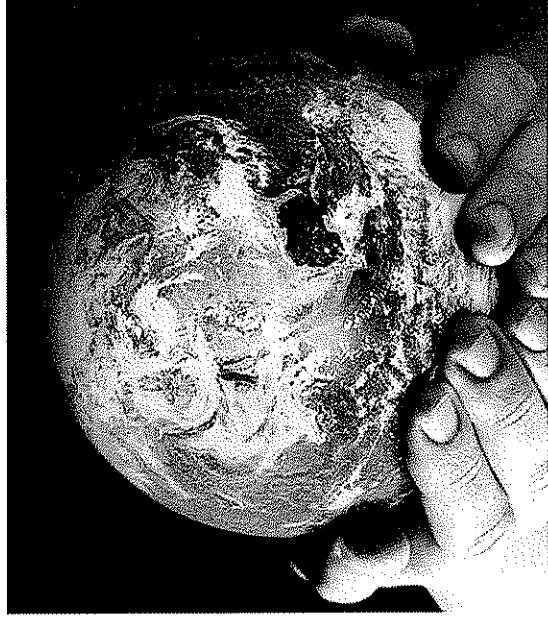
The final report of this comparative study will not be completed until the end of the 2014-15 school year.

The following materials in your Board packet will describe the study to date:

- A PowerPoint presented by Hwa Chong educators at our April 14 meeting, entitled "Our Journey in Global Literacies." This PowerPoint includes Hwa Chong's framework for teaching 21<sup>st</sup> century competencies.
- An outline of the comparative study, including objectives, research questions, timeline, and key outcomes.
- Questions used to interview teachers and administrators at both Staples and Hwa Chong.
- Agenda for April 14 meeting with the Hwa Chong delegation, including the questions discussed.
- Brief summaries of the five units of study being observed at Staples.



# HWA CHONG INSTITUTION



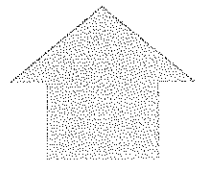
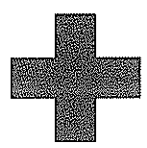
# Our Journey in Global Literacies





# Context: Complex World

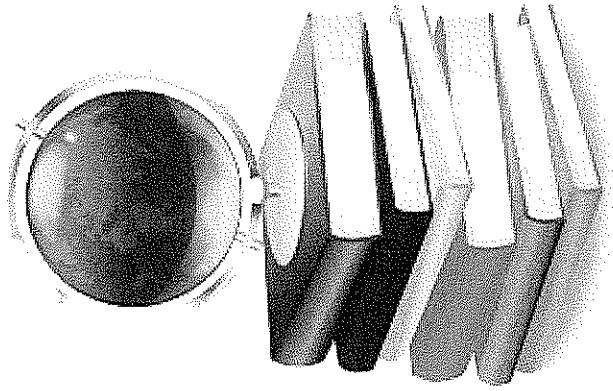
Emerging demographic, economic, political, and environmental trends



