

September 23, 2013

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

6:00 pm, Staples High School, Room 1025C, Principal's Conference Room

ANTICIPATED EXECUTIVE SESSION: School Security Matters

RESUME PUBLIC SESSION

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: August 19, 2013 and September 16, 2013

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

INFORMATION:

- | | | |
|--|---------|---------------|
| 1. ATLAS: Technology to Facilitate Curriculum Management | (Encl.) | Ms. Comm |
| (10 minutes) | | Ms. Gilcrest |
| | | Ms. Ambrosio |
| | | Ms. Carrignan |

DISCUSSION:

- | | | | |
|---|--------------|---------|------------|
| 1. Policy P5141.5: Suicide Prevention | (20 minutes) | (Encl.) | Mr. Rizzo |
| | | | Dr. Babich |
| 2. Program for the Gifted: Review and Recommendations | (45 minutes) | (Encl.) | Mr. Rizzo |
| | | | Dr. Babich |

DISCUSSION/ACTION:

- | | | | |
|--|--------------|---------|------------|
| 1. School Security Grant and Implementation Plan | (20 minutes) | (Encl.) | Dr. Landon |
| | | | Mr. Longo |
| 2. 2013-14 Calendar Governing Administrative Presentations | (15 minutes) | (Encl.) | Dr. Landon |

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

MEMORANDUM

TO: ELLIOTT LONDON
FROM: LISABETH COMM AND CYNTHIA GILCHREST
SUBJECT: ATLAS
DATE: SEPTEMBER 19, 2013

We are developing curriculum maps in the Westport Public Schools in order to provide consistency of curriculum across grade levels; to provide vertical and horizontal articulation K-12; and to provide parents more information about what their children know and are able to do in each subject each year.

We have chosen Atlas as the curriculum mapping tool for the Westport Public Schools curriculum.

In 2009 we began looking for a program to use for our curriculum mapping.

In 2010 we first saw Atlas at the International Society of Technology educators. We reviewed the Atlas program and several other curriculum mapping programs. In addition we surveyed the DRG and Tri-state and found that it was the most prominently used program.

In 2011 James D'Amico and AJ Scheetz piloted it in 2 courses at the high school.

In 2012 we determined we would use Atlas as the district curriculum mapping tool and began asking teachers to input their curriculum into the Atlas Program.

Natalie Carrignan, Kim Ambrosio and I will demonstrate the program at the Board meeting as it relates to teachers and parents.

Included in the packet is the letter that parents will see when they open the Atlas program.

Welcome to the Westport Public Schools curriculum mapping website. A curriculum map is a tool for organizing what we expect Westport students to know and be able to do in each subject each year.

Maps are created by our teachers, who spend many hours reaching consensus about the curriculum that is essential for our students. The content of our maps includes and often exceeds state standards.

Our maps will show the following information:

- Enduring Understandings – core concepts and processes that are the focus of the curricular unit
- Essential Questions – what we want students to think about relative to the content area
- Content – what we expect students to know as a result of studying a unit
- Skills and Application – what we expect students to be able to do as a result of the knowledge gained from what is taught in the unit/course.

Our curriculum maps are not lesson plans. Rather, they are broad outlines of what students need to know and be able to do each year.

When viewing our maps, please keep in mind the ongoing nature of our work. We continuously revise our curriculum as appropriate based on the latest research, and we will, therefore, be continuously revising our maps. Teachers will differentiate the curriculum and adjust as necessary for students. We hope these maps will be a dynamic tool to assist parents and teachers as students transition from grade to grade.

This is our first year in providing maps to our parents. Maps in most subjects in K-5 are available.

Our 6-12 maps are currently not on the website. They are in the process of being revised and will be available to parents in the near future.

We hope this tool will help you support the important work our teachers and students do each day as we continually improve.

Sincerely,

Lisabeth Comm
Director, Secondary Education

Cynthia Gilchrest
Director, Elementary Education

TO: Dr. Elliott Landon

FROM: Dr. Valerie Babich, Suzanne Levasseur

DATE: September 20, 2013

Revised Suicide Policy and Administrative Regulations

We are pleased to present to you the district's revised suicide policy and administrative regulations. (Please see attached documents). The revisions reflect best practices and current research on suicide prevention and intervention, as well as guidelines from the State Department of Education and input from Westport Public Schools staff. We look forward to discussing this important topic and addressing any questions you may have at the BOE meeting on September 23rd.

**WESTPORT SUICIDE PREVENTION/INTERVENTION
POLICY**

Westport Suicide Prevention/Intervention Policy

5141.5

Students

Suicide Prevention and Intervention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules.

WESTPORT ADMINISTRATIVE REGULATIONS
SUICIDE PREVENTION AND INTERVENTION

Westport Administrative Regulations

Suicide Prevention and Intervention

Westport is committed to providing a positive school climate that promotes the physical and mental health of all students and staff. In order to create this environment, the Board has developed a comprehensive plan that is consistent with state law and best practice guidelines for suicide prevention and intervention.

Suicide Prevention

Students will receive mental health education as part of the curriculum, in compliance with state law. Schools may also conduct outreach to students through school assemblies and public awareness campaigns, aimed at mental health issues. Students will be strongly encouraged to report any information regarding a possible suicide threat. The district will conduct outreach to parents/guardians and parent groups through individual meetings, lectures/speakers, or written material appropriate to raise awareness and educate parents/guardians regarding their role in fostering nurturing and supportive family environments for their children.

Staff will receive in-service training on a yearly basis regarding youth suicide prevention. Such trainings shall cover risk factors for suicide, how to talk with at-risk students, and accessing school and community resources. Trainings shall delineate specific school personnel and the procedural guidelines to follow whenever a student is identified as a student at risk for suicide. School personnel shall identify a potential network of community mental providers with whom they can collaborate.

Westport recognizes the importance of student connectedness and resiliency in order to promote positive emotional well-being and has developed prevention programs for this purpose.

Some other Westport prevention programs include:

- School/district crisis teams
- Safe school climate teams
- Student Assistance teams and Response to Intervention teams
- Social skills curriculum (elementary)
- Developmental Counseling (middle school)
- K-12 Health Curriculum

Management of Suicide Risk

Suicide Prevention Procedures – During school hours

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

I. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or his/her designee and not leave the student alone. This must be done even if the student has confided in the staff person and asked his/her communication be kept confidential. The principal or designee will then notify appropriate pupil personnel services staff.

II. The PPS staff member shall interview the student, consider available background information and determine whether the student is “at-risk” or in “imminent danger”.

III. If the student is assessed to be “at-risk”:

A. A student is assessed to be at risk if he/she has some intent to kill himself/herself and/or has thought about how he/she would do it. He/she may have access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness and unbearable pain, he/she shows some willingness to accept help.

1. The PPS staff member will explain to the student that parent(s) will be contacted in order to arrange for professional help and to develop an appropriate support plan.
2. The PPS staff member will notify the student’s parent/guardian and request a meeting with them as soon as possible, preferably that same day. If parent is unable to meet the same day, PPS staff member and principal will determine if the student is safe to go home as per usual form of transportation (e.g. bus, walk).
3. When the parent/guardian arrives at school, the PPS staff member shall meet with him/her to discuss:
 - (1) the seriousness of the situation;
 - (2) the need for an immediate suicide risk evaluation by a licensed medical or mental health professional;
 - (3) the need for continued monitoring of the student at home if he/she is released following the evaluation;
 - (4) referral to appropriate professional services outside the school system;
 - (5) PPS staff member will inform the parent/guardian that in order to be sure the student is safe to return to school, a licensed medical or mental health professional should review the crisis intervention form, and

complete and sign the last page of the form. Parent/guardian should return this form to the PPS staff member prior to or on the day of the student's return to school. *(See Appendix-Crisis Intervention Form, Documentation of Mental Health Evaluation)*

(6) PPS staff member will request that the parent/guardian sign a release of information form permitting communication between the school and the licensed medical or mental health professional who conducted the evaluation, the student's therapist, and other appropriate individuals. *(See Appendix-HIPAA form)*

4. The PPS staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome. *(See Appendix-Crisis Intervention Form)*

5. When a student assessed to have been "at-risk" returns to the school, the student and parent/guardian will meet with the principal and PPS staff member to create a re-entry plan. The PPS staff member will document the meeting in writing. *(See Appendix-Re-entry form)*

6. If the parent/guardian does not follow through and the student remains "at-risk", a medical neglect referral to the Department of Children and Families (DCF) may be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.

