

WESTPORT BOARD OF EDUCATION

AGENDA*

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER

5:30 p.m., Staples High School, Room 1025c

EXECUTIVE SESSION:

1. Non-Union Personnel Compensation 2019-2020
2. Proposed Contract for Interim Superintendent
3. Agreement for Acting Superintendent

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: April 8 and 22, 2019, *pages 1-4*

DISCUSSION

- | | | |
|--|---------|-------------------------------------|
| 1. Bedford Middle School Renovations Update and Timeline,
<i>page 5</i> | (Encl.) | Dr. Anthony Buono
Mr. Elio Longo |
| 2. Discussion of New Textbook Adoption for Mathematics K-5,
<i>pages 7-20</i> | (Encl.) | Dr. Anthony Buono
Ms. Ali Moran |

DISCUSSION/ACTION

- | | | |
|---|---------|-------------------------------------|
| 1. Discussion of transition in district leadership, including but not limited to: | | Mr. Mark Mathias |
| a. Agreement for Acting Superintendent of Schools | | |
| b. Appointment of Interim Superintendent of Schools | | |
| c. Employment Contract for Interim Superintendent of Schools | | |
| d. Authorization of Interim Superintendent of Schools to perform the actions set forth in Board Policy #3293.1 (Authorization of Signature) | | |
| 2. Master Plan Facilities Update | | Dr. Anthony Buono
Mr. Elio Longo |
| 3. Adopt Guiding Criteria for Redistricting, <i>page 21</i> | (Encl.) | Dr. Anthony Buono |
| 4. Non-Union Personnel Compensation 2019-2020 | | Mr. Mark Mathias |

UPDATES

1. Teaching and Learning Committee Ms. Candice Savin
2. BMS Modular Committee and the CMS School Building Committee Ms. Karen Kleine

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 Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

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 BOARD OF EDUCATION

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine*
Vik Muktavaram
Candice Savin
Neil Phillips

Administrators Present:

Anthony Buono Acting Superintendent
Tina Mannarino Asst. Superintendent, Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

*Participated by phone

PUBLIC CALL TO ORDER: 6:38 p.m., Staples High School, Room 1025C

EXECUTIVE SESSION: Discussion of Attorney-Client Privileged Memorandum Regarding Transition in District Leadership

Mark Mathias moved to go into executive session at 6:38 p.m. for Discussion of Attorney-Client Privileged Memorandum Regarding Transition in District Leadership; seconded by Jeannie Smith and passed unanimously. All Board members participated; Karen Kleine participated by phone, and Elaine Whitney participated by phone until 6:59 p.m. and in person thereafter. Jessica Richman Smith of Shipman & Goodwin joined in the executive session at the invitation of the Board.

The executive session adjourned at 7:21 p.m.

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:43 p.m., Staples High School, Cafeteria B

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: March 18; March 25; March 28; April 1; and April 3, 2019

Elaine Whitney moved to approve the minutes of March 18, March 25, March 28, April 1, and April 3, 2019; seconded by Jeannie Smith and passed unanimously.

DISCUSSION/ACTION:

Architectural Work at Bedford Middle School

Be it resolved, that the Board of Education approves an expenditure from the Cafeteria Fund in an amount not to exceed \$20,000 for architectural work at Bedford Middle School, with said services to be provided by Cerrone Architects.

MOTION: Candice Savin
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

Discussion of Transition in District Leadership, Including But Not Limited to:

- a. Separation Agreement Regarding Superintendent of Schools
- b. Appointment of Acting Superintendent of Schools

Be it resolved, that the Board of Education approves the Separation Agreement by and between the Westport Board of Education and Dr. Colleen Palmer, as discussed in executive session on April 8, 2019.

MOTION: Mark Mathias
SECOND: Neil Phillips
RESULT: Passed Unanimously
VOTE: 7-0

Be it resolved that the Board of Education approves the Separation Agreement regarding the Superintendent of Schools.

Be it resolved that the Board of Education appoints Dr. Anthony Buono as Acting Superintendent of Schools.

Be it resolved that the Board of Education authorizes the Acting Superintendent of Schools to perform the actions set forth in Board Policy #3293.1.

MOTION: Mark Mathias
SECOND: Candice Savin
RESULT: Passed Unanimously
VOTE: 7-0

Be it resolved, that the Board of Education authorizes the Acting Superintendent of Schools to perform the actions set forth in Board Policy #3293.1.

MOTION: Mark Mathias
SECOND: Vik Muktavaram

RESULT: Passed Unanimously
VOTE: 7-0

Student and Faculty Calendar 2020-21 School Year
No action was taken.

Coleytown Middle School: Special Appropriation Request of Board of Finance and RTM

Be it resolved, that the Board of Education requests the Board of Finance and Representative Town Meeting to approve a special appropriation to the Board of Education in the amount of \$267,658 for mold remediation, reconstruction and other related professional services at Coleytown Middle School, in accordance with the list of said expenditures provided by the Chief Financial Officer of the Board of Education on April 8, 2019.