Increasing interconnectivity, complexity and dynamism in the world

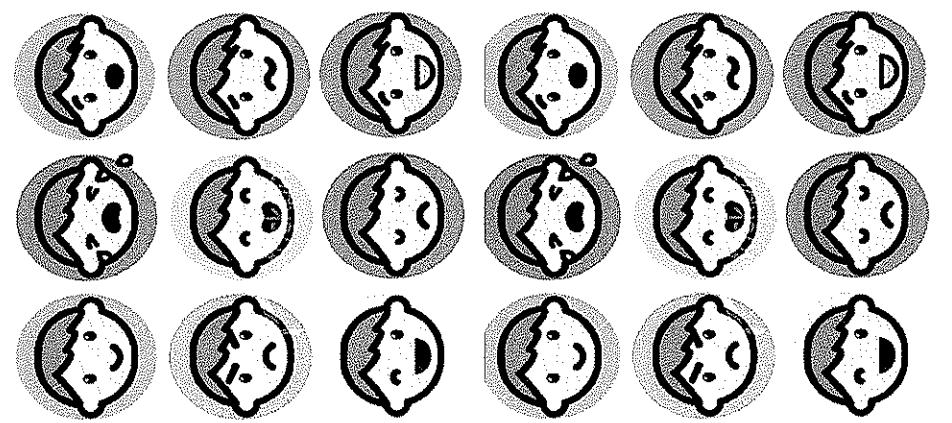
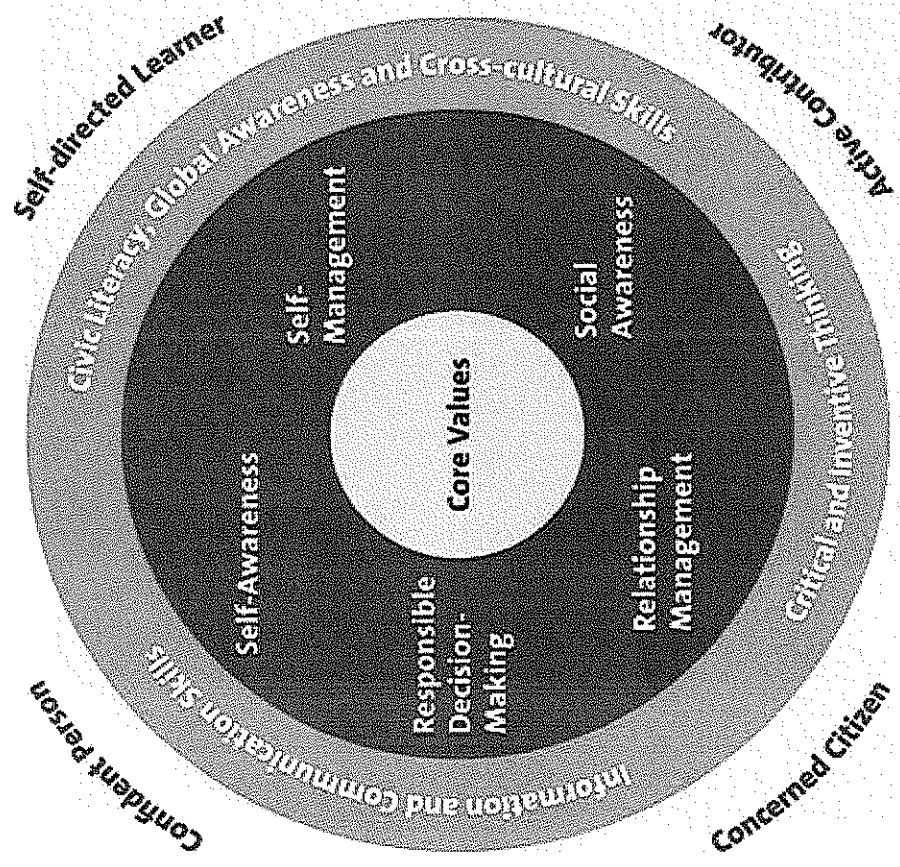
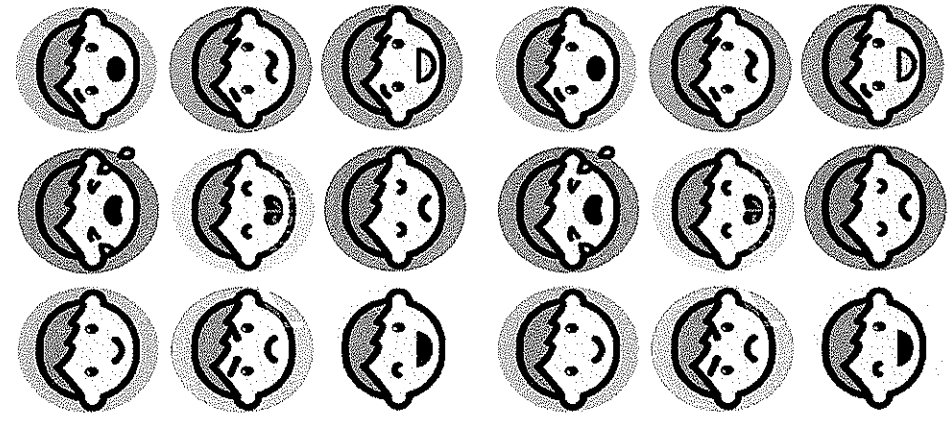
HCI students