7. The PPS staff member may notify other staff, as necessary, to maintain a safe school environment for all students.

8. The PPS staff member may refer the student to the school's Response to Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.

9. The PPS staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.

IV. If the student is assessed to be in "imminent danger":

A. A student is assessed to be in imminent danger if he/she has the intent to kill himself/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she may exhibit feelings of loneliness, hopelessness, helplessness, and the inability to tolerate more pain.

1. The PPS staff member shall ensure that the student is not left alone.

2. The PPS staff member shall notify the parent/guardian and request that the student be picked up at school and taken to a licensed medical or mental health professional for a thorough suicidal risk evaluation.

3. When the parent/guardian arrives at school, the PPS staff member and an administrator shall meet with him/her to discuss:

(1) The seriousness of the situation;

(2) The need for an immediate suicide risk evaluation by a licensed medical or mental health professional;

(3) The need for continued monitoring of the student at home if he/she is released following the evaluation;

(4) Referral to appropriate professional services outside the school system;
(5) PPS staff member will inform the parent/guardian that in order to be sure the student is safe to return to school, a licensed medical or mental health professional should review the crisis intervention form, and complete and sign the last page of the form. Parent/guardian should return this form to the PPS staff member prior to or on the day of the student's return to school. *(See Appendix-Crisis Intervention Form, Documentation of Mental Health Evaluation)*

(6) PPS staff member will request that the parent/guardian sign a release of information form permitting communication between the school and the licensed medical or mental health professional who conducted the evaluation, the student's therapist, and other appropriate individuals. *(See Appendix-HIPAA form)*

4. The PPS staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome. *(See Appendix-Crisis Intervention Form)*

5. The PPS staff member may notify other staff, as necessary to maintain a safe school environment for all students.

6. The PPS staff member may refer the student to the school's Response to Intervention/ Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.

7. If the parent/guardian is unable to come to school:

(1) The PPS staff member and administrator shall provide, over the telephone, information as to available resources outside and within the school system, and shall plan follow-up contacts.

(2) The PPS staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).

(3) Police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.

(4) The PPS staff member shall document in writing the course of events and the outcome. *(See Appendix-Crisis Intervention Form)*

8. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action:

(1) The PPS staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.

(2) The PPS staff member shall notify the parent/guardian of the plan which may include either that a) the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative and the student is less than 18 years of age; and/or b) the police will be called to maintain the student's safety.

(3) The PPS staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in

relation to hospital staff or mental health facility staff decisions as to how to proceed.

(4) The PPS staff member shall consult and cooperate with DCF and/or the police as necessary.

(5) The PPS staff member shall document in writing the course of events and the outcome. *(See Appendix-Crisis Intervention Form)*

9. When a student assessed to have been in “imminent danger” returns to the school, the student and parent/guardian will meet with the principal and PPS staff member to create a re-entry plan. The PPS staff member will document the meeting in writing. *(See Appendix-Re-entry form)*

10. The PPS staff member or appropriate school-based team (if such a referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

V. General Procedures During After School Hours For Potentially Suicidal Students

A. If a staff member becomes aware of a potentially suicidal student during after-school hours, he/she should immediately contact the building Principal. If the Principal is unavailable, the staff member will contact another administrator on the list.

B. The Principal or other administrator may then contact the parents/guardians of the student and/or the police, as appropriate.

C. In addition, the Principal, in conjunction with the parent/guardian, may contact a 24-hour crisis center or the student’s therapist, if the school has consent to speak with such therapist.

D. If the student attends school the following day, the Principal shall notify a PPS staff member and follow the procedures above to the extent appropriate.

E. Refer to additional procedures for students assessed to be at risk, above, in Section III.

VI. Students Who Have Attempted Suicide

1. In School Attempt

(1) The staff person who becomes aware of the attempt will remain with the student and will immediately send for the nurse and Principal.

(2) The nurse and Principal will follow school medical emergency procedures to get immediate medical help for the student.

(3) The parents will be contacted.

(4) The Principal in conjunction with the Crisis Team and the Coordinator of Psychological Services will develop a plan to monitor and support students.

(5) If the attempted suicide is causing visible distress among students, PPS staff may be asked to talk to students about the incident. A before or after school meeting may be held to identify other at-risk students and discuss concerns. The Principal or other PPS staff member will follow additional procedures for students assessed to be in imminent danger, above, in Section IV.

2. Out of School Attempt

- (1) The staff person who receives the information concerning an attempted suicide will immediately contact the school Principal who will call the parents to verify the information and actions taken.
- (2) The Principal, in conjunction with the Crisis Team and the Coordinator of Psychological Services, will develop a plan to monitor and support other students.
- (3) If the attempted suicide is causing visible distress among students, PPS staff may be asked to talk to students about the incident. A before or after school meeting may be held to identify other at-risk students and discuss concerns.
- (4) The Principal will determine if the situation warrants informing the full faculty.
- (5) A PPS staff member will be assigned to follow up and monitor the student upon his/her return to school. A re-entry meeting and review of appropriate documentation provided by the parents will take place when the student returns to school.
- (6) If appropriate, information will be shared with the Principal of the sibling's school.
- (7) The Principal or other PPS staff member will follow additional procedures for students assessed to be in imminent danger, above, in Section IV.

The principal or designee will notify the Director of Special Education of any incident involving a suicidal ideation, attempt, threat or act and complete the Crisis Intervention Form.

VII. Completed Suicides

- A. In the case of a completed suicide, the Principal shall immediately notify the Superintendent. The Principal will mobilize the school crisis team in order to formulate an emergency response plan. The goals of this plan will be to:
 - Support high-risk students
 - Provide quality information to staff, students, and parents. Any communication should not provide details as to the cause of death, but should focus on resources for support.
 - Support the entire school community including the family of the deceased student
 - Plan for both short-term and long-term needs of staff, school, and the community

Appendix:

Crisis Intervention

Documentation of Mental Health Evaluation

Re-entry Plan

HIPAA

CRISIS INTERVENTION FORM

WESTPORT PUBLIC SCHOOLS
Department of Pupil Services
Crisis Intervention Form
Confidential

Date: _____

Student's Name: _____

Birth date: _____

School: _____

Grade: _____

Referred by: _____

Does student have an IEP? _____

Does student have 504 Plan? _____

Is the student in RTI- Academic? _____ Behavior? _____

Did crisis involve:

Suicidal ideation or threat?

Yes__ No__

Mild attempt (did not endanger life)?

Yes__ No__

Serious attempt (causing physical harm)?

Yes__ No__

Self-injurious behavior/threat?

Yes__ No__

Threat to others?

Yes__ No__

Other crisis?

Yes__ No__

Describe the event, precipitating factors, and assessment findings (i.e. plan, intent, means, prior attempt):

Check relevant stressors/risk factors:

Family

Separation/Divorce _____

Physical Illness _____

Depression/Anxiety or

other emotional disorders _____

Recent Death _____

Financial _____

Abuse _____

Suicide history _____

Other: _____

Student

Physical Illness _____

Depression/Anxiety or

other emotional disorder _____

Peer issues _____

Impulsive _____

Alcohol/Drugs _____

Academic _____

Suicide history _____

Other: _____

School/Community

Attendance _____

Disciplinary _____

Police involvement _____

Other: _____

Is the student *at-risk* for suicidal behavior? Yes ____ No ____

Is the student in *imminent danger* for suicidal behavior? Yes ____ No ____

Describe actions taken:

ACTION

DATE

Follow-up recommendations:

RECOMMENDATIONS

PERSON RESPONSIBLE

We request that the student receive a mental health evaluation by a licensed medical or mental health professional*. Please take this form with you for the provider's reference and have them complete and sign the following pages. We have also attached the exchange of information form to allow communication between the provider and specific school staff members.

*A licensed medical or mental health provider who has training to conduct mental health assessments, which includes physicians, psychiatrists, psychologists, clinical social workers, and advanced practice registered nurses, who are not employees of the Westport Public Schools.

