



WESTPORT BOARD OF EDUCATION BOARD OF EDUCATION REGULAR MEETING

PACKET

MAY 2, 2022

07:00 PM

WESTPORT BOARD OF EDUCATION
BOARD OF EDUCATION REGULAR MEETING AGENDA*

(AGENDA SUBJECT TO MODIFICATION IN ACCORDANCE WITH LAW)

PUBLIC CALL TO ORDER

6:00 p.m., Staples High School, 1025C

EXECUTIVE SESSION

Discussion of Attorney-Client Privileged Memorandum Regarding Possible Title IX Review

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:00 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 25, 2022

Attachment: [Meeting April 25 2022 Staples High School.pdf](#)

DISCUSSION

A. Secondary Visual Art Presentation

Mr. Steve Zimmerman
Ms. Lynne Karmen
Ms. Cecily Anderson
Ms. Carla Eichler

Attachment: [BOE Presentation - Secondary Visual Arts 5.2.22.pdf](#)

DISCUSSION/ACTION

A. Elementary ARPA Presentation

Dr. Anthony Buono
Ms. Kimberly Ambrosio
Ms. Tracey Carbone
Mr. Kevin Cazzetta
Ms. Beth Messler
Ms. Janna Sirowich

Attachment: [SES_LLS_CES ARPA Grant Proposal.pdf](#)

Attachment: [GFS ARPA Presentation .pdf](#)

Attachment: [OLS_KHS 4.14.22.pdf](#)

B. School Climate Survey

Dr. Anthony Buono
Mr. Michael Rizzo

Attachment: [School climate - follow up memo.pdf](#)

Attachment: [Westport Survey -Final.pdf](#)

Attachment: [School Climate Survey 2022.pdf](#)

C. 2023-2024 School Calendar

Mr. John Bayers

Attachment: [2023-2024 School Calendar DRAFT.pdf](#)

ADJOURNMENT

General Attachments

[- BOE Meeting Memo May 2 2022.pdf](#)

**WESTPORT PUBLIC SCHOOLS**

THOMAS SCARICE
Superintendent of Schools

110 Myrtle Avenue
Westport, Connecticut 06880
Telephone: (203) 341-1025
Fax: (203) 341-1029
tscarice@westportps.org

To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: May 2, 2022 Board of Education Meeting
Date: April 28, 2022

Provided below for Board consideration is an overview of the meeting agenda items for May 2, 2022. The meeting will be held in-person.

Discussion**1. Secondary Visual Art Presentation**

From a broad overview to specific units, this is a look at how students observe, envision, develop, persist, and reflect upon their work in visual arts. This presentation provides a synopsis of the visual arts program and the process and actions that lead up to the art show products that will be on display over the next few weeks.

Discussion/Action**1. Elementary ARPA Presentation**

As a follow up to the last Board meeting, the remaining elementary schools are prepared to present their ARPA requests to the Board. These requests were being finalized at the time of the last meeting and I did not have this information to share with the Board. As a result, there were appropriate questions from Board members at the meeting about opportunities for all five elementary schools within the ARPA requests. I am pleased to stand corrected and present requests from Saugatuck, Greens Farms, Long Lots and Coleytown Elementary Schools Monday evening with the building principals. As you will note in the attached slide deck, these requests address the priorities of outdoor opportunities and social/emotional resources.

This item is "discussion/action", and if the Board is willing to approve the elementary projects with one review, I would like to advance these projects to the Board of Finance. If approved by the Board of Finance, the projects would advance to the RTM Education and Finance Subcommittees, and if approved at those levels, the full RTM.

2. School Climate Survey

As presented at the last meeting, State law requires biennial school climate surveys for all Connecticut schools. The most common tool, the Comprehensive School Climate Inventory (CSCI), was administered in prior years in our schools (Fall 2012, Spring 2015, Spring 2018), and was planned for Spring 2020 prior to the shutdown of schools as a result of Covid.

Following the presentation by Anthony Buono, Assistant Superintendent for Curriculum and Instruction, Mike Rizzo, Assistant Superintendent for Pupil Services, and Dr. Valerie Babich, Director of Psychological Services, the Board is being asked to approve this survey per Board policy 6162.51 "Survey of Students/Student Privacy".

The Panorama survey has the potential to provide great insights into the student experience, as well as that of faculty and staff. As a result, this information can drive district and school-based actions.

The team looked into constructing an open-ended question as a follow up to the last Board meeting and will share a recommendation on this.

If approved, parents will be notified by May 16th with options for a paper survey and opt-out, and surveys will be administered with results expected the week of June 24th. The team will present a follow up with the results to the Board in the early Fall of 2022.

3. 2023-2024 School Calendar

The 2023-2024 school calendar has been reviewed by respective member groups and is ready for adoption by the Board.

Assistant Superintendent for Human Resources and General Administration, John Bayers, will present the calendar to the Board for final review and action.

There is one change from the last draft presented to the Board. A recommendation for an early dismissal on Friday December 22, 2023 was made by the committee but it was not included in the original draft for the Board. That correction has been made and I support the recommendation of the committee to hold an early release day on Friday December 22, 2023, which is the last day before the winter break.

Meeting: April 25, 2022

Staples High School

WESTPORT BOARD OF EDUCATION

Board Members Present:

Lee Goldstein Chair
Liz Heyer Vice Chair
Neil Phillips Secretary
Christina Torres
Dorie Hordon
Robert Harrington
Kevin Christie

Administrators Present:

Thomas Scarice Superintendent of Schools
Anthony Buono Asst. Superintendent, Teaching and Learning
Michael Rizzo Asst. Superintendent, Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Asst. Superintendent, Human Resources and
General Admin.

PUBLIC CALL TO ORDER/PLEDGE OF ALLEGIANCE: 7:07 p.m., Staples High School, Cafeteria B (Room 301).

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: Neil Phillips moved to approve the minutes of April 4, 2022; seconded by Dorie Hordon and passed unanimously.

DISCUSSION

Equity Study Presentation

Elementary ARPA Presentation

FY 2022 Third Quarter Financial Report

School Climate Survey

At 10:37 p.m., Lee Goldstein moved to continue with the remainder of the agenda, as it was after 10:30 p.m.; seconded by Kevin Christie and passed unanimously.

DISCUSSION/ACTION

Award of Bid 022-010-BOE Coleytown Elementary School Canopy

Be it resolved that, upon the recommendation of the Superintendent of Schools, the Board of Education awards RFP #022-010-BOE Coleytown Elementary School Canopy to respondent New Haven Awning Company, for the RFP scope of services with said award totaling \$47,490, subject to the respective approvals of the Westport Zoning Board of Appeals, the Westport Board of Finance and the Westport Representative Town Meeting.

MOTION: Liz Heyer
SECOND: Kevin Christie
RESULT: Passed Unanimously
VOTE: 7-0

2023-2024 School Calendar

This agenda item was deferred by vote of the Board to adjourn prior to taking up this item.

ADJOURNMENT: Christina Torres moved to adjourn at 11:02 p.m.; seconded by Dorie Hordon and passed unanimously.

Respectfully submitted,
Neil Phillips, Secretary
(Minutes written by Lisa Marriott)



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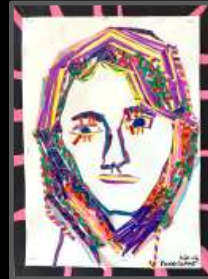


THE MIDDLE SCHOOL CURRICULUM:

		B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
1		Materials														Understandings																
2		Pencil	Colored Pencil	Marker	Sharpie	Watercolor	Tempera	Acrylic	Crayon	Chalk/Oil Pastel	Collage	Scratch Art	Printmaking	Clay	Sculpture	Photography	Digital	Color	Shape	Line	Space	Balance	Proportion	Texture	Design	Collaboration	Value	Form	Pattern	UBD Document Link		
3	Lessons																															
3	6th Grade																															
4	Summer Memories- (4.5 x 6 Snapshot) Day 1- Pencil sketch/Sketch lightly, Day 2- Demo materials/illustrate a memory from the summer, outline with sharpie, add color using a medium of choice or combination	X	X	X	X	X		X								X		X	X													
5	HOMEWORK- Pencil's Potential Create 5 drawings and 1 photograph. Intro to drawing and types of composition	X											X					X	X			X										
6	Timeline- Use line to describe the art process for one of your Pencil's Potential artworks, add color to convey mood	X		X	X	?										X		X														
7	Portraits- Blind Contour, Looking Contour, (add watercolor?) Practice Face Proportions, Cut paper Collage using their own patterned paper	X		X	X					X								X				X										
8	Landscape- Wolf Kahn inspired, color blending, color theory? Atmospheric perspective? Painterly? Chalk pastel	X						X	X							X		X								X						
9	Candy Corporation- Create a "Healthy" candy, Branding: packaging, name, mascot, slogan, pattern	X		X	X	?				X						X	X		X				X	X	X		X			UBD Candy Corp Unit		
10	Monoprint- ? Create a design to print, once to 4 times? print onto precolored paper or paint or color paper after? tempera	X		X							X					X	X	X	X	X		X	X									
11	Clay- Pinch pot technique, score + slip, handbuilding, coils?					?						X									X						X					
12	Drawing	X																X				X				X						
13	Symmetry Design	X			X													X	X	X	X		X									
14	Paper Sculpture/ Other Sculpture Experiences																															
15	7th Grade																															
16	Summer Memories- (4.5 x 6 Snapshot) Illustrate a memory from the summer, outline with sharpie, add color using a medium of choice or combination	X	X	X	X	X		X								X		X	X													

6 WHO AM I AS AN INDIVIDUAL?

Art is a reflection of their personal experiences and how they see themselves.



7 WHO AM I AS A MEMBER OF A GROUP?

Art is a vehicle for them to develop their creative and shared voices.