Reading the World

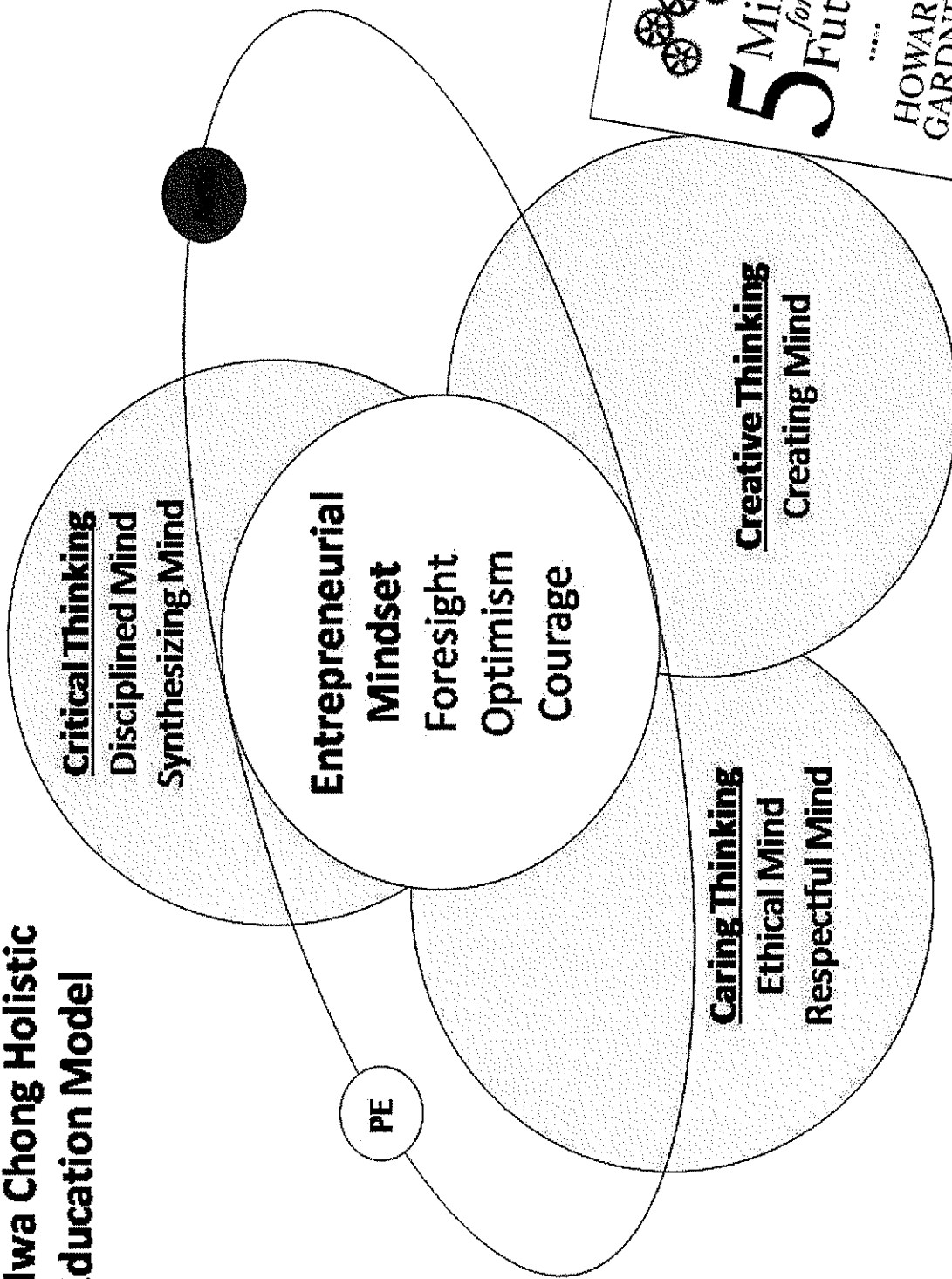


Reading the Word

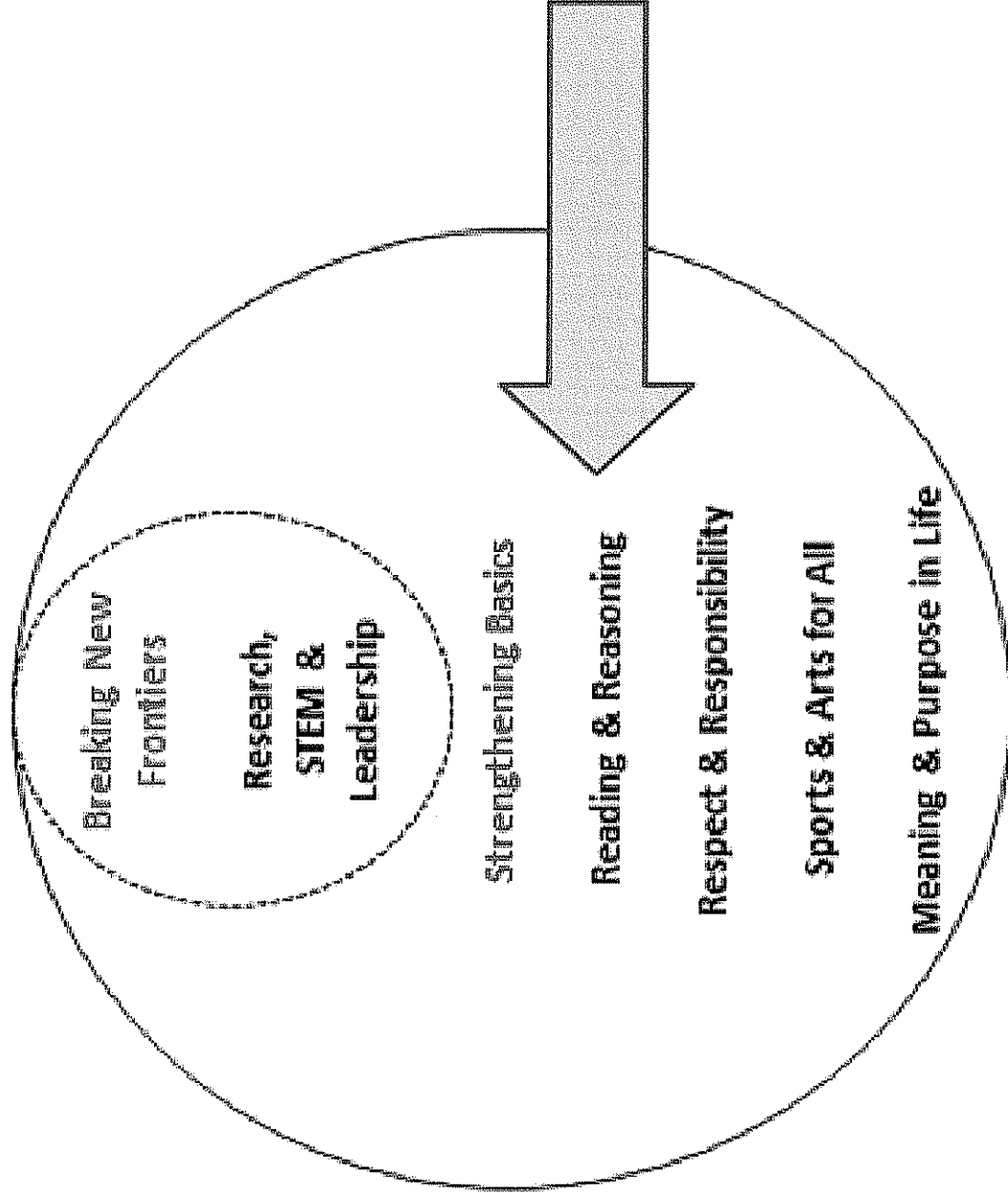
# 21st Century Competencies Framework



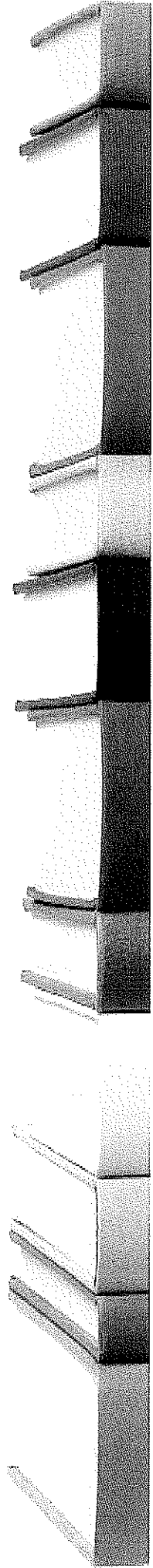
# Hwa Chong Holistic Education Model



# Strategic Priorities for Thrust 2



To build a Reading & Reasoning community which nurtures students' passion, imagination and engagement towards life-long learning.



# What is Literacy?

**The ability to read and write.**

*The Oxford Dictionary*

**Generally understood as *learning to read and write (text and numbers), reading and writing to learn, and developing these skills and using them effectively to meet basic needs.***

***Literacy begins with Reading ...***



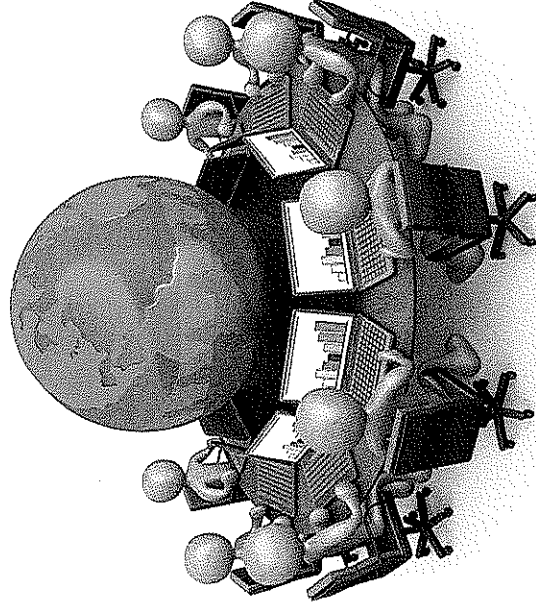