MOTION: Elaine Whitney
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

Alternate Location of Solar Canopies at Staples High School

Be it resolved, that the Board of Education accepts the proposed alternate location for a section of the Staples High School solar canopy. Be it further resolved, that the Board of Education approves the alternate location to be made part of an application for the installation of solar canopies at Staples High School to be filed with the Westport Planning and Zoning Department.

MOTION: Candice Savin
SECOND: Vik Muktavaram
RESULT: Passed Unanimously
VOTE: 6-0-1 (Karen Kleine abstaining)

UPDATES:

February Health Insurance Report

Finance and Facilities Committee

Teaching and Learning Committee

Policy Committee

BMS Modular Committee and the CMS School Building Committee

ADJOURNMENT: Mark Mathias moved to adjourn at 9:03 p.m.; seconded by Vik Muktavaram and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary, Board of Education
(Minutes written by Lisa Marriott)

DRAFT

Bedford Renovation Timeline

Scenario I – Funding Approval by BoE using Carryover Fund and/or Cafeteria Fund **

April 24	Complete documents for bidding
April 25	Advertise for bids
May 16	Bids due
May 20	BoE Meeting – project approval/funding
May 28	Award contract for construction
June 17	Construction to commence
August 20	Complete construction and obtain certificate of occupancy

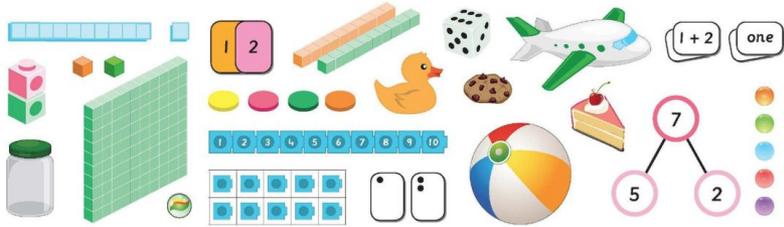
**This would require the BoE to postpone the District Facilities Study

Scenario II – Funding Approval by BoF and RTM

April 25	Complete documents for bidding (I will send you the documents by the end of the day Wed or Thursday morning)
April 29	Advertise for bids
May 16	Bids due
May 20	BoE Meeting – project approval/funding
May 23	BoF Meeting
Wk of May 27 th	Schedule meetings with RTM Education and Finance Committees
June 4	RTM Meeting
June 6	Contract Awarded
June 17	Construction to commence
August 20	Complete construction and obtain certificate of occupancy

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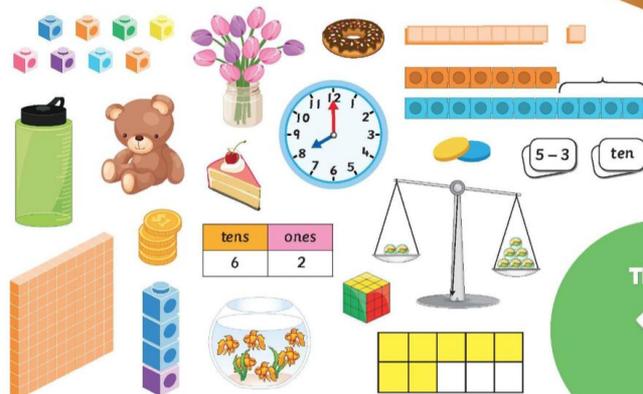
COMMON CORE EDITION



think!

THE SINGAPORE MATHEMATICS APPROACH

MATHEMATICS



tens	ones
6	2

TEXTBOOK
1A

K-5 Mathematics Textbook Committee Recommendations

Ali Moran

PreK-5 Mathematics Coordinator

May 6, 2019 Page 7

Why are we looking to upgrade K-5 textbooks?

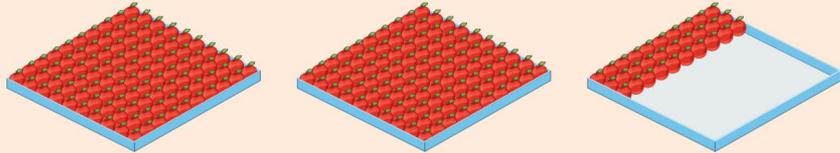
Continuous Improvement

- Improve alignment to grade level topics and standards
- Access to low floor - high ceiling anchor tasks
- Stronger consistency across schools and grades

Lesson 1

Counting up to 1000

Anchor Task



What are the different ways to count the number of 🍅 ?