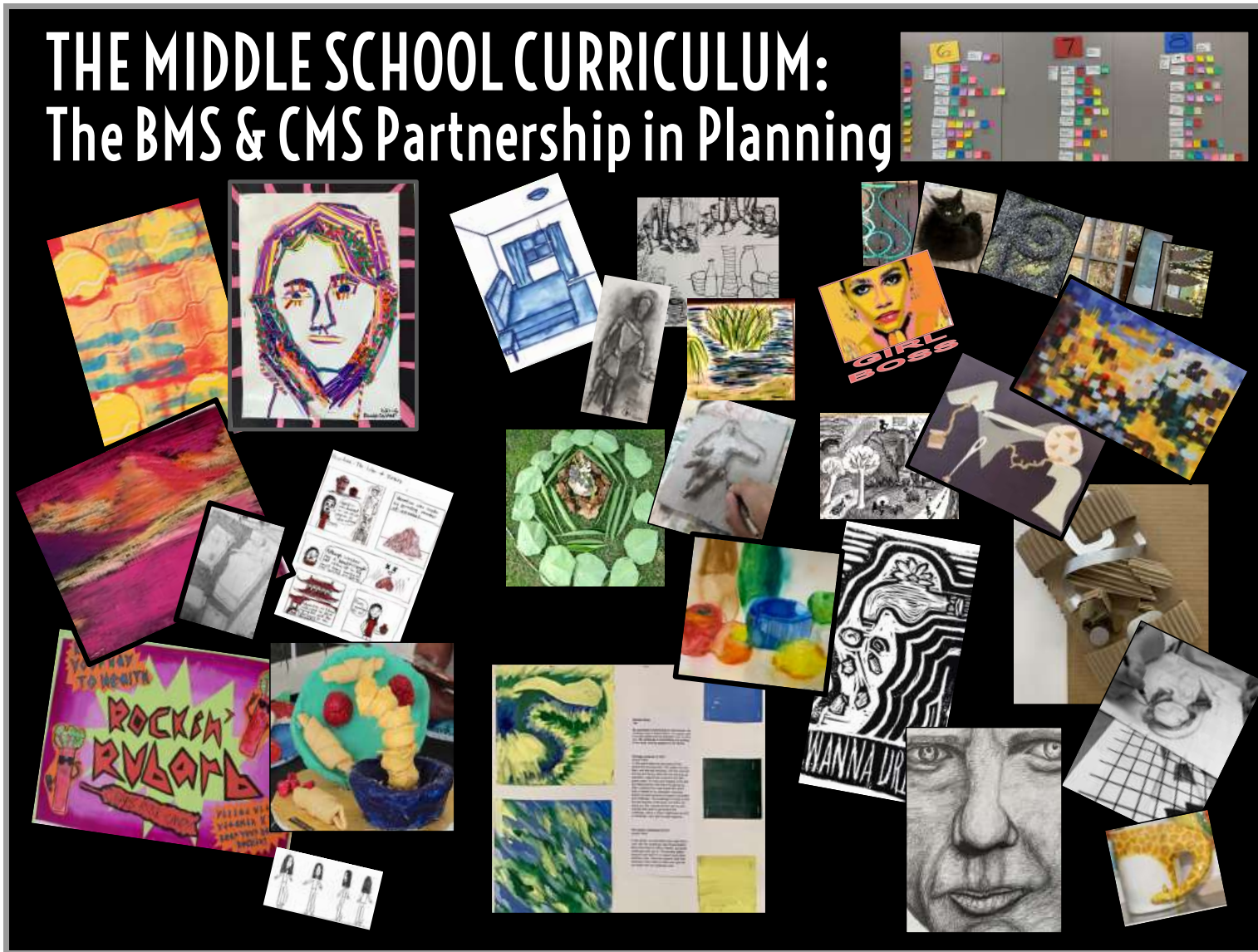
DANCING DAWN

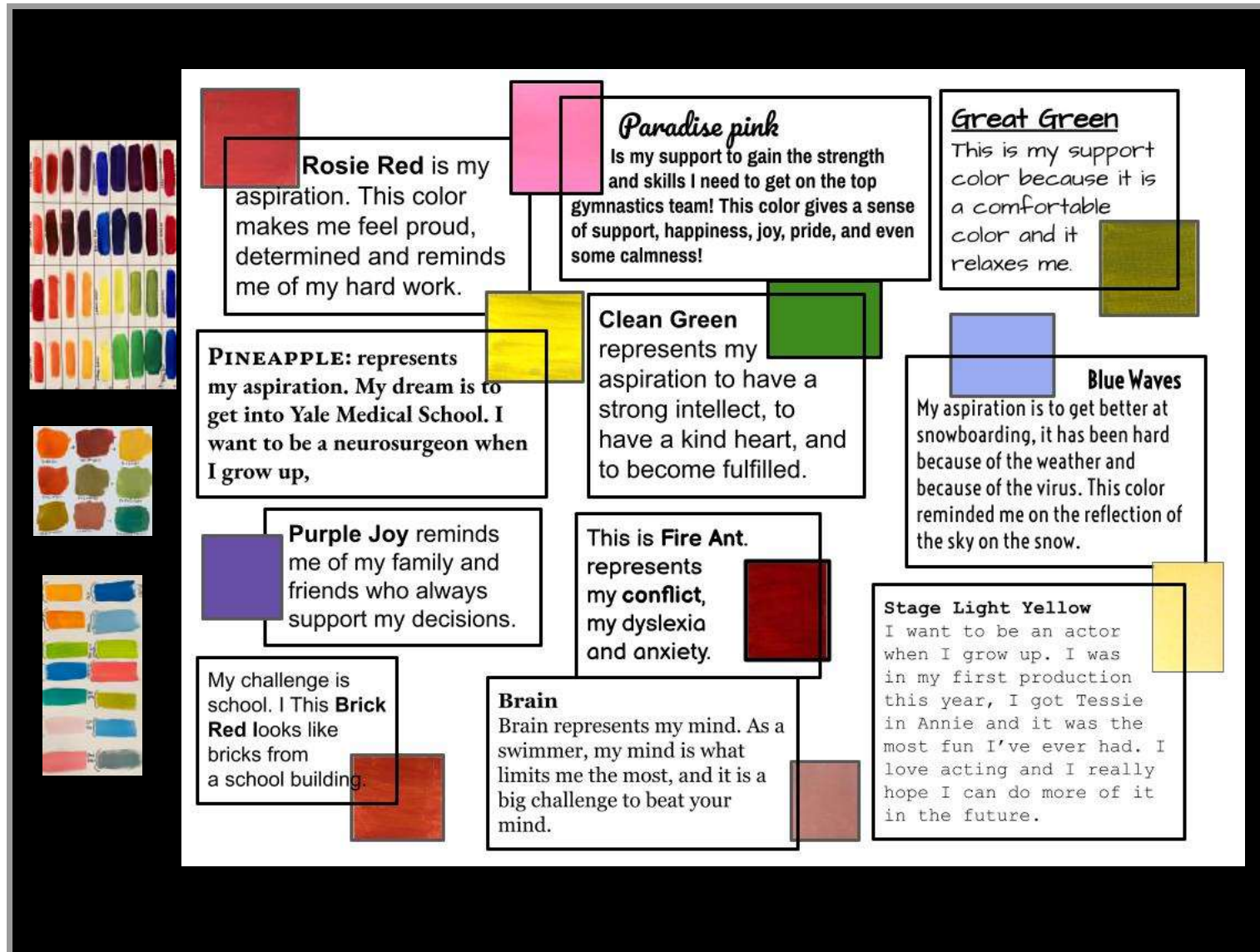
8 WHAT DO I THINK ABOUT THE WORLD?

Art is a language that creates a dialogue between the artist and the viewer.



THE MIDDLE SCHOOL CURRICULUM: The BMS & CMS Partnership in Planning





“My aspiration *Satisfaction Teal* is to do well in school and graduate college. This color gives me a feeling of satisfaction. My self-doubt and laziness challenges me, represented by *Doubt Dark Blue*. This symbolizes discomfort and unnameable emotions. Through all of this, I will always have the support of my little brother, for whom I used *Explosion Orange*, a color that is loud and slightly rude like my brother.”

ASPIRATION

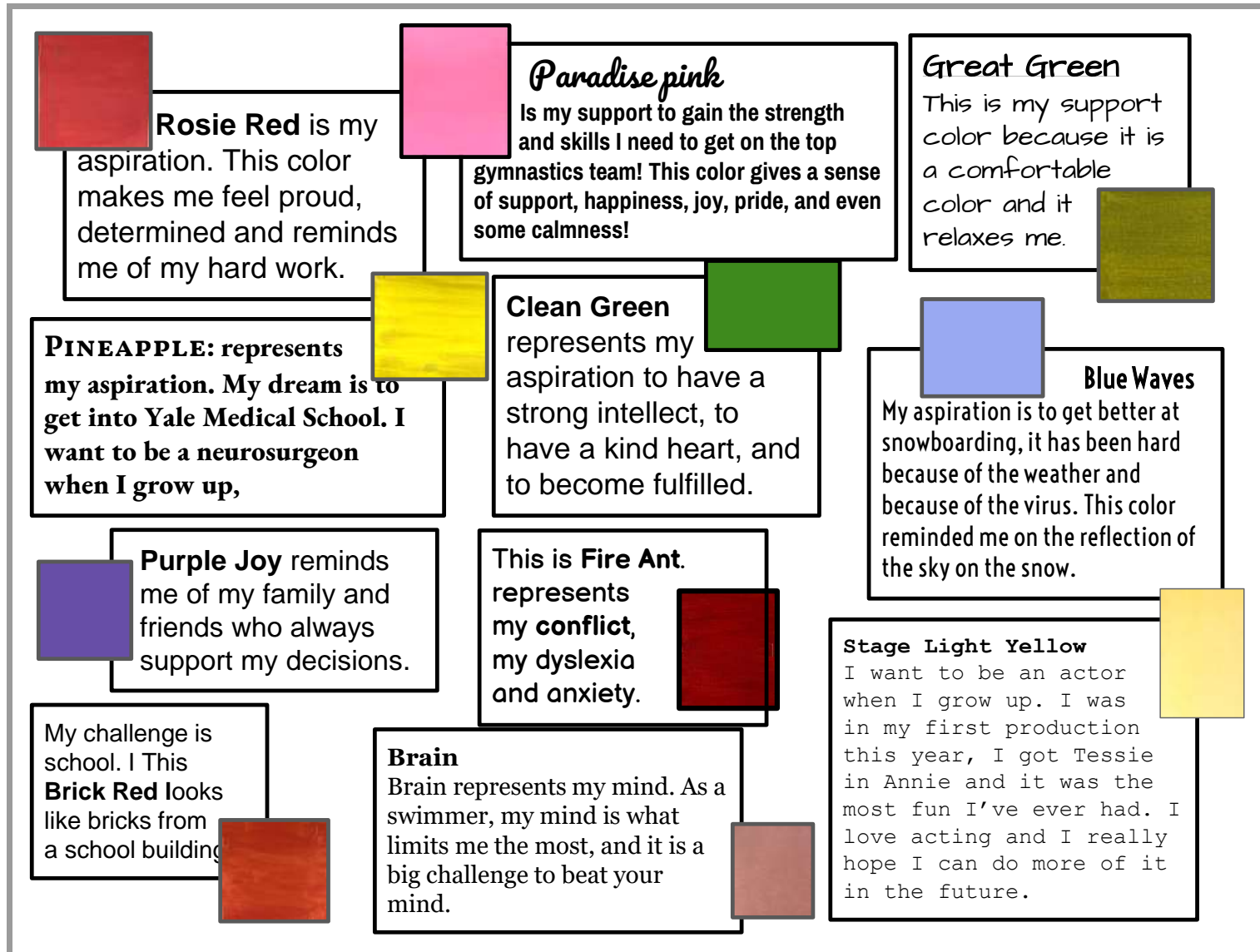


SUPPORT



CHALLENGE





ASPIRATION



Success Teal

This color gives me a sense of completion and success. It's a hard-working color, which gives me some form of determination and knowing what to do . It's loyal, calm and quiet.

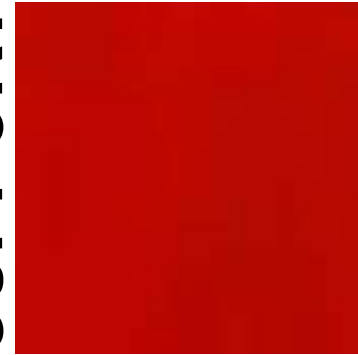
Doubt Dark Blue

I made my challenge this color because it gives me a feeling of doubt, and unsettling emotions, like I don't know something, and I should. Dark blue also represents deep dark waters.

CHALLENGE



SUPPORT



Explosion Orange

This color is bright and noticeable. Orange is a loud color. You can always see orange among other colors. It's a bit too loud, so it comes of a bit rude, like my support. If you were to turn orange into a person, you would probably get a loud funny person with a big ego. This is just like my support, or my brother. Also, orange is his one of his favorite colors, so it reflects him.