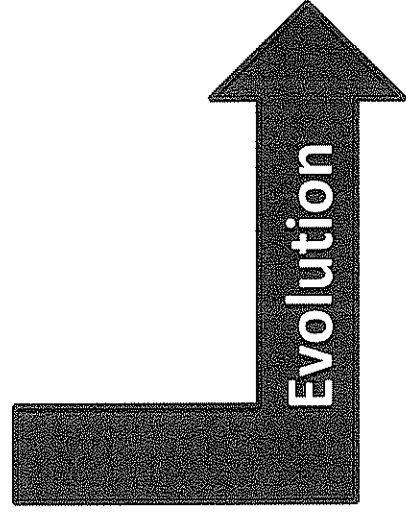
# Broader Concept of Literacy?



Today, a broader concept of literacy has evolved in response to changes in patterns of communication and the demands of the workforce.

*[from the NCTE Policy Research Brief Literacies of Disciplines (2011) ]*

**Literacy** is more than just being able to read and write: it is the ability to comprehend, interpret, analyse, respond and interact with the growing variety of complex sources of information.



**Global  
Literacies**



# What is Global Literacy?

**Global literacy is an understanding of how the world is organized and interconnected, and the possibilities and constraints facing its peoples.**



# Linking R n R to Global Literacies

## The HCl R n R Initiative

The reading and reasoning initiative is aimed at **nurturing independent and critical thinkers**. The habit of reading and inquiry enhances students' Synthesizing Mind and help them stay engaged politically, economically and culturally.

*[HCl Blueprint Document, 2013]*

**Global Literacies** – provide a foundation to lifelong learning that is linked to key competencies such as critical thinking, management of information and its transformation into useful knowledge and problem-solving...