Report filed by: _____ **Telephone #:** _____

Date report submitted: _____

Reviewed by Building Administrator _____ **signature** _____ **date** _____

To be completed by licensed medical or mental health professional:

Documentation of Mental Health Evaluation

I have evaluated _____ (student's name) on
_____ (date) and I have reviewed the attached Westport Public Schools Crisis

Intervention Form.

Results of Evaluation: _____

Recommended date for student to return to school: _____

Completed by:

Name/Title

Address

Telephone and Fax Numbers

Signature of Person Completing Mental Health Evaluation

Date

To be completed by Westport Public Schools Staff upon Re-Entry to School

Re-Entry Plan

Student Name: _____ Date: _____

Attendees at Meeting: _____

Reason for Referral:

Dates of Absence from School: _____

Team reviewed Crisis Intervention Form/Mental Health Evaluation: add check box

Exchange of Information for Form Completed: *add check box*

Current medications/Treatment Plan:

Re-Entry Plan	Staff Member Responsible

Reviewed by Building Administrator _____
signature date

DEPARTMENT OF PUPIL SERVICES
WESTPORT PUBLIC SCHOOLS

72 North Avenue
Westport, Connecticut 06880-2721

MICHAEL RIZZO
DIRECTOR OF PUPIL SERVICES

(203) 341-1253
FAX (203) 341-1295

TO: Dr. Elliott Landon

FROM: Michael Rizzo

DATE: September 23, 2013

RE: Tri-State Consortium Consultancy for the Workshop Program

On May 28 and 29, 2013 the Tri-State Consortium provided a consultancy to the Westport Public Schools. The consultancy examined the Workshop Program as part of the Board of Education's goals and the Workshop's action plan to examine the modifications and enhancements to the Workshop Program. The focus of the consultancy was to address the following questions:

To what extent does Westport's current Workshop model reflect:

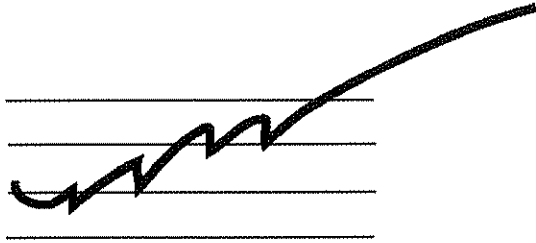
- Research based strategies in programming and instruction?
- An alignment to and extension of our current core curriculum?
- An integration of 21st century skills and dispositions for learning?

The attached report issued by the Tri-State Consortium details the groups findings. It is an affirmation of the work we have undertaken as a district. The recommendations in the report have been incorporated into the Workshop's action plan and will provide guidance in our immediate and long-term work.

The consultancy was successful due to the thoughtful participation of our building and district administrators, our regular education and Workshop teachers, the parents of our gifted students, and our gifted students themselves. I look forward to reviewing the revisions to our action plan made as a result of the collective input of these groups represented in the Tri-State Consortium's report.

TRI-STATE CONSORTIUM CONSULTANCY REPORT

MAY 2013



**Tri-State
Consortium**

**TRI-STATE CONSORTIUM
WESTPORT PUBLIC SCHOOLS
CONSULTANCY REPORT**

**Gifted and Talented Workshop Program
May 28, 29, 2013**

Table of Contents

District Visit Information	2
Overview	5
Consultancy: Commendations and Recommendations	7
Concluding Thoughts	13

District Visit Information

District	Westport Public Schools
Superintendent	Dr. Elliott Landon
Focus	Gifted and Talented Workshop Program
Dates of Visit	May 28, 29, 2013
Tri-State Liaisons:	<p>Martin Brooks, Executive Director 12 Bridge Road, Setauket, NY 11733 631-478-9954 mgbrooks@optonline.net</p> <p>Kathleen Reilly, Director of Training 211 Newtown Turnpike, Wilton, CT 06897 203-762-2004 kathleenreilly@optonline.net</p>
Visit Team:	<p>Leader: Duncan Wilson, Principal Scarsdale Union Free School District Fox Meadow Elementary School 59 Brewster Road, Scarsdale, NY 10583 914/721-2720 dwilson@scarsdaleschools.org</p> <p>David Besancon, Teacher Scarsdale Union Free School District Fox Meadow Elementary School 59 Brewster Road, Scarsdale, NY 10583 914/721-2400 x2720 dbesancon@scarsdaleschools.org</p>

Bernard Josefsberg, Superintendent
Easton-Redding-Region #9 Public Schools
654 Morehouse Road, Post Office Box 500, Easton, CT 06612
203/261-2513 | bjosefsberg@er9.org

Luke Forshaw, Principal
Darien Public Schools
Ox Ridge Elementary School
395 Mansfield Ave., Darien, CT 06820
203/655- 2579 | lforshaw@darienps.org

Allyson Daley, Literacy Coach K-5
Mamaroneck Union Free School District
1000 West Boston Post Rd., Mamaroneck, NY 10543
914/-220-3000 | adaley@mamkschools.org

Edgar McIntosh, Principal
Ardsley Union Free School District
Ardsley Middle School
700 Ashford Ave., Ardsley, NY 10502
914/693-7564 x2501 | mcintoshe@ardsleyschools.org

Melissa Szymanski, Assistant Principal
Ardsley Union Free School District
Concord Road Elementary School
2 Concord Rd., Ardsley, NY 10502
914/693-7510 | szymanskim@ardsleyschools.org

Bonnie Lehet, Assistant Superintendent
Curriculum and Instruction
Princeton Regional Schools
25 Valley Road, Princeton, NJ 08540
609/806-4203 | bonnie_lehet@princetonk12.org

Mary Ford, Staff Developer for Literacy K-12
Chappaqua Central School District
66 Roaring Brook Road, Chappaqua, NY 10514
914/238-6156 x312 | mrford@ccsd.ws

Amy Reynolds, Enrichment Teacher
North Salem Central School District
North Salem Middle School/High School
230 June Rd., North Salem, NY 10560
914/669-5414 x2159 | reynoldsa@northsalemschools.org

Carol Priore, Principal
Mamaroneck Union Free School District
Central Elementary School
1100 Palmer Ave., Larchmont, NY 10538
914/220-3400 | cpriore@mamkschools.org

Mark Rogers, Teacher
Irvington Union Free School District
Dows Lane Elementary School
6 Dows Lane, Irvington, NY 10591
914/591-6012 | mark.rogers@irvingtonschools.org

Westport Public Schools Consultancy: Gifted and Talented Workshop Program

Overview:

The Westport Public Schools invited a Tri-State Consortium team to act as colleagues and consultants in the study of the district's Gifted and Talented Workshop Program. Mike Rizzo, Director of Pupil Personnel Services, along with the entire Workshop Committee, welcomed the Tri-State team, presented the district overview of the current program and explained the essential question:

To what extent does Westport's current Workshop Model reflect:

- Research-based strategies in programming and instruction?
- An alignment to and extension of our current core curriculum?
- An integration of 21st Century skills and dispositions for learning?

The team of Tri-State consultants met at Staples High School on May 28 and 29, 2013, to examine district documents, selected evidence of student work, and to interview administrators, teachers, students and parents. On the second day, we facilitated a consultancy, using a protocol to guide an extended conversation among team members and district representatives.

The 11-member team was constructed of educators with diverse roles- building and district administrators, curriculum coaches, and classroom teachers. Given the focus of the visit as grades 3-8, the team was drawn largely from elementary and middle school settings. In all, the Tri-State team brought diverse perspectives on gifted education and enrichment curricula to the consultancy. Some have specific, direct responsibilities working with gifted children, while others brought subject specific expertise.

With the assistance of Mike Rizzo, the team was provided with background materials in advance outlining the District's work prior to the visit. Mr. Rizzo also reviewed the district's work over the past three years in a presentation to the consultancy team at the outset of the visit.

Background:

The program currently serves 163 students grades 3-8 who are identified as "globally gifted." Dr. Rizzo shared the district's extensive criteria and procedures with the team. He reviewed the workshop model process currently in place at the elementary and middle schools, and he described the new "push-in" model that has started in all schools.