Chaotic Battle of the Mind 2021

Acrylic Paint

Satisfaction Teal covers the battle field, wounded by ***Doubt Dark Blue***. Meanwhile, ***Doubt Dark Blue*** circles ***Explosion Orange*** to fight, as ***Satisfaction Teal*** watches in the background, unable to cross. This painting represents that I can't cross doubt and I fear to fail and mess up. I have my brother to shut down those feelings, which is why I portrayed him almost like a Sun, shining though the battle.



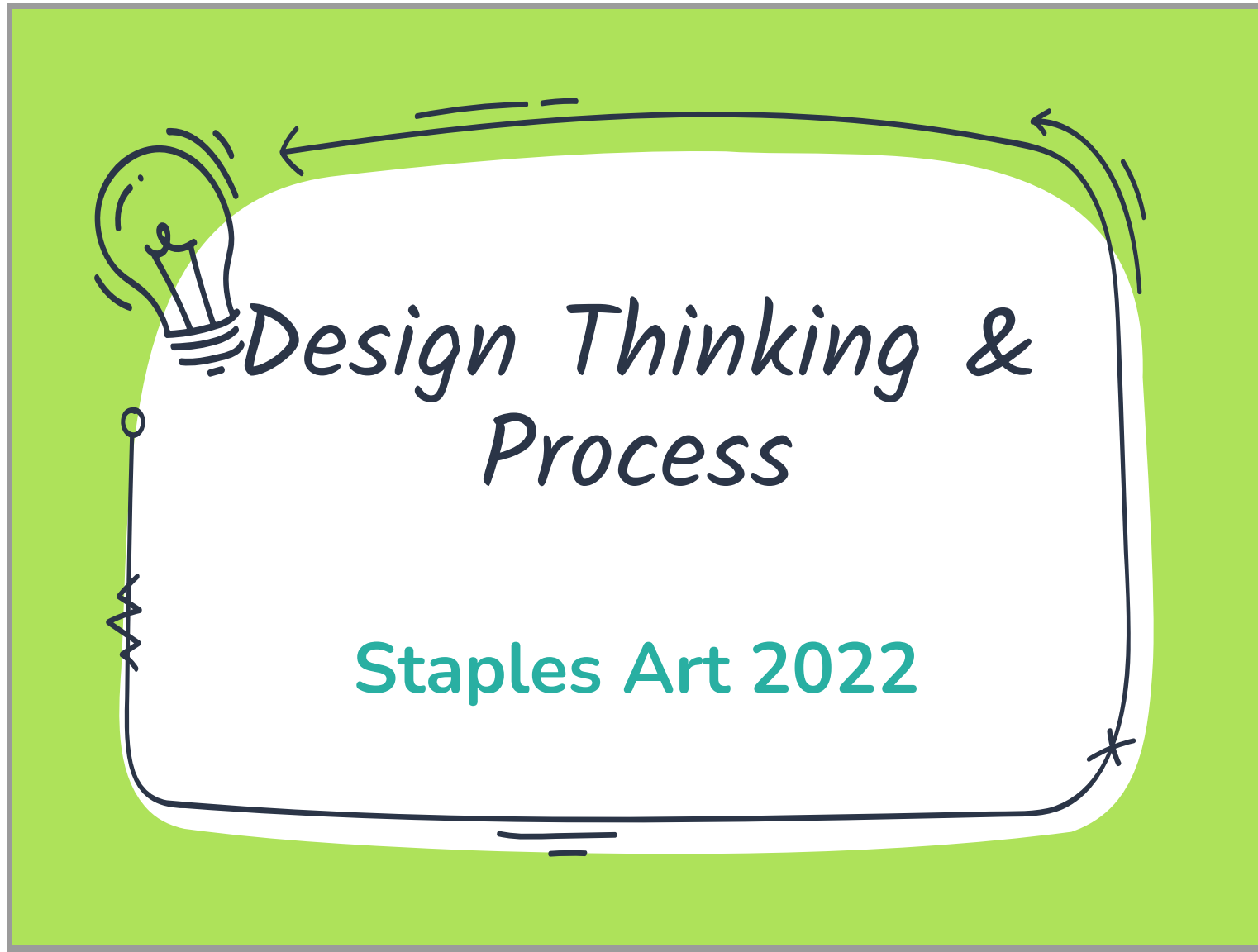
Island of Prevalence 2021

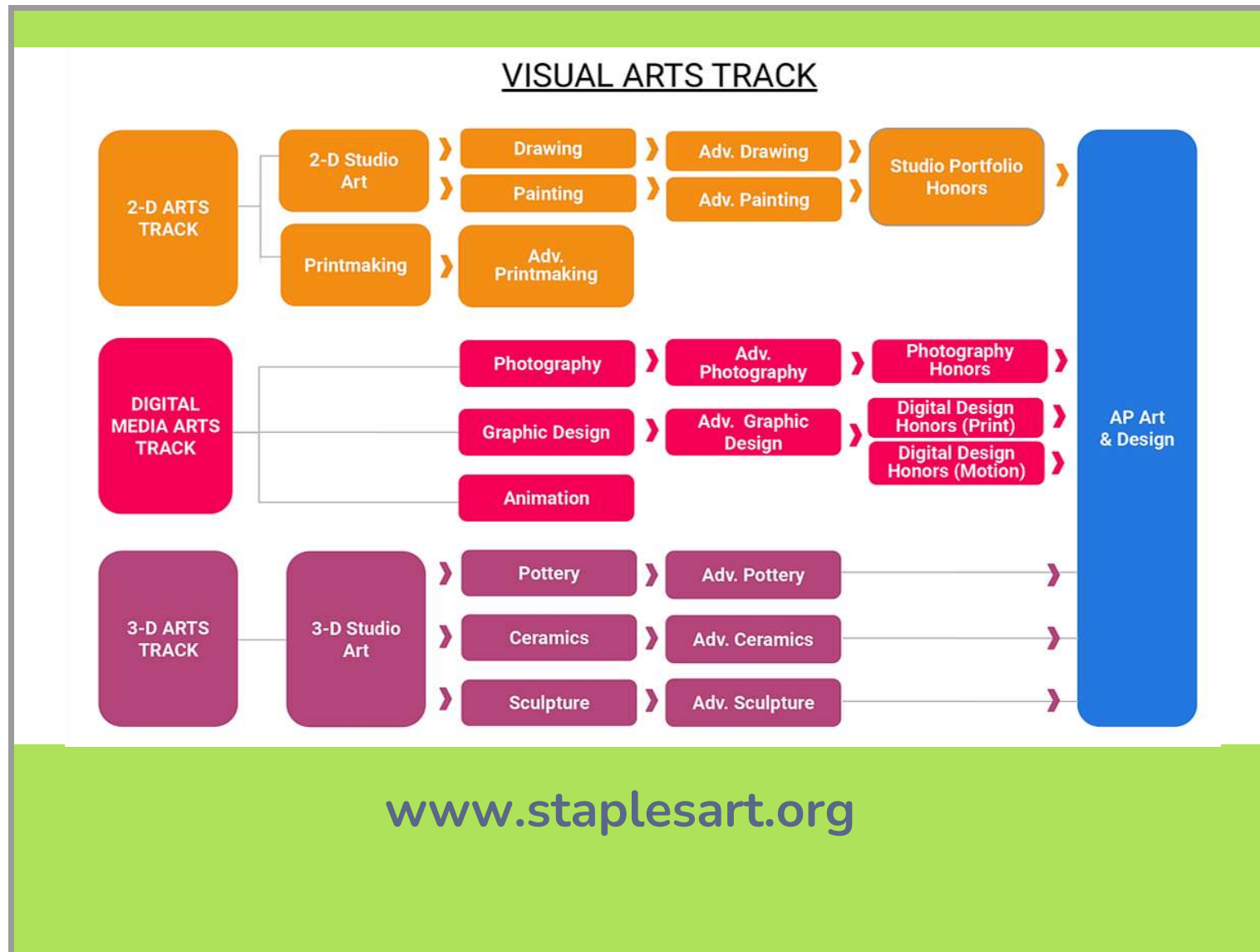
Acrylic paint

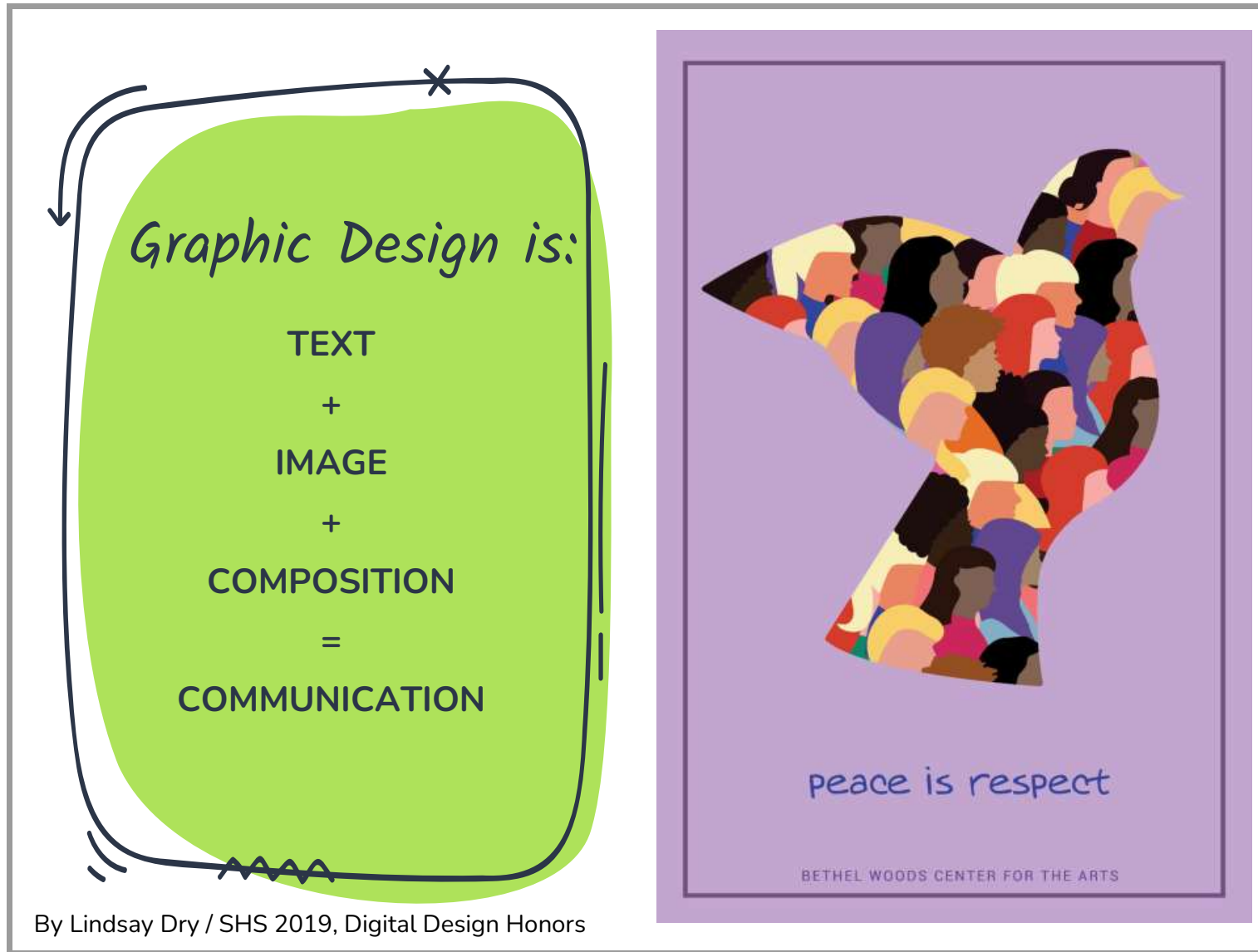
Satisfaction Teal has prevailed in its battle against ***Doubt Dark Blue***, yet it still remains on the borders of the land. Popping in at random times is ***Explosion Orange*** who likes to see how things are going. This painting represents how I could prevail against laziness and doubt, but no matter what, It would still be there. It also shows how my brother just pops out of nowhere just to see how things are going.