# Global Literacies: Reading & Reasoning



- Signals our aspirational goal of moving students from reading the word to reading the world
- Better encompasses all 3 Thinking Domains
  - Does not privilege Critical Thinking over the other two thinking domains
- Captures both reading AND writing



# Holistic Education: Global Literacies Matrix

Critical Lens for Teaching, Learning and Reflection



**Comprehend**

**Imagine**

**Reflect**

**Interpret**

**Experiment**

**Contribute Actively**

**Analyze**

**Innovate**

**Consider Multiple Perspectives**

**Synthesize**

**Think Flexibly**

**Empathize**

**Evaluate**

**Collaborate**

**Cultivate**

**Relationships**

# HWA CHONG HOLISTIC EDUCATION MATRIX FOR THE TWENTY-FIRST CENTURY



3 Cs	Capacities	Description	Keywords	5+1 Dispositions
<p style="text-align: center;"><b>CRITICAL THINKING</b></p>	<p><b>Comprehends</b></p>	<ul style="list-style-type: none"> <li>Shows understanding of main ideas</li> <li>Perceives intention and significance</li> <li>Understands multi-media information (Digital Literacy)</li> </ul>	<p>Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states, distinguishes, estimates, explains, extends, generalizes, gives examples, interprets, paraphrases, predicts, rewrites, summarizes, translates</p>	<p><b>DISCIPLINED MIND</b></p>
	<p><b>Interprets</b></p>	<ul style="list-style-type: none"> <li>Decodes in the light of individual belief, judgement or circumstance</li> <li>Makes meaning in relation to local and global cultures and contexts across time</li> </ul>	<p>Elucidates, explicates, construes, explains, infers, deduces, clarifies, enacts, comments</p>	
	<p><b>Analyzes</b></p>	<ul style="list-style-type: none"> <li>Makes inferences and draws implications from information provided</li> <li>Determines argument and intention in the text</li> <li>Determines the logic and structure of the text</li> <li>Discusses the connotation of key words</li> <li>Identifies connections and relationships and determines how they are relevant</li> </ul>	<p>Breaks down, compares, contrasts, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates</p>	
<p><b>Applies</b></p>	<ul style="list-style-type: none"> <li>Employs information</li> <li>Uses knowledge to solve problems</li> <li>Transfers abstract or theoretical</li> </ul>		<p>Changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, classifies, organizes,</p>	

**CREATIVE THINKING**

		<b>CREATING MIND</b>	
<b>Imagines</b>	<ul style="list-style-type: none"> <li>• Explores environments and manipulate resources with multiple senses</li> <li>• Experiments with processes of problem-solving</li> <li>• Suspects real-world consequences by taking risks and appreciating trial and error</li> </ul>	<p>Explores, manipulates, experiments, takes risks, engages, shapes, re-shapes, adapts, manoeuvres, initiates, elicits curiosity, tests ideas, seeks, -</p>	
<b>Observes Holistically</b>	<ul style="list-style-type: none"> <li>• Sees the tangibles and intangibles with all the senses and heart</li> <li>• Considers both breadth and depth</li> <li>• Notices connections</li> </ul>	<p>Perceives insightfully, describes, states, lists, discusses, outlines, comments, finds, measures, determines, estimates, counts, sketches, plots, constructs, compares, contrasts, classifies, recognizes, appreciates</p>	
<b>Experiments</b>	<ul style="list-style-type: none"> <li>• Seeks new experiences / methods / solutions</li> <li>• Tests new theories / models / hypotheses</li> <li>• Investigates assumptions by trial and error</li> </ul>	<p>Hypothesises, inquires, models, discerns relationship, designs, suggests, modifies, improves, tests, takes risks, reviews, enhances, refines, reiterates, explores, , implements, tries out, develops, devises</p>	
<b>Innovates</b>	<ul style="list-style-type: none"> <li>• Sees potential and explores possibilities</li> <li>• Produces something new</li> <li>• Modifies to improve existing practices or products</li> <li>• Embraces risks and sees failure as a means to improve</li> </ul>	<p>Composes, creates, designs, improves, improvises, invents, produces, modifies, suggests alternatives, creates, synthesizes, invents, modifies, formulates, solves, devises, generates, initiates, constructs</p>	
<b>Thinks with Agility</b>	<ul style="list-style-type: none"> <li>• Thinks flexibly and divergently</li> <li>• Practises open-mindedness and suspends judgement</li> <li>• Tolerates ambiguity</li> </ul>	<p>Suggests alternative(s), asks what if ..., recognises potential, creates, innovates, sees limited resources but limitless possibilities</p>	