The current study of the Workshop model began with a BOE goal in 2010: "Review the potential for modifying the gifted program at the middle school and elementary

levels to provide for greater challenges for gifted and talented students.” This goal was the impetus for a multi-year study that began with a survey conducted by Beresford Research (winter, 2011). The feedback gathered from the survey was accompanied by several recommendations; the most important was the formation of the Workshop Committee consisting of teachers –both teachers of gifted students and regular education teachers- and administrators from all levels of the district. The committee’s charge during the 2011-12 school year was to review:

- the curriculum
- current research
- professional development opportunities
- grouping and scheduling practices
- social and emotional needs

The combination of current research--NAGC Standards, DRG practices, and the work of Dina Brules, who presented her impressions of cluster grouping, guided the committee’s responses to the BOE. The two most influential NAGC Standards that shaped the conclusions of the committee were:

- The need for collaboration between regular education and gifted education.
- The need for a continuum of services that balance academic growth and achievement along side social emotional development.

Working from their initial conclusions and reviews of the current processes in place, the Workshop Committee recommended several specific actions for the district to consider in order to move the work forward:

- Develop and pilot Mainstream Articulation Plans (MAPS)- a collaborative planning tool that helps gifted and classroom teachers to develop and extend units and projects.
- Look for ways to view the units as they progress or connect over time.
- Experiment with modified cluster groupings within the elementary and middle school schedules.
- Pilot “push-in experiences” where teachers of the gifted and school psychologists work within mainstream classrooms.
- Include teachers of the gifted in grade-level meetings and other classroom teachers’ professional development.
- Assign building based models for supervision of gifted programming.

Most of this work in response to the committee’s recommendations began in the spring of 2012 and continued through to the spring of 2013 when the Tri-State consultancy occurred. It was this “work-in-progress” that the Consultancy Team reviewed.

Consultancy:

The commendations and recommendations that follow are structured around the overarching Essential Question with three specific elements that was prepared for the Tri-State team prior to the visit. At the same time, four major themes emerged throughout the consultancy that the team believes capture the complexity of Westport's Workshop Program at this point in its evolution. Just as our team came at the Essential Questions from diverse perspectives, we have tried to understand and honor the diversity of perspectives within the Westport community. The four themes are: Evidence, Outcomes, Needs, and Identity. All of these give insight into the complexity, and at times, the contradictions in play, as we made our observations during the consultancy.

At the onset, the entire Westport team and the Workshop Committee, in particular, are commended for beginning and sustaining a process of collective inquiry that is inclusive of the diversity of perspectives and opinions surrounding the support of gifted and talented children in Westport. Evidence of this inclusive process was heard from all stakeholders who participated in the survey and focus groups. There is a genuine sense from all stakeholders that everyone is committed to the success of the plans laid out by the Workshop Committee. As the work moves forward, we urge Westport to continue to include the views of all constituents.

To what extent does Westport's current Workshop Model reflect research-based strategies in programming and instruction?

Commendations: The Westport team is commended for using the research-based criteria outlined by the NAGT as a focal point for the Workshop Committee's recommendations. In particular, the emphasis on three of the NAGT's standards is clear in the initial draft of recommendations and in the first year of implementation:

- First, there is the plan to continue to connect the gifted experience to the mainstream curriculum, including the Westport 2025 curriculum.
- Second, there is a plan to increase these curricular connections by developing a push-in program where gifted students work on projects and curriculum extensions along side regular education students.
- Finally, there is a plan to expand access to enrichment experiences throughout the district. When combined, the first two standards mentioned above allow for the possibility that other "academically advanced" students, beyond just those designated as "globally gifted", can have access to some of the projects and curriculum extensions.

From the perspective of program administration, Westport is commended for drawing on research in two ways:

- First, the new building level administration of the program has created more consistency in standards across all buildings.
- Second, this new structure creates the capacity for future work as the outcomes of the program are realized. The selection process, as it currently stands, also has connections to research in the use of multiple data types analyzed to inform decision-making.

Recommendations: The Tri-State team concluded that there is a set of core beliefs and assumptions linked directly to the national standards. (NAGT) The team recommends that Westport continue to build on the initial three connections to the NAGT standards and flesh them out more specifically into a district document that will help to focus future work and to communicate, internally and publically, the reasons behind future program development. In other words, the team observed and heard a vision for the program during our visit, but we were less able to point to documentation of that vision. The visiting team urges the district to pause, at this juncture, to review the specific data related to the 2012-13 launch of its recommendations to the BOE, and draft a document that outlines the alignment of the gifted program with the national standards.

Further, Westport might consider articulating the process for analyzing tests and rating scales used in the current identification process in terms of its fit with the district's specific philosophy of giftedness. It should ensure that any rating scales used (by faculty, parents, or students) are properly cited and supported by valid testing research

Using the NAGT standards to better define outcomes for projects, curricular extensions, and individual students is one way to focus the district's efforts in clarifying its vision. In addition, the process of clarifying outcomes will help the various stakeholders in the community- teachers of the gifted, classroom teachers, administrators, and parents- to develop a more consistent shared vision that is clearly grounded in current research. Finally, defined outcomes will help identify which data, including documents and student artifacts, are to be collected as part of a long-term analysis of the program's efficacy.

Our final recommendation for this essential question comes in the form of a question asked during the consultancy. It is a question that the Tri-State team recommends can and should be answered by research: *Does Westport see giftedness primarily as fixed identity- an innate quality of a child - or does it see giftedness as a set of behaviors and dispositions that change overtime?* Specifically ascribing "global giftedness" to a very small number of students suggests that Westport understands that giftedness differs from "academically advanced." We agree that it does, and so does the research on giftedness. Nonetheless, the next step to consider is to ask:

Within the context of Westport's mission, programs, and aspirations, what does "globally gifted" denote and what – and whom - might it inadvertently exclude? Finally, what steps might be taken to continue to increase access to gifted experiences for more "academically advanced" students?

Again, we saw evidence of two points of view in the district, both within the identification process, as well as in the variety of experiences provided to students. There are some who value a focus on the needs of the "globally gifted"; others want to expand access to experiences that benefit many "academically advanced" students. Furthermore, the two perspectives point to the program's evolution from a primarily separate program to one that is more integrated within the mainstream curriculum. One way that research might help Westport arrive at an answer to this question is by having more discussions about the needs of gifted students as separate from the needs of the "academically advanced." What are their academic needs? What are their social and emotional needs? Do these needs change over time? How do the needs of the globally gifted vary from those children who are "advanced" in one academic area? Which needs are met in a push-in model? Which needs are met in a pullout model?

Finally, connecting the district's vision of needs with the district's vision of outcomes will help Westport develop in two ways. First, the district will expand access to gifted experiences without ignoring the specific needs of the "globally gifted." Second, the district will be able to track student progress along these pathways in order to evaluate the success of program development over time.

To what extent does Westport's current Workshop Model reflect an alignment to and extension of our current core curriculum?

Commendations: In the first year of rolling out the Workshop Committee's recommendations, Westport is commended for three initial steps that foster collaboration around curriculum development:

- First, the adoption of the MAPS structure for lesson and unit planning is an effective way to begin collaboration among teachers of the gifted and classroom teachers. The creation of the goal to develop three projects on each grade level also brought focus to the process.
- Second, the addition of building level administrators in the process appears to have developed an increase in the support for teachers doing this work.
- Finally, while not consistently successful, the addition of cluster grouping and some scheduling changes have shown positive results in developing push-in programs and the planning required in facilitating those experiences. To be clear, the scheduling constraints seem to be more significant at the Middle School for both the push-in and workshop models and may warrant further study.

Recommendations: While there is some evidence of alignment in the first year, the team recommends steps that will ensure that “alignment and extension” improve and become a sustainable quality of the gifted program.

- First, in keeping with our recommendation about defining outcomes, the team recommends developing a systematic process by which teachers and administrators collect evidence of student achievement, as well as actual student work, in order to better gauge how the current program and future program changes impact student outcomes. The types and forms of information and artifacts collected should reflect the program outcomes that have been previously articulated. Once collected, the team recommends that Westport set up time to examine student work on a regular basis as faculty and administration work to develop a shared vision for the program. We suggest that the National School Reform Faculty’s “Looking at Student Work” (LASW) and “Tuning” protocols will enlarge the conversation about student growth.