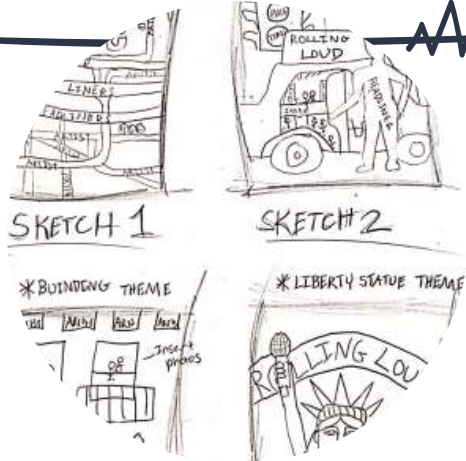
Our art curriculum is a living document, responding to the increasing complexity of middle school life. We design opportunities for self-discovery. Through play and experimentation they gain a sense of confidence. Students develop new ways of seeing in our studio setting. As they experiment with new materials and techniques they uncover their talents and learn to communicate through a visual language.











DESIGN PRINCIPLES

Composition Principles

Elements of Art - Line, Shape, Color, Form, etc

Typography

16




CRAFTSMANSHIP

Software Skills

Drawing Skills

Photography Skills

17



EXPRESSION

Applying the design principles, text, and image
to communicate a message or express an idea

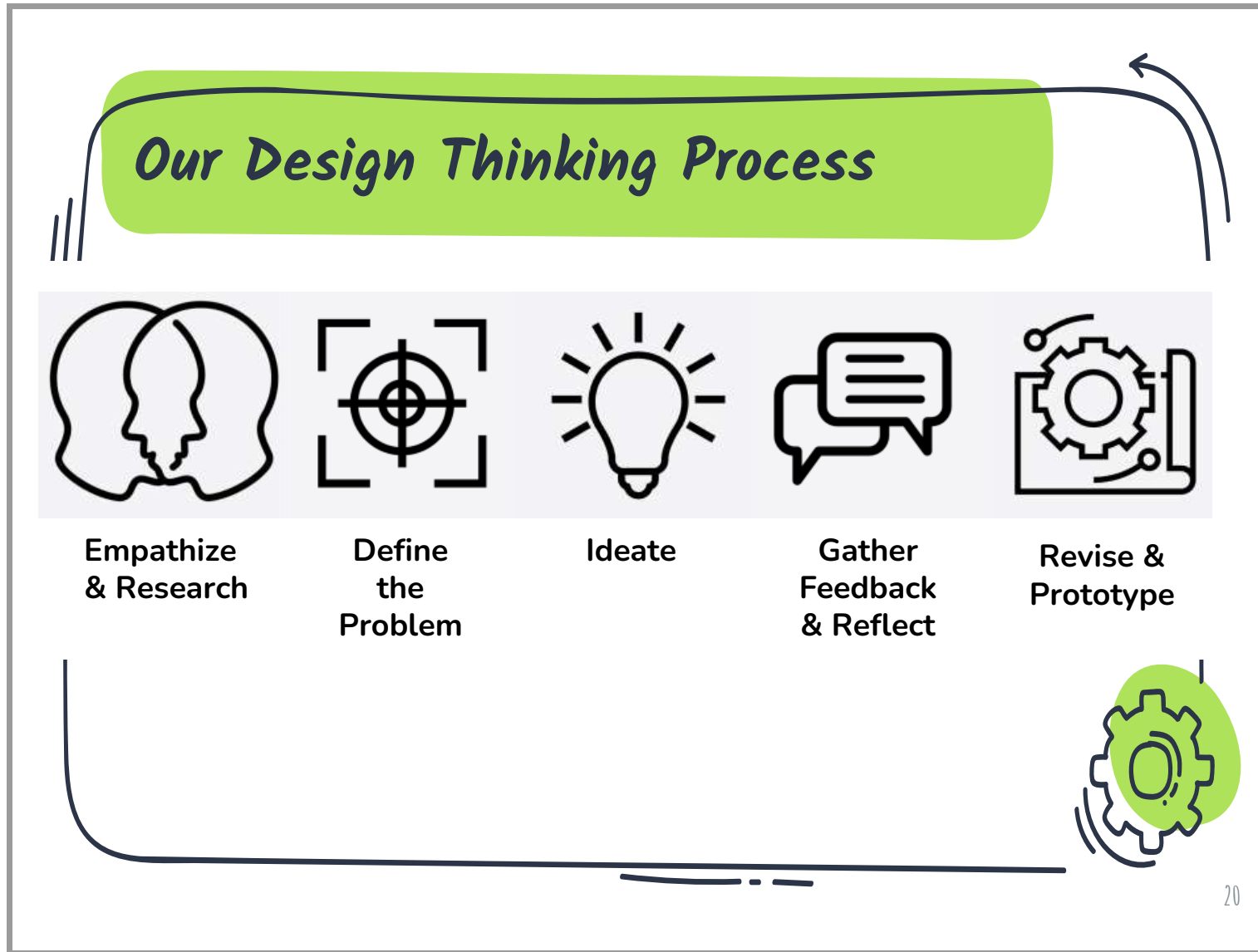
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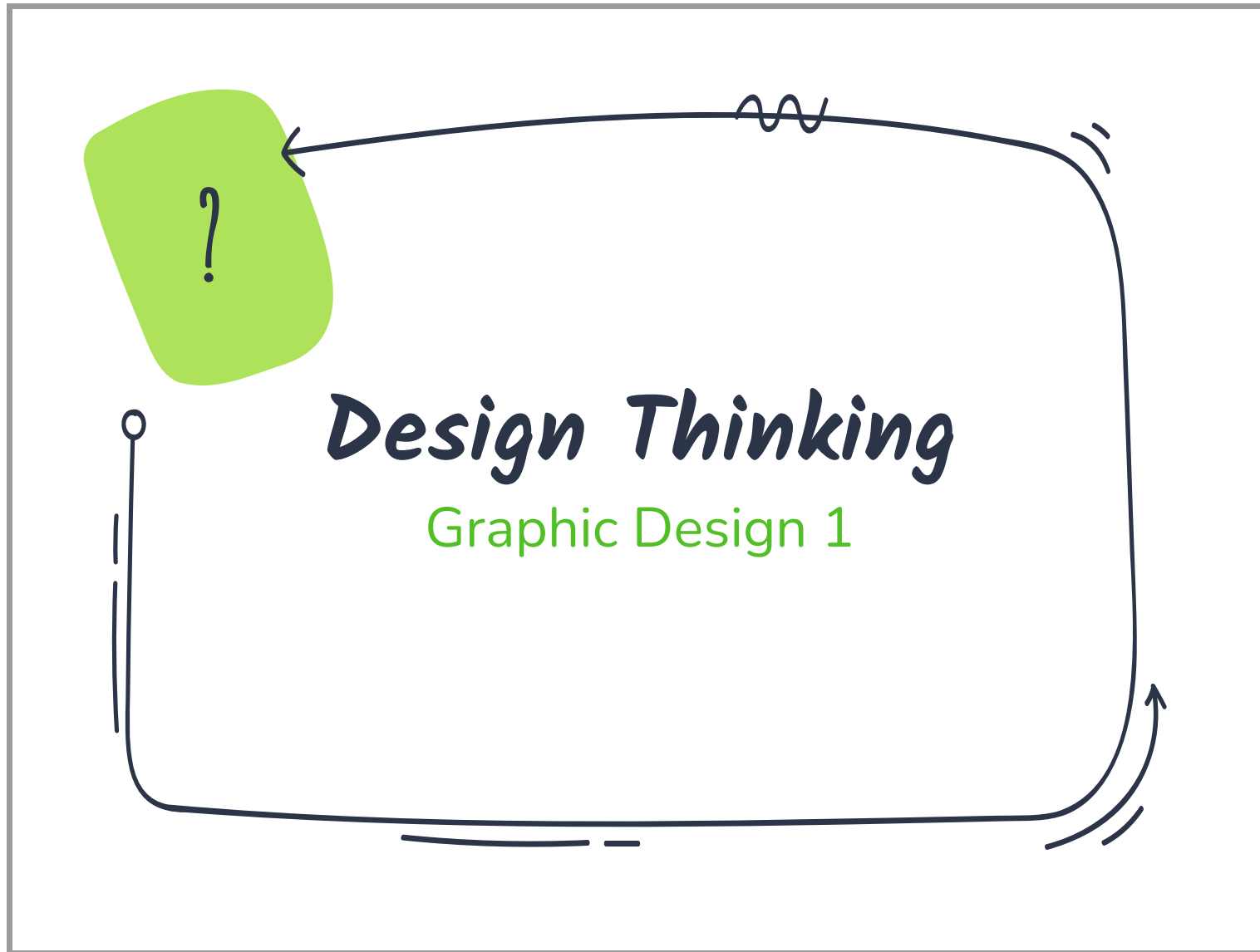


PROCESS & REFLECTION

Addressing a problem through ideation,
reflection, feedback and revision

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The Challenge

Design a one color symbol
that reflects something
personal about you.





Define the Problem

- Design will be created in **Adobe Illustrator**
- Design will be only **vector** shapes - no images
- Design will be created with **pen** or **curvature** pen, **text, shape or line** tools.
- **2 color** design. Black & white are colors. No gradients or patterns.
- Principles of **Balance, Unity and Shape/Space** relationships should be evident.
- All **original** work. No existing logos should be used.

SHAPE

Shape is a self contained defined area of geometric or organic form.

When positive shapes are combined, negative space is created.



Unity

is seen in a design when all the parts equal a whole.

X Your work should not appear disjointed or confusing.

How did the designer create unity in this design?



Balance

Balance is arranging elements so that no one part of a work overpowers, or seems heavier than any other part.

Two different kinds of balance are symmetrical and asymmetrical.

How did the designer create balance in this design?

What type of balance is seen here?





Empathize & Research

CONCEPT BRAINSTORMING (15% of project grade)

Complete this worksheet to help you develop a concept for your symbol design.