ETHICAL MIND

understands, ponders, relates, considers the implications, relives the experience, contemplates, ponders, introspects, deliberates, ruminates, makes sense of (purpose and context)

- Assesses what one knows, what one needs to know and how to bridge that gap
- Understands own thinking and learning strategies
- Understands and arrives at new insights about self, situation, humanity & environment

Empowers

- Enables self and others awareness

Contributes

- Believes and participates in a higher cause
- Acts as an ethical citizen and social agent who takes proactive measures to benefit the community
- Has the moral courage to stand up for what is right
- Pays it forward

Serves, creates meaning, helps, engages, immerses, partakes purposefully, empathises, shares, collaborates

CARING THINKING

Critical Lens for Teaching, Learning and Reflection



## **The Matrix : Its Place & Importance**

- **Meta-language and tool for staff**
  - **Making thinking visible**
- **Key to:**
  - **Teaching & Learning**
  - **Assessment**
  - **Professional Development**



# Learning Progression

The learning progression/gradations will serve the purpose of answering teachers' questions about how each capacity would look like in the classroom as well as help teachers plan and deliver lessons that nudge students along the spectrum for deeper learning.

## Collaboration

The apprentice	The developing student	The global-ready student
Demonstrate ability to work in a team to fulfill one's responsibility.	Demonstrate ability to work in a team and take ownership of the work as a group.	Demonstrate ability to work in a team by sowing sensitivity and drawing on the strengths and expertise of self and others.
Demonstrate the ability to build relationships with likeminded peers.	Demonstrate ability to cultivate purposeful relationships with other students.	Demonstrate ability to cultivate empowering relationships with others in diverse group settings.
Demonstrate ability to work in teams to solve a given problem.	Demonstrate ability to work in teams to create new knowledge / solutions.	Demonstrate ability to work in teams to create new knowledge / solutions to contribute to the world in meaningful ways to benefit others.



## Evaluation

The apprentice	The developing student	The global-ready student
Ability to access texts	Ability to access and perceive interconnections	Ability to access, navigate, perceive interconnections through multimodal information and texts
Provide a view/judgement	Substantiate views/judgments by synthesizing evidence from different aspects of the text or different sources of information	Substantiate views/judgements by synthesizing evidence from different aspects of the text and different sources of information in order to contribute an original interpretation
Assess credibility and feasibility by considering convenient or obvious sources	Assess credibility and feasibility of idea (considering bias) considering quality of source from multiple perspectives	Assessing credibility and feasibility of ideas by examining the history and evolution of concepts and its impact

**Work with  
Depts to  
finetune the  
Matrix**

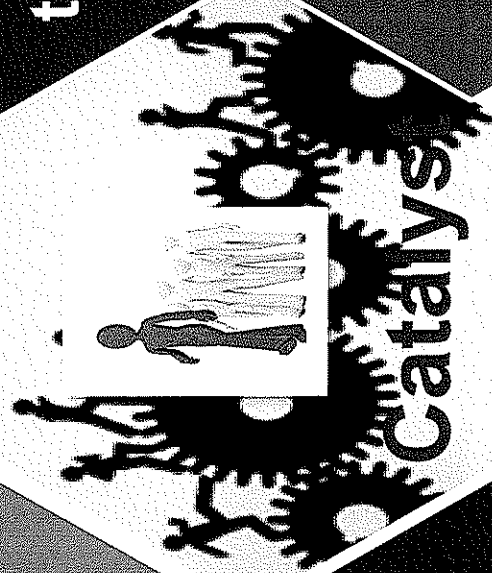
**Develop  
Repository  
of  
Resources**

**Establish  
forum to  
share /  
evaluate  
practices /  
seek input**

**Facilitate  
Sharing of  
Best  
Practices**

**Engage  
Dept  
Teachers  
to apply the  
Matrix**

**Identify  
Best  
Practices  
and  
Stories**



# WE ARE THE CHAMPIONS



**To engage in discussions on the interpretation and implementation of the Matrix**

**To use the Matrix as a planning tool in their teaching & learning**

**To help build and archive resources eg videos, lesson units, assessments, etc.**

**To share stories of successes and challenges, etc.**

Thank  
you!