Further, we recommend that Westport monitor more student data over time as children travel through the program and into the high school. While the MAPS initiative essentially focuses on inputs, an examination of longitudinal achievement data and student work will look at the outputs. Over time, these efforts will serve to align program experiences with defined outcomes and needs. In addition, the information will provide valuable evidence for the general public in terms of understanding the effectiveness of the program.

- Second, while we have commended Westport for the accomplishments in collaboration thus far, we suggest that scheduled and structured collaboration among teachers of the gifted and classroom teachers be considered. One comment we heard consistently was the need for more time and support from administration in order for these successful collaborations to develop and flourish. In many cases, teachers of the gifted felt stretched too thin as they were expected to collaborate with so many teachers in the first year. While they were all able to point to some successes, they also need a way to safely process why some attempts at collaboration were less successful.
- Finally, teachers need ongoing support from the new building level administrators in order to sustain collaboration over time. Perhaps the collaboration should target specific content areas or grade levels based on district initiatives such as the Westport 2025 goals or other current professional development projects. A continued commitment to facilitate collaboration will have the added benefit of honoring the diversity of ideas and experiences in and around the teaching of gifted and talented children. This in turn will continue to foster the sense of ownership of the program.

Through authentic and regular collaboration, the teacher of the gifted and the classroom teacher will view the services provided to gifted students as jointly developed and owned.

To what extent does Westport's current Workshop Model reflect an integration of 21st Century skills and dispositions for learning?

Commendations: We asked for a copy of Westport 2025 prior to the visit and this document helped focus our considerations around this question. We commend the district for not only creating this document but also for connecting the document to their work on this initiative. As one team member put it, "This document could be your lifeline moving forward." Because Westport 2025 is constructed around the needs of a 21st Century education and because it begins to define outcomes of that education, it aligns well with an initiative that is also working to define needs and outcomes. Furthermore, because the Westport 2025 document attempts to define needs and outcomes in ways that go beyond simple achievement metrics, it will help the District embrace the complexity of needs and outcomes moving forward.

Based on our observation of workshops, MAPS, as well as the push-in classes, we saw evidence of curriculum that is beginning to tap into all four 21st Century Capacities – creative thinking, critical thinking, collaboration and communication. Several of the middle school projects, in particular, were open ended challenges that required students to be creative, to engage in global and critical thinking, as well as to communicate their ideas clearly in a variety of ways.

In addition, most team members who interviewed students were impressed with their ability to describe the purpose of their work with clarity and enthusiasm. Even at the elementary level, the team observed a degree of student metacognition about the work that is rare unless it is cultivated. One team member commented that the program has, "... created a space where students can look deeply into topics, as well as opportunities to think differently and deeply."

Recommendations: In terms of communication capacities, the team was concerned with the degree of self-described and to some extent self-imposed isolation created between the middle school gifted students and the regular education students in the ways that gifted students see themselves. While these children described positive examples of collaboration in the workshop setting, many described a dislike for collaboration in the regular classes. Since effective collaboration and the skill of "influencing and negotiating to reach goals" figures prominently in the Westport 2025 document, the team recommends more work in developing units of study that emphasize and model discussions of empathy, the multiple ways people are gifted and talented, and the power of collaboration.

The team did observe some differences of opinion among staff when it came to the perceived quality of the work produced in the workshop projects. We also observed that these differences are not always shared openly between and among the various

constituent groups - teachers of the gifted, classroom teachers, and administration. Again, processes by which current student outcomes are examined collectively through the lens of Westport 2025 will help the system to align itself around a clear set of outcomes based on student needs.

Westport 2025 describes a broad variety of emerging outcomes that are believed to be significant for Westport graduates in the new century. While these outcomes do not diminish the need for significant academic achievement, they indicate the need to develop many more skills and dispositions beyond traditional academic standards. During our visit, the team saw many examples of those skills and dispositions emerging in the work of the Workshop Committee and the faculty. We strongly encourage the District to keep this broad view of outcomes as it moves forward to further develop the gifted program. Simple achievement metrics will not tell the whole story and, if misapplied, risk diminishing the accomplishments of Westport Students and faculty.

Concluding Thoughts

Westport is indeed fortunate to have a program that supports gifted children in exceptional ways. Around that defined program come the support of an energized faculty and an engaged community at a time when many such programs are being questioned due to their cost and to the challenges associated with defining “measurable outcomes.” While many have chosen to fly under the radar in the name of standards and approaches that are “common” in education, Westport is striving to define the needs and outcomes for an expanding number of students in the community. The support we saw within the Westport community is not just for keeping the program, but also for helping it to evolve as the needs of the students and of the community grow. For that growth to continue, Westport should consider revitalizing the gifted program by clarifying the needs and outcomes of the program, by gathering and sharing multiple forms of evidence of those desired outcomes, and by working collaboratively and collectively to support the learning of its gifted and “academically advanced” students.

We urge the district to continue to think about the identification process, not so much the specific criteria used to identify gifted students, but the timing of entry. Some students are more developmentally advanced than others. As students are identified at 7 and 8 years of age, the more developmentally advanced students have an advantage. Research confirms that development tends to even out as students age, leading us to propose the district consider a second window of opportunity to assess the qualifications of all students, including those already admitted into the program.

During our visit, some members of the faculty spoke with us about placement concerns – clustering the gifted students in certain classrooms that also have other students benefitting from the enrichment of push-in lessons is perceived to have left other classes bereft of high-performing students. We are not able to confirm or refute this perception, but we recommend that the district explore it.

Regular education teachers into whose classroom gifted students are clustered could benefit from professional development related to working with gifted students. The district does provide professional learning support on differentiation of instruction – support on the characteristics and needs of gifted students could be equally helpful. Furthermore, as alluded to earlier in this report, more time for regular education teachers to collaboratively plan lessons with teachers of the gifted students was also mentioned frequently as a need going forward.

There is some confusion among the teachers about the difference between the pull-out and push-in models. The system would benefit by having discussions about the needs met by both models, and then by placing students accordingly.

A theme we repeatedly heard throughout our two days in the district was the need to attend to the social-emotional needs of gifted students. We agree. The program

provides challenging and rich academic experiences. It would help to buttress these experiences with more attention to social adaptability issues.

We recommend that the district consider generating more data about the progress, both academically and socially, of students in the program. Identifying outcomes, as discussed earlier in the report, and then gathering data about those outcomes – by student and by cohort – could give the district some much needed information about the success of specific approaches, such as push-in and pull-out ... and the impact of modified clustering on the other students in the classroom.

Finally, as the program evolves it will be important for the system to continue to include the teachers' voice into the planning process. The teachers we met are dedicated professionals who genuinely want the program to serve the needs of all students. They have many good ideas based on their experiences, and the system would benefit from hearing their voices on an on going basis. As a corollary, we also think it could be helpful to continue to have the students' voices included as well.

Special thanks to the Staples High School Librarians for their assistance, to teachers of the gifted for their dedication to enriching the lives of children and to helping them build the capacity for intellectual discovery...to Mike Rizzo for his accessibility and support throughout our two days in the district, and to Lis Comm and Cyndy Gilchrest for arranging the hospitality and attending to our creature comforts! We also thank the superintendent, Dr. Landon, for his participation in the consultancy.