Adjectives that describe my personality:

Things that I enjoy doing, things I am good at:

Things that are important to me, my family, my personal history:

Goals, ambitions, future plans:

Any numbers, letters, special characters that are important/symbolic:

SKETCHES:

Create 3 MINIMUM design sketches for review (more may be necessary)

Ideate

①

bat wing
yin-yang

wanted to show my love of bats and how everything has a good side and a bad side (in the shape of my name)

①

②

swimming colors
hearts
signature
kinda cringy

going to look way better if I end up choosing this

③

paintbrush
bat wing

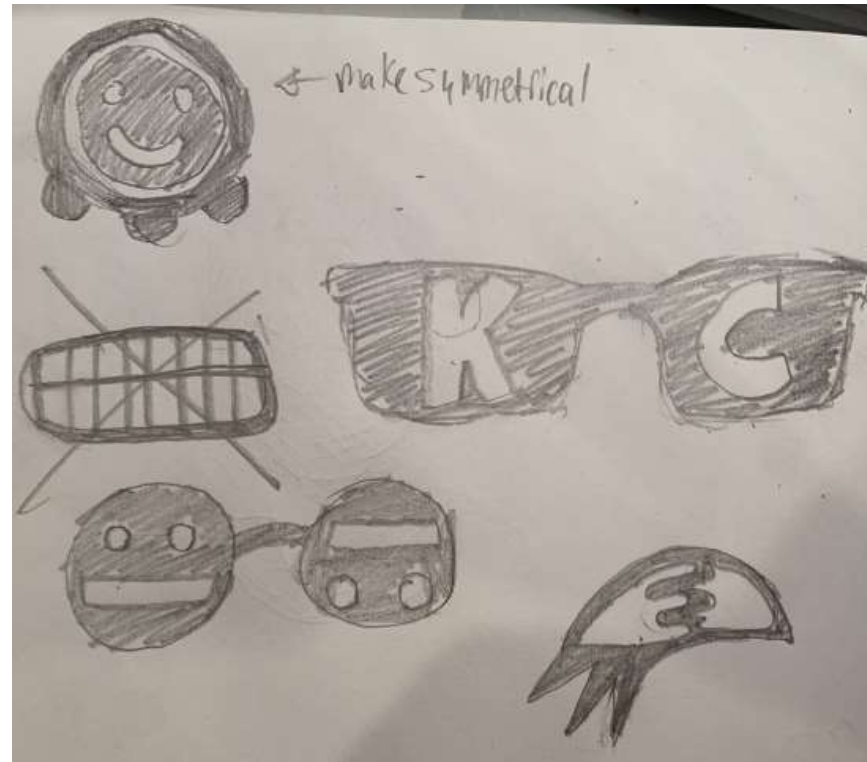
least favorite but could possibly change


paintbrush for my art and another version of yin-yang

②

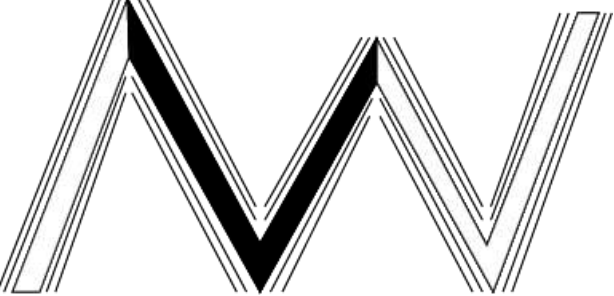





Ideate





**Gather Feedback
& Reflect**

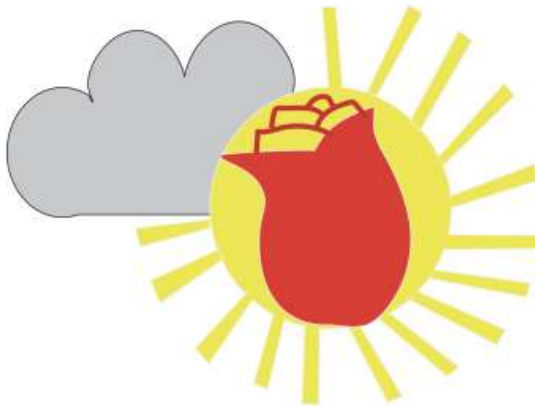


In progress sharing activities include:

- Gallery walk with post it comments
- Shared Google Slideshow
- Turn and talk
- Full class critique



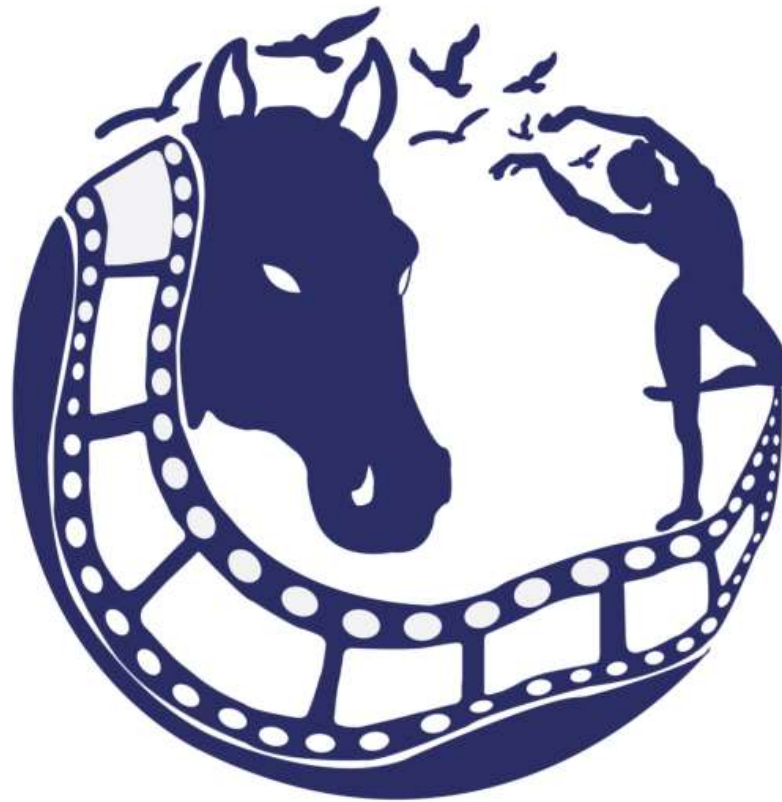
**Revise &
Prototype**



**First and second draft
after one round of peer
feedback and one revision**



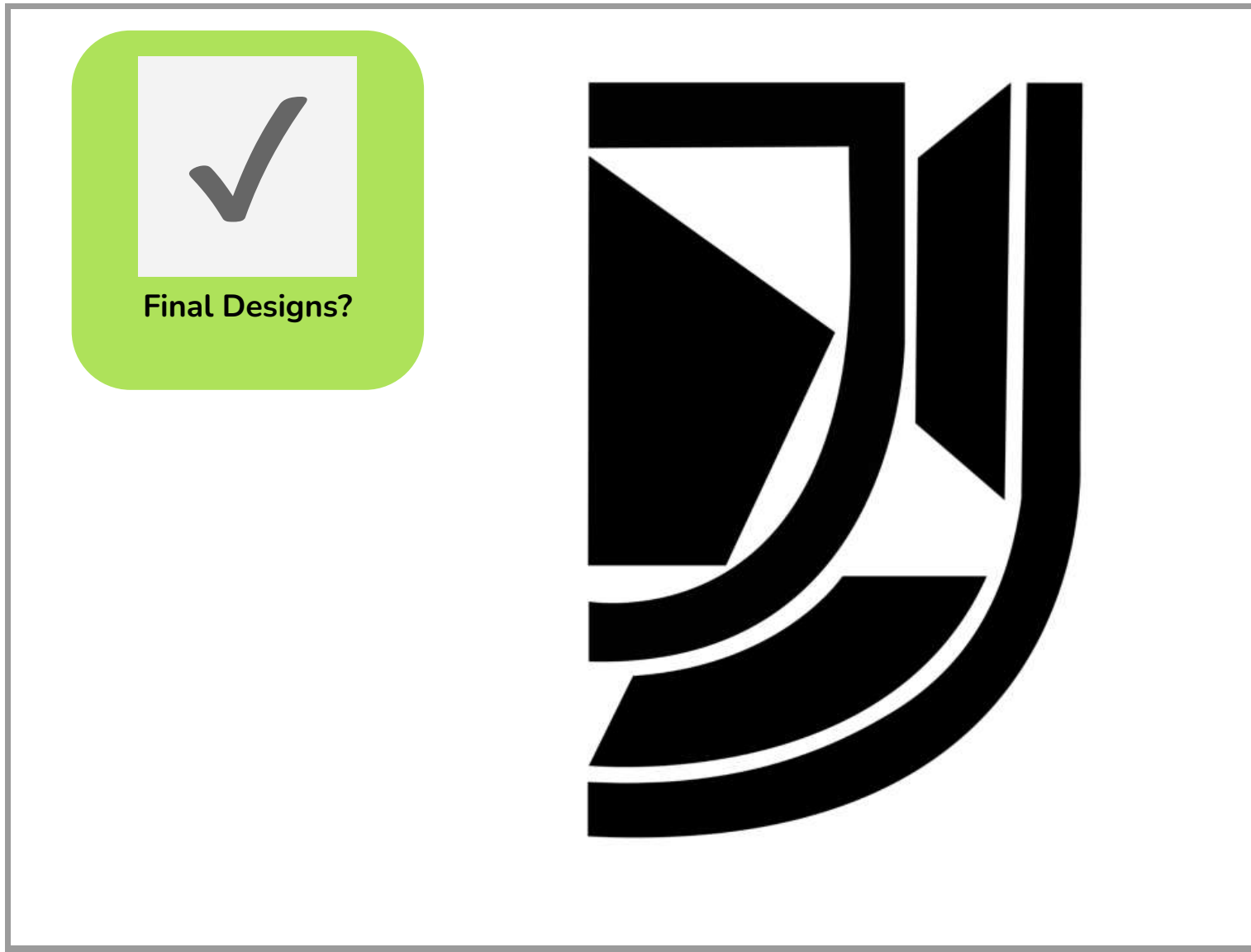
Final Designs?