The Committee

- Classroom Teachers (K-5 representation)
 - Denia D'Alessandro (SES), Lori Grindrod (LLS), Jessica Grabowski (LLS), Amanda Moitoso (GFS), Annie Roesler (CES), Elena Wetmore (KHS)
- Teachers representing math support, special education, and gifted education
 - Jeanne Bowles (SES), Jo Fasciolo (LLS), Jillian Formosa (LLS), Katie Hall (KHS), Ashley Moran (SES), Pat O'Brien (GFS), Karen Toth (CES)
- Administrators (K-12 representation)
 - Dr. Anthony Buono (K-12), Ali Moran (PK-5), Stefan Porco (6-12), Janna Sirowich (K-5)

Committee Work

- EdReports Quality Instructional Review Tool:
 - Focus and Coherence
 - Rigor and Mathematical Practices
 - Usability and Instructional Supports
- Selected Think! Mathematics to be moved forward in the process.

Think! Mathematics Strengths

- Instruction aligned with current lesson structure and Singapore Math
- Textbook improved layout with clear strategies for students
- Workbook improved layout to support strategy work
- Anchor tasks designed to be “low floor - high ceiling”
- Resources provide strategies to meet a range of student needs

Mind Workout

$$\square\square \times \square = \square\square$$

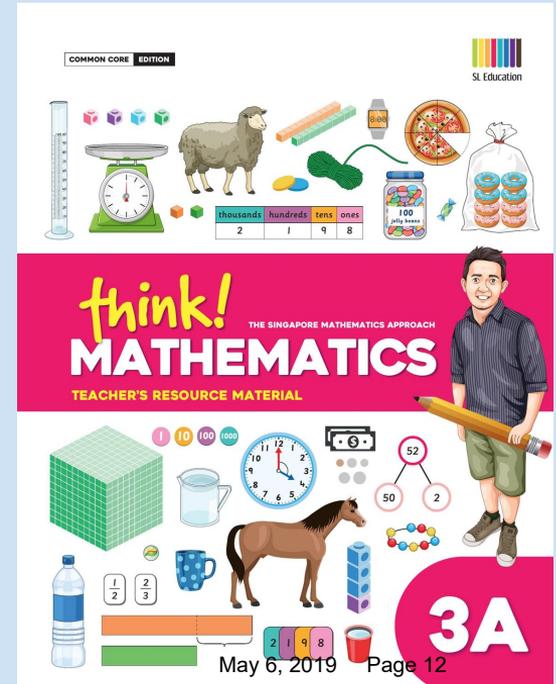
All the digits are different and none of them is zero.

Find as many possible equations as you can.

Pilot Lessons

A team in grades 1-4 piloted units from the new textbook series:

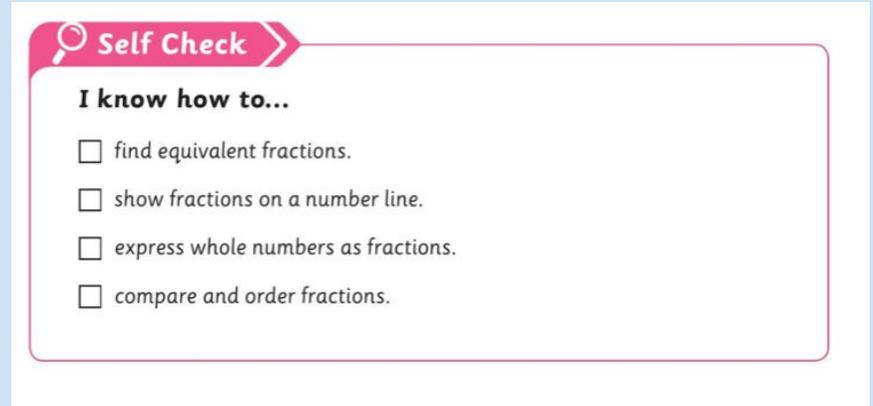
- Grade 1: Numbers to 40
- Grade 2: Addition and Subtraction Word Problems
- Grade 3: Fractions
- Grade 4: Decimals



Teacher Highlights from Pilot

Elena Wetmore (Grade 2, KHS)

- Promote rich student discussion
- Materials are student friendly
- Teacher Guide:
 - Journal activities aid teacher planning and student reflection
 - Teacher prompts/questions to further student thinking
 - Strategies for meeting the needs of struggling students and challenging advanced learners included throughout lessons

A pink-bordered box with a magnifying glass icon and the text "Self Check" in a pink arrow. Below it, the text "I know how to..." is followed by four checklist items, each with an unchecked checkbox.

Self Check

I know how to...

- find equivalent fractions.
- show fractions on a number line.
- express whole numbers as fractions.
- compare and order fractions.

Teacher Guide

The following slides highlight some strengths of the improved teacher guides for Think! Mathematics.

The preface for each guide nicely captures much of the PD we have received from Dr. Yeap Ban Har over the past several years.