WORKSHOP PROGRAM TRI-STATE CONSULTANCY

SEPTEMBER 23, 2013

Workshop Program Tri-State Consultancy

September 23, 2013

Commendations

- Emphasis on connection to NAGC standards
- Plan is evident to continue to connect to mainstream curriculum and 2025 initiative
- Plan is evident to increase curricular connections
- Process of collective inquiry that includes the diverse perspectives with the learning community

Recommendations

- Vision and Communication
- Learning Outcomes
- Scheduled and Structured Collaboration
- Social Emotional Development

Action Plan revisions

- Continued connection to NAGC standards
- Increased specificity
- Increased alignment to Westport 2025 initiative

Action Plan revisions

Grey = done

Yellow = Previously in plan and consistent with report recommendations

Blue = revised as a result of report recommendations

Concluding Thoughts

Commendations:

- Connection to NAGC standards, 2025, and core curriculum
- Collective inquiry

Future work:

- Identification considerations
- Academically Advanced and Gifted students
- Program Assessment

WORKSHOP PROGRAM ACTION PLAN

TRI-STATE CONSULTANCY

SEPTEMBER 23, 2013

Workshop Program Action Plan – Revised 9/23/13

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their	No systematic transition services for grades 8-9	SHS gifted students met with Grade 8 gifted students as part of transition to SHS in 45-minute meeting at MS in January	Continue to have SHS gifted Grade 8 gifted students as part of transition to SHS in 45-minute meeting at MS in January	Continue formal transition process for gifted students	Continue formal transition process for gifted students
	MS gifted teachers met with students as part of transition	MS gifted teachers and MS (CMS) met with grade 5 gifted students as part of transition	Elementary gifted students will visit teachers at the MS	Continue formal transition process for gifted students to MS	Continue formal transition process for gifted students to MS
cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.	No formal program for counselors or psychologists to collaborate with	Professional development provided for counselors and psychologists on	School counselors or psychologists "push in" to workshop room at least twice a year to support	Psychologists will consult with workshop teacher at least 2 times per year and provide individual or group	Continue to meet individual student needs through continuum of counseling

Workshop Program Action Plan – Revised 9/23/13

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.	No systematic transition services for grades 8-9	SHS gifted students met with Grade 8 gifted students as part of transition to SHS in 45-minute meeting at MS in January	Continue to have SHS gifted students met with Grade 8 gifted students as part of transition to SHS in 45-minute meeting at MS in January	Continue formal transition process for gifted students	Continue formal transition process for gifted students
	MS gifted teachers met with Elementary students as part of transition	MS gifted teachers and MS gifted students (CMS) met with grade 5 gifted students as part of transition	Elementary gifted students will visit grade 6 workshop teachers at the MS	Continue formal transition process for gifted students to MS	Continue formal transition process for gifted students to MS
	No formal program for counselors or psychologists to collaborate with workshop program	Professional development provided for counselors and psychologists on the characteristics of gifted children and twice exceptional children	School counselors or psychologists “push in” to workshop room at least twice a year to support individual and group learning needs	Psychologists will consult with workshop teacher at least 2 times per year and provide individual or group support as deemed necessary by consultation	Continue to meet individual student needs through continuum of counseling services (whole group, small group, individual)

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
<p>Assessment: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains</p>	<p>Parent and student survey conducted by Assistant Superintendent and Director of Psychological Services; focus groups done with students. Recommendations included a program review and accelerated math group, and stated a wholesale change is not warranted.</p>	<p>Workshop Committee Program Review, including focus groups with teachers and administrators, reported to Board with recommendations on December 19, 2011</p> <p>Cluster grouping review, reported to Board on May 21, 2012</p>	<p>Conduct independent assessment of Workshop program enhancement and modifications</p> <p>Implement “modified” cluster grouping</p>	<p>Review results of consult, revise action plan and present to Board of Education</p> <p>Continue to implement modified cluster grouping and determine the impact on other academically advanced students</p>	<p>Consider need for conducting additional program review in 2015-16</p> <p>Continue to implement modified cluster grouping with any necessary modifications based on new information</p>

Assessment (cont.)		<p>Conducted review of Identification process and made recommendations including continuing global identification to Board on May 21, 2012</p>	<p>Implement recommendations including the use of grade 2 Singapore math unit extensions as student work samples within identification process</p>	<p>Examine if grade 2 Singapore Math extensions can replace current math lessons in identification process before commencing ID process</p> <p>Convene Identification committee to review Tri-State recommendations regarding ID process</p>	<p>Evaluate effectiveness and revise math lessons in ID process as needed</p>
-----------------------	--	--	--	--	---

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
<p>Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.</p>	<p>No systematic unit or lesson extensions of the Elementary math curriculum; Leveled math in grade 5</p> <p>Limited participation in core curriculum writing and development</p> <p>Limited participation of MS gifted teachers in core</p>	<p>Developed Grade 2 Singapore math extensions</p> <p>Gifted teachers participated in Elementary Literacy, Science, and Math curriculum writing</p> <p>Middle school gifted teachers worked with SS, Science, and</p>	<p>Gifted teachers work in grade 2 classrooms for math extensions and gifted identification</p> <p>Gifted teachers continue to participate in all Elementary curriculum work</p> <p>Continue development of MS unit/lesson extensions in</p>	<p>Use grade 3 and 4 Singapore Math extensions</p> <p>Gifted teachers continue to participate in all Elementary curriculum work; 4 meetings this year with subject specific focus with SS and Science to develop collaborative lessons</p> <p>Continue development of MS unit/lesson extensions in</p>	<p>Evaluate if grade 3 and 4 Singapore math extensions meet the needs of our gifted students</p> <p>Gifted teachers continue to participate in all Elementary curriculum work with subject-specific focus for lesson planning with SS and Science</p> <p>Continue development of unit/lesson extensions in</p>

Curriculum Planning and Instruction (cont.)	curriculum writing and development	Language Arts teachers to develop and implement unit/lesson extensions	collaboration with general education teachers	collaboration with general education teachers; 4 meetings this year with subject specific focus on Social Studies	collaboration with general education teachers; determine subject specific needs
	No systematic rubric for assessment of student work within the MS workshop curriculum	Middle School gifted teachers developed common rubric for application to Workshop curriculum	Apply common rubric to Workshop curriculum and revise rubric as necessary to further align with Westport 2025 skills	Develop curriculum outcomes for Elementary and Middle School workshop curriculum to align with Westport 2025 skills	Continue revision as necessary to align with Westport 2025 skills
	Limited alignment between the Workshop and core curriculum	Began to align the Elementary Workshop curriculum to the Elementary core curriculum in Math and Literacy	Continue to align the Elementary Workshop curriculum to Elementary core curriculum in Math, Literacy, Social Studies and Science	Examine Elementary Workshop curriculum to determine essential elements and redundancies with core curriculum	Continue to review Workshop curriculum to reflect revisions in core curriculum and Westport 2025 initiative

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Learning Environment: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.	Elementary gifted students across schools participated in online collaboration with math problem solving activities.	Elementary gifted students across schools participated in online collaboration with math problem solving activities.	Provide 2 additional opportunities for gifted students to gather across schools. Analyze outcomes of field trips and cross-school learning opportunities.	Continue cross-school field trips and learning opportunities. Assess educational relationship to core and/or Workshop curriculum.	Continue to provide opportunities for gifted students to interact with intellectual peers in meaningful activities
	Gifted student attended Eli Whitney Museum (grades 3-5)	Gifted students attended Eli Whitney Museum (grades 3-5)	Gifted students attended Eli Whitney Museum (grades 3-5)	Continue cross-school field trips and learning opportunities. Assess educational relationship to core and/or Workshop curriculum.	
	Gifted students complete Community Issues Project presentation – grade 5	Gifted students complete Community Issues Project presentation – grade 5	Review and revise, as necessary, Community Issues Project using Westport 2025	Conduct 3 meetings at Elementary and Middle School involving gifted teachers,	Continue to revise and develop Workshop projects with Westport 2025

<p>Learning Environment (cont.)</p>	<p>Grade 8 gifted students visit to Norwalk Courthouse; limited grade 6 or 7 cross-school interaction</p>	<p>Grade 8 gifted students visit to Norwalk Courthouse; limited grade 6 or 7 cross-school interaction</p>	<p>lens. Examine student work for improvement.</p> <p>Grade 6 gifted students visiting Westport Public Library with focus on research; Grade 7 students visiting CT Science Center in conjunction with grade 7 Science and Social Studies curriculum ; Grade 8 students visiting Norwalk Courthouse in conjunction with study of debate</p>	<p>classroom teachers, and administrators to examine student work for alignment to 2025 initiative</p> <p>Continue cross-school field trips and learning opportunities. Assess educational relationship to core and/or Workshop curriculum.</p>	<p>lens</p> <p>Continue to provide opportunities for gifted students to interact with intellectual peers in meaningful activities</p>
-------------------------------------	---	---	---	---	---