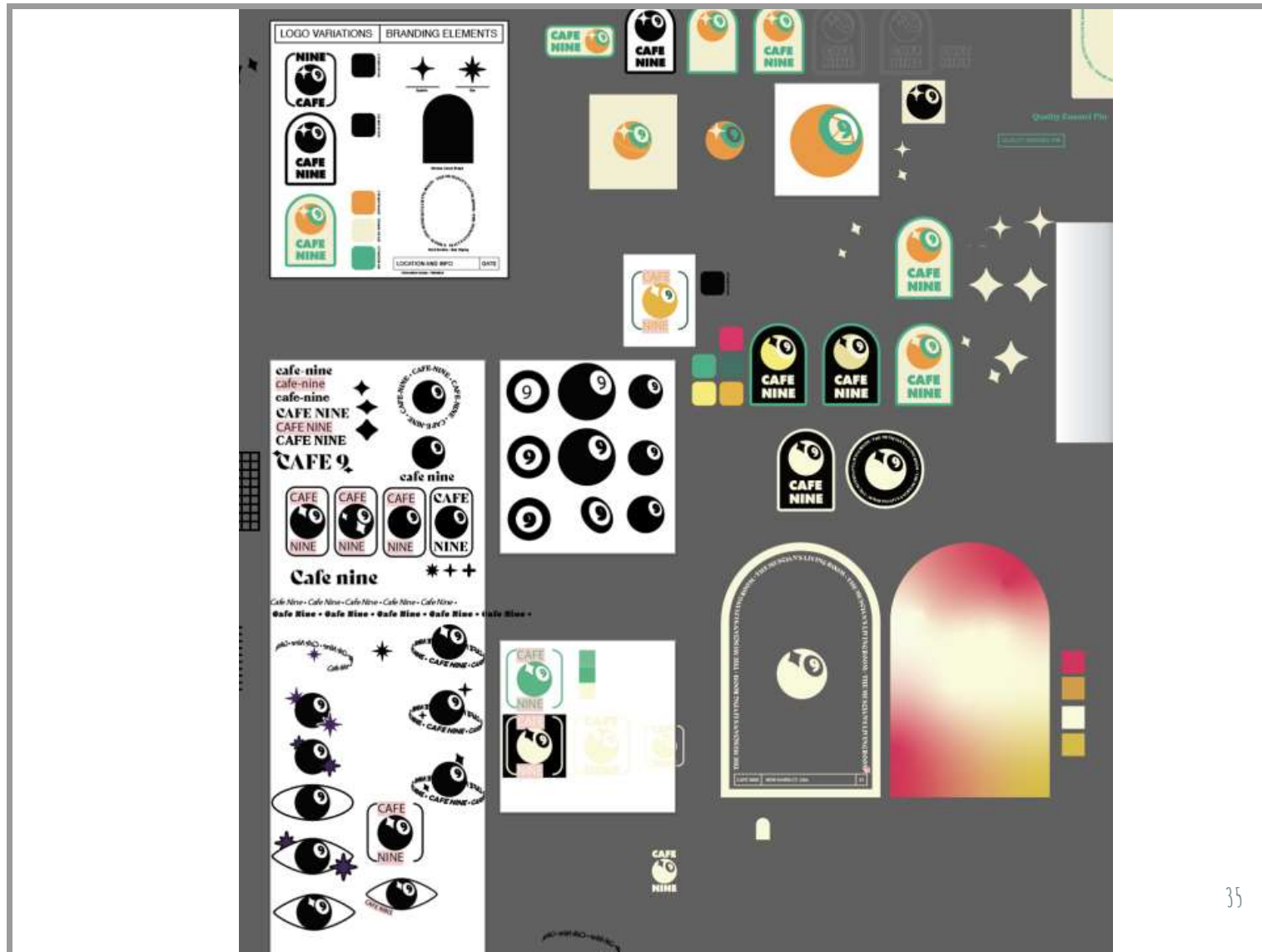




Final Designs?







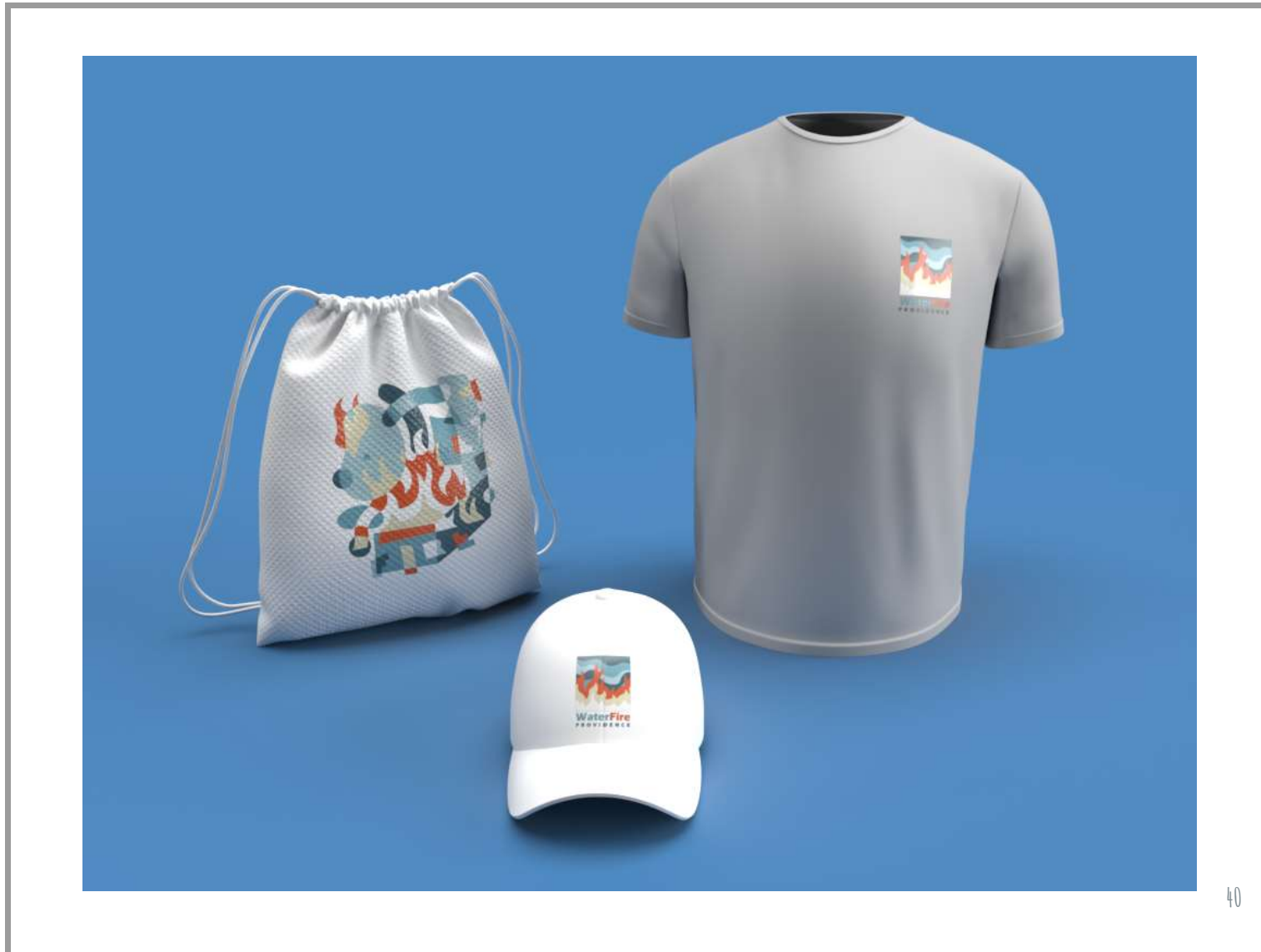




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Working towards a School Sensory Lifestyle

Addressing Needs Created by the Pandemic

A proposal to the BOE on behalf of CES, LLS and SES

What Our Students Need Socially, Emotionally & Physically

The pandemic has presented us with a challenging situation regarding our student's abilities to self regulate. Over the past two years, we have seen them demonstrate marked social and emotional difficulties. These issues have resulted in students having trouble sitting, attending, and meaningfully participating in school. Across all grade levels, students are requiring more movement throughout the school day to help them regulate.

We know that movement provides an important outlet to students for releasing stress and optimizing their arousal levels. It also supplies necessary sensory feedback which has a grounding effect on students' nervous systems. This has been proven by extensive research and become common knowledge in the educational field.

At the elementary schools, we have tried to meet this demand by instituting two recesses, regularly integrating movement breaks into the classroom, and utilizing the flexible seating options we currently have.

School Sensory Lifestyle (SSL)

The *School Sensory Lifestyle* was born out of our obligation to support our students' movement needs while still meeting all of the academic and social-emotional requirements.

What is the *School Sensory Lifestyle*? It is a school environment that is accepting and supportive of individual student sensory differences and needs. Using the *SSL* will boost students' comfort levels and self esteem, while serving as a blueprint for improving attention in order to optimize meaningful school participation.

How can we achieve the *School Sensory Lifestyle*? Flexible seating is not a new initiative at the elementary schools. We been successfully using alternative seating (i.e. wobble stools, backjack chairs) for a few years. However, to achieve a true *SSL* we need to expand and enhance what we have.

Tools that Address Student Movement Needs in Class



Kinesthetic Collaborative Work Station- Engages a variety of larger muscle groups while promoting collaboration as students transition between active movements within a face-to-face workstation that gets ideas flowing. It includes 2 pedal stations, 2 stand & spin stations, and 2 elliptical stations.



Round Pedal Desk- Provides non-resistant low intensity movement for student's lower extremities while supporting proper posture. It also optimizes blood flow and oxygen to the brain. Pedal desks are equipment backed by the Action Based Learning program.

Tools that Address Student Movement Needs in Class



Wiggle Wobble Feet - Provide a variety of movement: up and down, front to back, and side to side. These are good adaptations for current classroom chairs. They are especially beneficial for students that need movement and the postural support a chair provides. It has been trialed at SES this year with outstanding student and teacher feedback.



Wobble Stools - Allow the opportunity for a variety of movement: side to side, front to back, and clockwise to counterclockwise. These are used at many of our Els now and have proven to be consistently successful. Currently, our supply does not match the demand.



Active Chairs - Provide postural support and the ability to rock. These are great for our students who have difficulty sitting on the floor for circle or rug time. We are currently using a cloth floor chair that is difficult to clean and breaks often. These chairs are easy to wipe clean and can be stored by stacking them.

Tools that Address Student Movement Needs in Class



Adjustable Tabletop Desk - Allow students to stand and learn at a customized height. The portable work surface provides ample space and fits on most standard size desk surfaces. It can also be used as a sturdy work surface while seated on the floor to provide students to flexibly choose an optimal work space.



Bouncy Fidget Bands - Bounce away excess energy with elevated bands that easily attach to the legs of chairs or desks. Whisper-quiet bouncing is non-disruptive, increases time on-task, and makes learning fun! Durable bands are easy to install as they simply slide over the leg of a desk or chair—adjust height by moving up or down on the leg.



FitDesk Under Desk Cycles- Allow students to pedal away using existing furniture. Can be moved easily to be shared in a classroom.

Tools that Address Student Sensory Needs in Class



Weighted Lap pads- help to provide students with calming, proprioceptive input. This can lead to increased engagement and focus.



Cube seats- can be used as a chair with either a 6" high seat or 9" high seat. Can also be flipped over to be used as a table or a seat for adults. Provides an organized play & work space for young children, helps children to maintain a greater attention span.



Footfidget Standing Desk Conversion kits- Turn standard desks into Provides gentle resistive movement (Proprioceptive input) to improve Cognitive Function-including improved focus, memory, and attention! Expels excess frigidty energy to improve ability to attend in class.

Tools that Address Student Sensory Needs in Class



A **Time Inn**- Special location in a small area of the classroom where students can take a break in a space promoting relaxation and a sense of calm. Curtains provide reduced visual input. Pillows and bean bags provide full body support and additional pressure feedback. Noise cancelling headphones allow for reduced sound. Fidgets give additional tactile and visual sensory input to promote an optimal arousal state.



We trialed a **Time Inn** at SES and found that students successfully utilize the space for several minutes and then transitioned back to their seats more relaxed and ready to attend. In our **SSL** proposal, we would like to expand the **Time Inns** to more classrooms.

Tools that Address Student Sensory Needs at Recess



Spica Spinner - Agility, balance and coordination are intensively trained as the Spica invites different body positions when spinning. The triangular shape of the seat allows room for up to three children, stimulating the social skills of cooperation and turn-taking.



Benches - The opportunity to rest in between play; talk, and gather together helps to meet student sensory needs. Much like the TIME INN, sometimes a moment of rest is what the body needs to help regulate.

Tools that Address Student Sensory Needs at Recess



Music Station- allow young students to make music and collaborate together, creating musical joy on the playground.

The **Tuned Drums** come as a set of five, all different sizes and sounds. The drums are played using the hands to create a tom-tom like sound, creating an exciting avenue for players to create their own music and produce a big, open, resonant sound. Drumming captures the heart of most who encounter it.



The **Serenade** offers users the ability to play songs using the color-coded chimes and songbook. Learn to play in two different ways - by color or by the annotated notes on the instrument and in the songbook. Read music without any prior knowledge and let the learning begin!