Board Plan

Lesson 2 Adding Equal Groups Date: _____

$3 \times 3 = 9$ → Reasoned solution
 3 trays of 3 → 12
 $3 \times 3 = 12$ → multiplication equation
 3 groups of 3 → 9 (Number of objects in each group)

Suggestion for Journal

Title: Adding Equal Groups Date: _____

Suggestion
 Ask: Curly has 3 trays of eggs. Each tray has 3 eggs. How many eggs does he have altogether? Draw pictures to show your working.

Student's work:

$3 \times 3 = 3 + 3 + 3 = 9$
 3 trays = 9
 3 eggs of 3 = 9
 $3 \times 3 = 9$
 Curly has 9 eggs altogether.

Teacher's Resource

This is the part of the lesson where students document their thinking. They learn to articulate and explicate their ideas.

In **think! Mathematics**, there is a journaling task given in the textbook in every chapter. However, in **think! Mathematics Teacher's Resource Material**, suggestions for more regular opportunities are given.

Teachers may choose to have the students write different types of journal on different days or use a fixed template.

Some teachers prefer to have students document their own way of solving the Anchor Task after the exploration, and then their friends' ideas after the class discussion.

Title: Counting by Hundreds, Tens, and Ones Date: _____

Suggestion
 Ask: Is 2 hundreds, 5 tens, and 3 ones the same as 25 tens and 3 ones? Explain briefly.

Descriptive journal where students describe ways of solving problems.

Title: _____ Date: _____

Task: _____

My Idea: _____

My Friend's Idea: _____

Investigative journal where they record the findings of an investigation.

Title: Solving Word Problems Date: _____

Suggestion
 Ask: Curly has 12 marbles. He wants to share the marbles equally with two friends. How many marbles does each of them get? Choose your preferred method to solve. Show how you check your answer.

Evaluative journal where they make a judgment and evaluate the most effective methods.

Title: Multiplying 2 Date: _____

Suggestion
 Say: Write a note to your friend to tell him/her what you observe when counting by twos from 0 to 20.

Title: Solving Two-Step Word Problems Date: _____

Suggestion
 Ask: Can you create a word problem using the word 'fewer'? Show your working.

Creative journal where students create something such as posing a problem or writing a story for a given calculation.

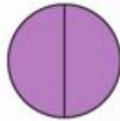
Teacher Guide Components: Modeling



Board Plan

Lesson 2 Making Equal Fractions

Date: _____



2 equal pieces
Each part is 1 half.



4 equal pieces
Each part is 1 quarter
or 1 fourth.



0 1



0 1

2 halves make 1
4 fourths make 1
2 halves = 4 fourths

Teacher Guide Components: Journaling

Suggestion for Journal

Title: Making Equal Fractions

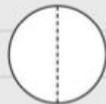
Date: _____

Suggestion

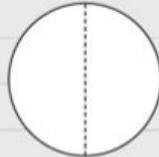
Say: Leo and Li Na ordered 2 pizzas. They eat the same number of pieces but they did not eat the same amount of pizza. Is this possible? Use drawings to show your thinking.

Student's work:

It is possible. They could have ordered 2 pizzas of different sizes.



Leo's pizza



Li Na's pizza

Teacher Guide Components: Differentiation



Differentiated Teaching

Supporting Struggling Learners

- For Question 2, guide students to find the denominator by counting the number of equal parts that make 1 in the circle that is divided into 4 equal parts. Then, lead them to write the numerator by counting the number of shaded parts.
- For Question 3, have students see that although each bar is divided into different numbers of equal parts, they all represent 1. Then, get them to count the number of equal parts to write the fraction that is equal to 1 for each bar.

Challenging Advanced Learners

Ask: What pattern do you notice in fractions that are equal to $\frac{1}{2}$, i.e. $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$?

Budget Planning

Cost increase for non-consumable textbooks is included in the 2019-2020 budget.

Four-year outlook:

- Year 1 - approximately \$37,000 over current spending
- Year 2 - approximately \$1,100 over current spending
- Year 3 - approximately \$23,000 under current spending
- Year 4 - approximately \$40,000 under current spending

Some cost avoidance can be found by adopting this improved resource.

Next Steps

- The textbook committee recommends to the Westport Board of Education the adoption of Think! Mathematics as a primary resource for delivering our K-5 math curriculum.
- The committee recommends rolling out grades 1-3 in the coming school year (2019-2020) and K, 4 and 5 in subsequent years.
- Teachers, math specialists, and administrators are working to plan professional development and curriculum writing work.



Draft Guiding Criteria

The BoE's primary goal for redistricting is to improve the enrollment balance for both middle schools, maintaining a viable middle school structure at both schools.

Additional criteria include:

- Prevent overcrowding at any school in the District
- Provide equity of programming for all students
- Ensure long-term sustainability of plan: 10 years

Redistricting options are guided by and weighed against these criteria to evaluate their viability.