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Programming: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.	Limited collaboration between general and gifted educators	Introduction of Mainstream Articulation Plans; 1 unit extension implemented at each school	3 units per year per student on a MAP; units are an extension of classroom learning	3 units per year per student on a MAP; units are an extension of classroom learning and are focused in the areas of Science and Social Studies	Continue building additional unit extensions for student MAPs
	Limited attendance by gifted teachers at grade level meetings	Gifted teachers attended meetings as possible within second semester	Gifted teachers scheduled into grade level 3-8 meetings on a rotating basis	Include gifted students in grade level RTI or data team discussions	Include gifted students in grade level RTI or data team discussions
	"Pull-out" service as primary method of service delivery by gifted teachers	Gifted teachers began "push-in" model as possible, in addition to pull out services, within second semester	Gifted teachers scheduled 45 minutes per week of "push-in" time per grade level or subject area; maintain pull-out services and evaluate push-in model	Implement results of evaluation of push-in model: Focus push-in experiences on SS, Science, and Math (grade 2)	Continue to provide a continuum of services to address the needs of our gifted students

<p>Programming (cont.):</p>	<p>Varying, thoughtful grouping practices of gifted students across the district</p>	<p>Reviewed cluster grouping and recommended “modified” cluster grouping for gifted students</p>	<p>Implemented a “modified” cluster group: elementary students in 1-2 classes per grade level; grade 6, gifted students on two teams</p>	<p>Continue to implement modified cluster grouping and determine the impact on other academically advanced students</p>	<p>Continue to implement a “modified” cluster grouping</p>
	<p>Assistant Superintendent met with gifted PTA representatives</p>	<p>District administrators met with district Gifted PTA chairs 3 times during year</p>	<p>Revised Math Acceleration criteria</p>	<p>Determine if student needs are being met through revised criteria</p>	<p>Continue with regularly scheduled meetings with Gifted PTA co-chairs and building representatives with district gifted admin</p>
			<p>Established 4 meetings within 2012-13 school year with Gifted PTA co-chairs and building representatives with district gifted administrators</p>	<p>Continue with regularly scheduled meetings with Gifted PTA co-chairs and building representatives with district gifted admin.</p>	<p>Continue with regularly scheduled meetings with Gifted PTA co-chairs and building representatives with district gifted admin</p>

Programming (cont.)				Lego Robotics as addition to MS extra-curricular options for gifted and regular education students	Continue Robotics club; begin Math Olympiad for Elementary students; Continue to look for other opportunities for extracurricular options	
NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15	
Professional Development: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess	2 days with Elizabeth Murphy regarding personality types	3 day workshop for gifted teachers with Dr. Heilbronner: differentiation, collaboration with regular education, gifted models	Include gifted teachers involved in Singapore Math and Literacy professional development	Include gifted teachers in regular education professional development; Explore options for specific gifted training	To be determined based on staff needs	
	No systematic professional development involving general education and gifted teachers	1/2 day with Dr. Heilbronner, gifted teachers, and MS English teachers on differentiation	1-2 days with gifted education teachers – differentiating lessons for high ability learners	Conduct professional development with regular education teachers on the characteristics and needs of gifted learners	To be determined based on staff needs	

<p>Professional Development (cont.): professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.</p>		<p>Pat Schuler, CAG, and school psychologists and counselors regarding the characteristics of gifted children and twice exceptional children</p> <p>Gifted administrator attended NAGC conference and shared information with gifted teachers and Workshop Committee</p> <p>Gifted teacher attended Confratute and regional gifted conference</p>	<p>Counselors and psychologists will continue to focus on the social/emotional needs of gifted children through case studies at department meetings and clinical supervision</p> <p>Gifted teacher and administrator attended NAGC conference</p>	<p>Counselors and psychologists will continue to focus on the social/emotional needs of gifted children through case studies at department meetings and clinical supervision</p>	<p>Counselors and psychologists will continue to focus on the social/emotional needs of gifted children through case studies at department meetings and clinical supervision</p>
---	--	---	---	--	--

Professional Development (cont.)	Gifted PPTs conducted by one central administrator	Building administrators provided professional development in conducting gifted PPTs; PPTs run at the building level by building based administrator	Continue to implement a building-based model for administration of gifted program; Established district and building administrators meeting structure to supervise and evaluate workshop program	Continue to implement a building-based model for administration of gifted program; Continue district and building administrators meeting structure to supervise and evaluate workshop program	Continue to implement a building-based model for administration of gifted program; Established district and building administrators meeting structure to supervise and evaluate workshop program
----------------------------------	--	---	--	---	--

MISSION STATEMENT

**Workshop Program
Statement of Philosophy and Purpose**

BOE Mission Statement

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

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

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

Workshop Statement of Philosophy and Purpose

In alignment with the Mission Statement of the Westport Public Schools, the Gifted Workshop Program will provide opportunities for students to foster their unique abilities in 21st century thinking skills and dispositions such as critical thinking and problem-solving skills while supporting their social and emotional development and allowing them to explore personal interests. This is accomplished by offering a continuum of services and experiences for our gifted students, created by a coordinated effort between our teachers of the gifted and our regular education teachers to differentiate and enrich the experience of gifted students across all settings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: School Security Grant and Implementation Plan

Date: September 23, 2013

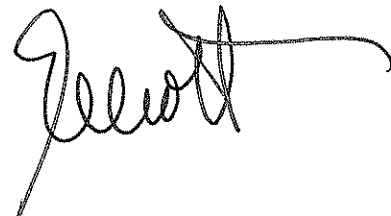
As I informed you on Wednesday, September 18, Governor Malloy announced that of the 169 school districts in Connecticut, 36 districts will receive funds in the first round of the Competitive Grant Program for school security. The funds have been generated through the State of Connecticut's Gun Violence Prevention and Children's Safety Act. The purpose of the grant program is to reimburse municipalities for a portion of the costs associated with security infrastructure improvements made in the wake of the tragedy at Sandy Hook Elementary School in Newtown.

Within his first two months with the Westport Public Schools, Elio Longo submitted a proposal through the Competitive Grant Program for funding for school security purposes. In consultation with Kroll Advisory Services and working with the Westport Police Department, our grant proposal was focused on those items which have been determined to be of the highest priority. The projects approved include funding for interior door locksets, surveillance camera systems and ballistic grade window film for all school entryways. The total cost of the proposed projects is \$1,260,642; the matching grant by the State is \$261,083 (20.7%); and the local funding requirement is \$999,559 (79.3%).

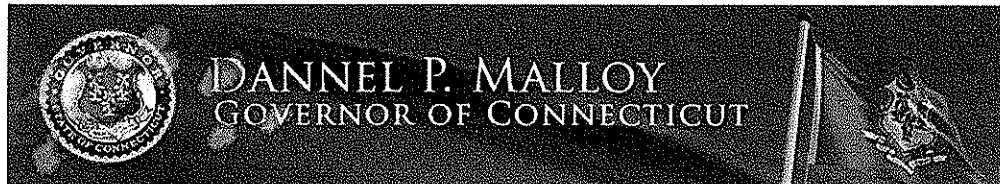
We will announce the receipt of the grant at our September 23 meeting, at which time I would like to have the Board authorize the administration to develop Requests for Proposals (RFP) in consultation with Kroll that will enable us to seek appropriations from the Board of Finance and the RTM for the select security projects requested in our proposal and approved by the State. In no instance will we prepare a RFP that does not have the approval of the Board of Education. Additionally, we will make every effort to ensure that the appropriations requests neither exceed the amount of the grant nor compromise the safety and security of students and staff.

Please find as attachments to this memorandum the Press Release issued by the Governor's Office and our grant proposal.

Att: Press Release for the Office of the Governor
Grant Proposal of the Westport Public Schools



**PRESS RELEASE FOR THE
OFFICE OF THE GOVERNOR**



Search


[MEET GOVERNOR MALLOY](#) [INVITE GOVERNOR MALLOY](#) [PRESS ROOM](#) [PRIORITIES](#) [FOR RESIDENTS](#) [LIEUTENANT GOVERNOR WYMAN](#)
[Press Releases](#)[In The News](#)[Speeches](#)[Proclamations](#)[Executive Orders](#)[Official Portraits](#)

STATE OF CONNECTICUT

GOVERNOR DANIEL P. MALLOY

September 18, 2013

GOV. MALLOY: STATE GRANTS WILL IMPROVE SCHOOL SECURITY*\$5 Million Will Support Projects In 169 Schools*

(HARTFORD, CT) – Governor Dannel P. Malloy today announced that 169 schools in 36 districts will receive funds in the first round of the Competitive Grant Program for school security, part of the Gun Violence Prevention and Children's Safety Act. State funding of \$5 million will be used to reimburse municipalities for a portion of the costs associated security infrastructure improvements made in the wake of the tragedy at Sandy Hook Elementary School in Newtown.