Tools that Address Student Sensory Needs at Recess



Proposal of Funds for Saugatuck

<u>Item:</u>	<u>Qty.</u>	<u>Cost</u>
Indoor Furniture:		
Kidsfit 6-Student Collaborative Standing Station	1	\$ 4,699.00
Kidsfit 6-Student Collaborative Sitting Station	1	\$ 4,699.00
Kidsfit Kinesthetic 2 Person Pedal Desk	1	\$ 2,392.00
Indoor Desk/Chair Accessories:		
Wiggle Wobble Chair Feet	200	\$ 4,248.00
18" Wobble Stools	10	\$1,240.00
FitDesk Under Desk Cycle	6	\$1,230.80
ShiftEd Active Seats (for floor)	60	\$4,020.80
Foot Fidget Standing Desk Conversion Kit	6	\$ 779.64
Jellyfish Ball Chairs	6	\$ 950.88
Other Indoor Sensory Equipment:		
Bean Bag Chairs	12	\$1,394.52
Noise Canceling Headphones	36	\$ 539.82
Total Requested for Indoor Sensory Equipment:		\$26,194.46
Outdoor Sensory Equipment:		
Spica	1	\$ 2,097.00
Benches	5	\$ 5,895.00
Serenade & Drums	1	\$ 9,437.30
Sitework, Installation & Freight	1	\$ 8,569.25
Total Requested for Outdoor Sensory Equipment:		\$25,998.55

**Total Requested
Funds for Indoor
and Outdoor
Sensory
Equipment
\$52,193.01**

Proposal of Funds for Long Lots

<u>Item:</u>	<u>Qty.</u>	<u>Cost</u>
Furniture:		
Kidsfit Kinesthetic Classroom Pedal Desks	9	\$11,572.47
TiltED Plus Active Seats	24	\$ 1,867.32
ShiftED Active Seats	12	\$ 840.06
Versatile Therapy Cube Chairs	20	\$ 2,339.53
Wobble Stools	8	\$ 627.78
Switch Sit or Stand Desk with Fidget Pedal	10	\$ 3,570.29
Desk/Chair Accessories:		
Bouncy Band Desk/Chair Bands	62	\$ 2,373.52
Wobble Wobble Chair Feet	80	\$ 2,339.06
Kore Floor Wobbler	8	\$ 352.00
SmartStudy Adjustable Tabletop Desks	61	\$11,776.05
The Surf Portable Lap Desk	26	\$ 995.54
Antimicrobial Floor Cushions	12	\$ 557.76
Other Sensory Equipment:		
Noise Canceling Headphones	36	\$ 539.82
Wipe-Clean Lap Pads	11	\$ 737.00
Total Cost		\$40,488.21

Proposal of Funds for Coleytown

Item	Quantity	Price	Total Cost
Tipi Carousel (K-2)	1	\$5,004.00	\$5,004.00
Mars Supernova (3-5)	1	\$8,307.00	\$8,307.00
Cocowave Pendulum Swing (3-5)	1	\$13,617.00	\$13,617.00
SubTotal Products			\$21,924.00
SubTotal Sitework			\$9,761.25
Subtotal Surfacing			\$2,589.30
Subtotal Installation			\$16,336.29
Subtotal Freight			\$2,016.91
Final Total			\$52,627.75



Greens Farms Elementary School Outdoor Learning Space May 2, 2022



The Benefits of Outdoor Learning

- To increase the **quantity** and **quality** of outdoor experiences for children.
- Learning takes place outdoors that doesn't occur indoors.
- Outdoor environments should be as richly and thoughtfully equipped as indoor environments.
- Supports the development of healthy and active lifestyles by offering children opportunities for **physical activity**, **freedom** and **movement**.



Prime Location

The Greens Farms Garden is...

Adjacent to the K-1 wing, LMC & the playground

Located right outside two Intensive Resource classrooms

Very Secure Space - Enclosed with a fence



History

GFS garden

Garden Rehab - Fall 2021- PTA & Parent Volunteers

Science Lab/Coach Phaedra Taft

Composting

Lunch area for the staff

Recess zone during the 2020-2021 school year



School Use

- K-5 Classrooms
- Extended School Year (ESY)
- Green Student Leadership Club
- PTA Meetings
- Faculty Meetings
- After school activities i.e. Girl Scouts
- Staff Lunches
- IR Classrooms
- Science Lab
- Specials - Art, Music, Spanish & Library Media
- School Events - Back to School Party & the Moving Up Ceremony reception
- Summer Discovery Camp



Structure

- *20' X 16' hexagon*
- *Flat benches - 20 + students*
- *Yellow pressure treated pine frame*
- *Trex composite decking*
- *Galvanized hardware*
- *20 year lifespan*



since 1974
www.environmentdesign.com

Gazebos

Specifications
Trex Composite Decking
Pressure treated yellow pine frame.
Galvanized Hardware and connectors

20' and 16' Dia. Gazebo: trex composite multi layer roof



12' Dia. Gazebo: trex composite multi layer roof



Environment Design Inc: 45 Kenmore Ln, Milford, Ct. 06460 Contact # 203 376 2108

Pricing

20' X 16' diameter hexagon shade pavilion and fan shade roof - **\$16,000**

Flanking flat benches - **\$1,200**

Wood Deck - **\$5,400**

Installation (On site for 7 days) **\$5,000**

TOTAL: \$27,600



EXAMPLES OF WHAT COULD BE ADDED DOWN THE ROAD



Timeline

- Approval of the ARPA request of \$27,600 by the BOE & BOF
- Permit Approval
- Coordination with the Director of Facilities
- Built on site by *Environment Design of Milford (Est. 1974)*
- Installation - Summer 2022 (7 days)
- Grand opening at the *Back to School Party* - September

Questions?



Kings Highway Elementary School Outdoor Learning Space

April 25, 2022

Proposal to BOE for ARPA Funding



Kings Highway School's Hope

A multifunctional space for the Westport & the KHS community to utilize for lessons, meetings, gatherings, and activities for years to come!

- During the school year, this space can serve as an outside classroom in a quiet and safe location.
 - Also to be used as a location for staff or PTA meetings, lunches, and individual or small group student time.
 - In addition to this being a learning space, it would offer a coverage for drop off and pickup.
 - Possible future garden or composting club
- During the summer, this space can be used by summer camp programs for learning or play

Pros of Outdoor Learning Spaces

There have been several studies of outdoor learning spaces for children at the elementary level with benefits.

- Setting for all subjects
- Reduced symptoms of ADHD
- Higher Grade Point Averages
- Decreased behavior issues
- Improved test scores
- Development of creativity and problem solving skills
- Opportunities for kinesthetic learning

*Substantiation available

Location

Utilize the space located in the back parking area of KHS where drop off / pickup is currently being held





*Note: when school is not in session all learning materials to be stored in shed

Proposed Structure: Hipped Shade Pavilion



Dimensions

Length: 30 feet

Width: 40 Feet

Height: 12 feet

- Shade fabric is high-density polyethelene cloth to provide hail protection, 80% shade & 90% UV protection
- Shade fabric is knitted with a lockstitch in two directions for strength, and the panels are sewn together using a GORE® TENARA® expanded PTFE thread.
- Fabric carries a 10-year limited manufacturer's warranty from the date of installation against failure from significant fading, deterioration, breakdown, mildew, outdoor heat, cold, or discoloration
- The life expectancy of fabrics is up to 12 years
- Withstands 90mph winds and 5 PSF snow load, also removable with quick release option
- In ground mount, rebar and steel in the ground to secure poles
- Sealed and signed drawing/plan for permitting & approvals
- Installation provided by manufacturer recommended company with lead time of 12-14 weeks

Proposed Structure Quote: Hipped Shade Pavilion

40'L x 30'W x 12'H

- Note, quote received from Willy Goat Equipment on 4/5
 - Standard installation \$16,682.00
 - Structure \$15,500.99
 - Anchor Bolts & Plates \$400
 - Engineered & Sealed Drawings \$875
 - Quick Release \$580
 - Discount through 5/15 (\$900)
 - Sub Total \$33,137.99
 - Shipping \$4,000
 - **Grand Total \$37,137.99**

*Installation instructions available

Proposed Flooring

To Be Determined based on town ordinance

Est Cost: \$5,000.00

Proposed Interior Elements: Teacher Survey Results



- Space for 2-3 classes
- Flexible seating
- Outdoor Library: \$399.99
- Solar System / Sun Dial \$459.99
- Green House: \$498.79
- Night Animal Camera: \$301.99
- Projector: \$1,121.87
- Whiteboards/Rolling Easel: \$299.99
- Giant Alphabet Letters \$125.00
- Rolling Magnetic Board \$1,250.00
- Sensory Station: \$1,550.00
- Outdoor Art Station: \$269.99

Proposed Storage

Storage for Teacher & Student Supplies

- Water & UV Resistant
 - 6ft x 8ft

Cost: \$1659.21



KHS OLS Budget Breakdown

All Materials

Overhead Structure & Coverage:	\$38,148.99
Flooring:	
\$5,000.00	
Learning Supplies:	\$6,277.61
Storage:	
\$1659.21	
Seating:	
\$3,500.00	
Grand Total:	
\$54,585.81	

ARPA Request

Overhead Structure & Coverage:	\$38,148.99
Flooring:	
\$5,000.00	

Timing & Next Steps

- If ARPA funding is awarded, we can move ahead with plans for permits and approvals. (Permit cost covered by KHS PTA)
- Given site preparation time and fabrication/shipping, lead time will be 3-4 months.
- Goal is a late summer install to surprise families at the return to school for the 2022/23 year.



WESTPORT PUBLIC SCHOOLS

MICHAEL RIZZO

Assistant Superintendent for Pupil Personnel Services

110 Myrtle Avenue
Westport, Connecticut 06880
Telephone: (203)341-1250
Fax: (203) 341-1295
mrizzo@westportps.org

To: Mr. Scarice, Superintendent of Schools
From: Dr. Babich, Dr. Buono, Mr. Rizzo
Re: School Climate Survey
Date: May 2, 2022

In response to the Board of Education's questions regarding the addition of free response questions to the School Climate survey proposed on April 25, 2022, we are recommending the following questions be included in our survey:

Students:

- What are two things that this school could do to improve? Please be as specific as possible.
- What are two things that this school does well that it should continue to do? Please be as specific as possible.

Staff:

- What are the most positive aspects of working at your school?
- If you could change anything about working at your school, what would you change?

Families:

- What 1-2 steps could your school take to improve the social climate of the school for students?

This recommendation considers the research based nature of the previously presented survey questions, is made after speaking with Panorama representatives and after a review of the possible free-response questions provided by Panorama. The recommendation is guided by the premise that that we want this survey to provide as much opportunity as possible for all constituents to share their experiences related to school climate.



Panorama Teacher/Staff Survey

Topics and Questions



Topic: Belonging

- How well do your colleagues at school understand you as a person?
- How connected do you feel to other adults at your school?
- How much respect do colleagues in your school show you?
- How much do you matter to others at your school?
- Overall, how much do you feel like you belong at your school?



Topic: School Climate

- On most days, how enthusiastic are the students about being at school?
- To what extent are teachers trusted to teach in the way they think is best?
- How positive are the attitudes of your colleagues?
- How supportive are students in their interactions with each other?
- How respectful are the relationships between teachers and students?
- How optimistic are you that your school will improve in the future?
- How often do you see students helping each other without being prompted?
- When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?
- Overall, how positive is the working environment at your school?



Topic: Student Grit

- If your students have a problem while working towards an important goal, how well can they keep working?
- How often do your students stay focused on the same goal for several months at a time?
- Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?
- When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?
- If your students fail to reach an important goal, how likely are they to try again?



Topic: Well-Being

- During the past week, how often did you feel _____ at work?
 - Engaged
 - Excited
 - Exhausted
 - Frustrated
 - Happy
 - Hopeful
 - Overwhelmed
 - Safe
 - Stressed Out
 - Worried
- How effective do you feel at your job right now?
- How much does your work matter to you?
- How meaningful for you is the work that you do?
- Overall, how satisfied are you with your job right now?



Topic: Educating All Students

- How easy do you find interacting with students at your school who are from a different cultural background than your own?
- How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?
- How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?
- If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?
- How easy would it be for you to teach a class with groups of students from very different religions from each other?
- In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?
- How easily do you think you could make a particularly overweight student feel like a part of class?
- How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?
- When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?



Topic: School Leadership

- How clearly do your school leaders identify their goals for teachers?
- How positive is the tone that school leaders set for the culture of the school?
- How effectively do school leaders communicate important information to teachers?
- How knowledgeable are your school leaders about what is going on in teachers' classrooms?
- How responsive are school leaders to your feedback?
- For your school leaders, how important is teacher satisfaction?
- When the school makes important decisions, how much input do teachers have?
- How effective are the school leaders at developing rules for students that facilitate their learning?
- Overall, how positive is the influence of the school leaders on the quality of your teaching?



Panorama Family Survey

Topics and Questions



Topic: Family Engagement

- How often do you meet in person with teachers at your child's school?
- How involved have you been with a parent group(s) at your child's school?
- In the past year, how often have you visited your child's school?
- In the past year, how often have you discussed your child's school with other parents from the school?
- How involved have you been in fundraising efforts at your child's school?
- In the past year, how often have you helped out at your child's school?



Topic: School Climate

- To what extent do you think that children enjoy going to your child's school?
- How motivating are the classroom lessons at your child's school?
- How fair or unfair is the school's system of evaluating children?
- How much does the school value the diversity of children's backgrounds?
- How well do administrators at your child's school create a school environment that helps children learn?
- Overall, how much respect do you think the children at your child's school have for the staff?
- Overall, how much respect do you think the teachers at your child's school have for the children?



Topic: Grit

- If your child has a problem while working towards an important goal, how well can she/he keep working?
- How often does your child stay focused on the same goal for several months at a time?
- Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely is your child to continue to pursue one of his/her current goals?
- When your child is working on a project that matters a lot to him/her, how focused can he/she stay when there are lots of distractions?
- If your child fails to reach an important goal, how likely is she/he to try again?
- How likely is it that your child can motivate himself/ herself to do unpleasant tasks if it will help her/him accomplish his/her goals?



Topic: School Safety

- How often do you worry about violence at your child's school?
- If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?
- How likely is it that someone from your child's school will bully him/her online?
- Overall, how unsafe does your child feel at school?
- To what extent are drugs a problem at your child's school?



Panorama Student Survey

Topics and Questions



Topic: School Belonging

Grades: 3-5

- How well do people at your school understand you as a person?
- How much support do the adults at your school give you?
- How much respect do students at your school show you?
- Overall, how much do you feel like you belong at your school?

Grades: 6-12

- How well do people at your school understand you as a person?
- How connected do you feel to the adults at your school?
- How much respect do students in your school show you?
- How much do you matter to others at this school?
- Overall, how much do you feel like you belong at your school?



Topic: School Climate

Grades: 3-5

- How often do your teachers seem excited to be teaching your classes?
- How fair or unfair are the rules for the students at this school?
- How pleasant or unpleasant is the physical space at your school?
- How positive or negative is the energy of the school?
- At your school, how much does the behavior of other students hurt or help your learning?

Grades: 6-12

- How often do your teachers seem excited to be teaching your classes?
- How fair or unfair are the rules for the students at this school?
- How positive or negative is the energy of the school?
- At your school, how much does the behavior of other students hurt or help your learning?



Topic: Grit

Grades: 3-5

- How often do you stay focused on the same goal for more than 3 months at a time?
- If you fail at an important goal, how likely are you to try again?
- When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
- If you have a problem while working towards an important goal, how well can you keep working?

Grades: 6-12

- How often do you stay focused on the same goal for several months at a time?
- If you fail to reach an important goal, how likely are you to try again?
- When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
- If you have a problem while working towards an important goal, how well can you keep working?
- Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?



Topic: School Safety

Grades: 3-5

- How often are people disrespectful to others at your school?
- How likely is it that someone from your school will bully you online?
- How often do you worry about violence at your school?
- If a student is bullied in school, how difficult is it for him/her to get help from an adult?
- How often do students get into physical fights at your school?

Grades: 6-12

- How often are people disrespectful to others at your school?
- How likely is it that someone from your school will bully you online?
- How often do you worry about violence at your school?
- At your school, how unfairly do the adults treat the students?
- If a student is bullied in school, how difficult is it for him/her to get help from an adult?
- How often do students get into physical fights at your school?



Topic: School Engagement

Grades: 3-5

- How excited are you about going to your classes?
- How focused are you on the activities in your classes?
- In your classes, how excited are you to participate?
- When you are not in school, how often do you talk about ideas from your classes?
- How interested are you in your classes?

Grades: 6-12

- How excited are you about going to your classes?
- How often do you get so focused on activities in your classes that you lose track of time?
- In your classes, how eager are you to participate?
- When you are not in school, how often do you talk about ideas from your classes?
- Overall, how interested are you in your classes?



Topic: School-Teacher Relationships

Grades: 3-5

- How respectful are your teachers towards you?
- If you walked into class upset, how concerned would your teachers be?
- When your teachers ask, "How are you?", how often do you feel that your teachers really want to know your answer?
- How excited would you be to have your teachers again?

Grades: 6-12

- How many of your teachers are respectful towards you?
- If you walked into class upset, how many of your teachers would be concerned?
- If you came back to visit class three years from now, how many of your teachers would be excited to see you?
- When your teachers ask how you are doing, how many of them are really interested in your answer?
- How many of your teachers would you be excited to have again in the future?

School Climate Survey: Spring 2022

Anthony Buono, Mike Rizzo, Valerie Babich

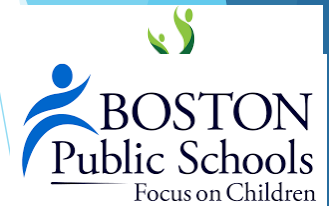
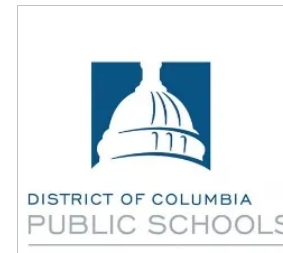
CT School Climate Survey requirements

- ▶ State law requires biennial school climate survey
- ▶ Comprehensive School Climate Inventory (CSCI) administered:
 - ▶ Fall 2012, Spring 2015, Spring 2018, was planned for Spring 2020
- ▶ Process for recommending Panorama



About Panorama

- A team of 400+ researchers, former educators, project managers, software engineers, professional learning facilitators and designers
- Passionate about providing tools for schools to access critical climate, SEL and MTSS data.
- Panorama serves over 15 million students - 11 state agencies and 1,500 school districts. (32 partners in CT)



Developing the Panorama Survey Suite



Hunter Gehlbach, Ph.D.



3. How excited would you be to have your teacher again?

Not at all
excited



Slightly excited



Somewhat excited



Quite excited



Extremely excited



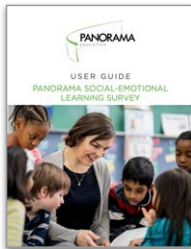
Clear

Measure Twice, Cut Down Error: A Process for Enhancing the Validity of Survey Scales

Hunter Gehlbach and Maureen E. Brinkworth
Harvard Graduate School of Education

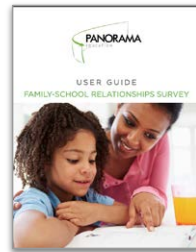
For years psychologists across many subfields have undertaken the formidable challenge of designing survey scales to assess attitudes, opinions, and behaviors. Correspondingly, scholars have written much to guide researchers in this undertaking. Yet, many new scales violate established best practices in survey design, suggesting the need for a new approach to designing surveys. This article presents 6 steps to facilitate the construction of questionnaire scales. Unlike previous processes, this one front loads input from other academics and potential respondents in the item-development and revision phase with the goal of achieving credibility across both populations. Specifically, the article describes how (a) a literature review and (b) focus group-interview data can be (c) synthesized into a comprehensive list to facilitate (d) the development of items. Next, survey designers can subject the items to (e) an expert review and (f) cognitive pretesting before executing a pilot test.

Westport's Panorama Survey



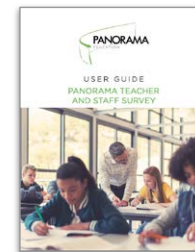
Student Survey

School Belonging
School Climate
Grit
School Safety
School Engagement
School-Teacher
Relationships



Parent Survey

Family Engagement
School Climate
Grit
School Safety



Teacher and Staff Survey

Belonging
School Climate
Student Grit
Well-Being
Educating All Students
School Leadership

Westport BOE Policy regarding Student Surveys

- ▶ Surveys require administrative approval
- ▶ Surveys will not be used in any identifying manner
- ▶ Online surveys require ample and adequate notice of at least two weeks
- ▶ Parents will be given a minimum of 10 school days to review the survey prior to administration
- ▶ Parents or eligible students will be provided an option to opt-out
- ▶ If possible, students should be given the option to take the survey using paper and pencil/pen
- ▶ Student surveys must have approval of Board of Education as to the content and purpose

Timeline and Survey Administration

- ▶ Notify parents about the survey: May 16th
- ▶ Provide option for paper survey and opt-out on May 16th
- ▶ Open 2 week Survey Window: May 30th to June 10th
 - ▶ Students in grades 3-12
 - ▶ All staff and all parents (K-12)
- ▶ Expected survey results: Week of June 24th
- ▶ Present district survey results to BOE in early Fall 2022
- ▶ Provide professional development on data inquiry and action planning early Fall 2022



WESTPORT PUBLIC SCHOOLS 2023-2024 SCHOOL CALENDAR

DRAFT

- School in Session
- Teacher Professional Development
- Snow Dates

KEY DATES

Aug 24-25, 28	Professional Development
Aug 29	First Day of School
Sept 4	Labor Day
Sept 16	Rosh Hashanah
Sept 25	Yom Kippur
Oct 11	Early Release/Professional Development
Nov 7	Election Day – Professional Development
Nov 22	Early Dismissal
Nov 23-24	Thanksgiving Recess
Dec 25-Jan 1	Winter Recess
Jan 15	Martin Luther King Jr. Day
Feb 19	Presidents' Day
Feb 19-23	February Recess
Feb 26	Professional Development
March 20	Early Release/Professional Development
Mar 29	Good Friday
April 14-18	Spring Recess
May 27	Memorial Day
June 12	Last Day of School/Graduation (Early Release)

Students: 182 days

Teachers: 187 days

There are 5 snow days built into the calendar. If there are no snow days students' last day will be June 12. In the event that additional make-up days are needed, District schools will use, in the following order: Monday, April 15; Tuesday, April 16; Wednesday, April 17; Thursday, April 18; Friday, April 19.

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						