"After the horrific events on December 14th, Connecticut cities and towns moved swiftly to improve security infrastructures at schools in need," Governor Malloy said. "We will never be able to prevent every random act, but we can take the steps necessary to make sure that our children and our teachers are as safe as possible. This funding allows districts with the most need to implement modern security measures that will make schools safer."

"We all wish that this program was not needed, but unfortunately we must adapt to the new reality that Sandy Hook tragically brought to our state," Lt. Governor Wyman said. "This funding will not only make our schools more secure, but will give us the peace of mind that we are doing everything we can to live up to our obligation to provide a safe learning environment for our children."

The awards, administered by the Department of Emergency Services (DESPP) and Public Protection in consultation with the Department of Education (SDE) and the Department of Construction Services (DCS), were based on a school security assessment survey conducted by each local school district that applied. Each municipality will be reimbursed between 20 and 80 percent according to town wealth, as defined in subdivision (26) of section 10-262f of the Connecticut General Statutes. Funds from municipalities, which total \$3,921,435, will be matched with nearly \$5 million in state funding for an overall \$8,911,853 investment in school security among 169 schools.

"In the wake of the events at Sandy Hook last year, many districts across Connecticut are working to strengthen the safety and security of school buildings and grounds this year. And, at the same time, these districts are striving to maintain warm, welcoming learning environments for our students. The grants awarded today will help our schools accomplish these two essential goals," said State Department of Education Commissioner Stefan Pryor.

"We are grateful to Governor Malloy, the General Assembly, and our partner state agencies for investing in safe and welcoming learning environments for our young people."

School districts receiving awards are: Avon, Bridgeport, Cheshire, Danbury, Derby, East Hartford, Enfield, Greenwich, Hamden, Hartford, Killingly, Ledyard, Mansfield, Meriden, Middletown, Montville, Naugatuck, New Britain, New Hartford, North Haven, Norwalk, Plymouth, Portland, Regional School District No. 6 (Warren, Morris and Goshen), Regional School District No. 14 (Woodbury and Bethlehem), Rocky Hill, Shelton, Southington, Stamford, Sterling, Stratford, Vernon, West Haven, Westport, Wethersfield, and Winchester.

"Public Safety is a core function of our government, especially when it comes to our children's security," DESPP Deputy Commissioner William Shea said. "These funds show the commitment and investment Governor Malloy has made to the safety of our children and educators and is another vital step in improving the security infrastructure of our schools."

DESPP received 111 applications for proposed infrastructure projects in 604 school buildings, consisting of the installation of surveillance cameras, bullet proof glass, electric locks, buzzer and card entry systems, and panic alarms. A future round of funding will be announced soon.

###

For Immediate Release: September 18, 2013

Contacts: Scott DeVico

Connecticut Department of Emergency Services & Public Protection

Scott.DeVico@ct.gov

2013 School Security Grant Program- Phase 1 Budget Database			
Total State and Local Match	\$	8,911,853.00	Districts: 36
Total of State Budget Req.	\$	4,990,418.00	Schools : 169
Total of Local Budget Req.	\$	3,921,435.00	

	State	Local
AVON (4)	\$ 44,029.00	\$ 97,676.00
BRIDGEPORT (23)	\$ 1,035,375.00	\$ 288,455.00
CHESHIRE (8)	\$ 106,824.00	\$ 140,386.00
DANBURY (5)	\$ 55,401.00	\$ 36,381.00
DERBY (3)	\$ 267,873.00	\$ 107,139.00
EAST HARTFORD (17)	\$ 180,896.00	\$ 52,514.00
ENFIELD (9)	\$ 243,918.00	\$ 113,675.00
GREENWICH (1)	\$ 1,918.00	\$ 7,672.00
HAMDEN (3)	\$ 152,505.00	\$ 107,873.00
HARTFORD (2)	\$ 38,416.00	\$ 9,603.00
KILLINGLY (3)	\$ 93,378.00	\$ 31,126.00
LEDYARD (6)	\$ 233,523.00	\$ 131,748.00
MANSFIELD (4)	\$ 133,828.00	\$ 48,970.00
MERIDEN (1)	\$ 7,028.00	\$ 2,123.00
MIDDLETOWN (1)	\$ 76,002.00	\$ 46,998.00
MONTVILLE (1)	\$ 5,047.00	\$ 2,390.00
NAUGATUCK (3)	\$ 463,314.00	\$ 151,486.00
NEW BRITAIN (9)	\$ 254,294.00	\$ 65,000.00
NEW HARTFORD (1)	\$ 36,841.00	\$ 35,297.00
NORTH HAVEN (5)	\$ 65,955.00	\$ 105,045.00
NORWALK (14)	\$ 29,305.00	\$ 66,092.00
PLYMOUTH (1)	\$ 61,257.00	\$ 24,935.00
PORTLAND (3)	\$ 24,374.00	\$ 20,818.00
REGIONAL SCHOOL DISTRICT # 6 (4)	\$ 25,327.00	\$ 55,943.00
REGIONAL SCHOOL DISTRICT # 14 (4)	\$ 24,691.00	\$ 46,471.00
ROCKY HILL (3)	\$ 144,914.00	\$ 184,957.00
SHELTON (5)	\$ 168,537.00	\$ 298,703.00
SOUTHINGTON (1)	\$ 3,459.00	\$ 2,669.00
STAMFORD (3)	\$ 136,678.00	\$ 347,820.00
STERLING (1)	\$ 48,010.00	\$ 17,247.00
STRATFORD (2)	\$ 135,334.00	\$ 94,317.00
VERNON (6)	\$ 350,714.00	\$ 137,808.00
WEST HAVEN (2)	\$ 22,149.00	\$ 6,562.00
WESTPORT (8)	\$ 261,083.00	\$ 999,559.00
WETHERSFIELD (1)	\$ 33,095.00	\$ 24,461.00
WINCHESTER (2)	\$ 25,126.00	\$ 11,516.00

**GRANT PROPOSAL OF THE
WESTPORT PUBLIC SCHOOLS**

SECTION C. APPLICANT INFORMATION AND DATA SHEET



State of Connecticut Department of Emergency Services and Public Protection Division of Emergency Management and Homeland Security Grant Administration Unit



Additional copies of this kit are available by calling DESPP/DEMHS Grants Admin Unit at (860) 685-8038

Mail Completed Application To:
Department of Emergency Services and Public Protection
Attention: Kristina Andres
1111 Country Club Road, 3rd floor north
Middletown, CT 06457
E-mail Completed Application To:
schoolsecuritygrant@ct.gov
Subject: School Security Grant Application

FOR DESPP/DEMHS USE ONLY

Application Tracking #: _____

Date Received: _____

1. Name of School District Applying for Sub-grant:
Westport Public Schools

2. Period of Award for this Sub-grant:
January 1, 2013 - June 30, 2015

3. Point of Contact (Project Director) Name & Address
Name: Elio Longo, Jr. Title: Director of School Business Operations
Organization: Westport Public Schools
Address Line 1: 110 Myrtle Avenue
Address Line 2: _____
City/State/Zip: Westport, CT 06880
Phone: (203) 341-1001 Fax: (203) 341-1008
E-mail: elongo@westport.k12.ct.us

4. Official Authorized to Sign for the Applicant:
Name: Elliott Landon Title: Superintendent of Schools
Organization: Westport Public Schools
Address Line 1: 110 Myrtle Avenue
Address Line 2: _____
City/State/Zip: Westport, CT 06880
Phone: (203) 341-1010 Fax: (203) 341-1029
E-mail: elandon@westport.k12.ct.us

5. Application Prepared by: (If Different than Point of Contact)
Name: _____ Title: _____
Organization: _____
Address Line 1: _____
Address Line 2: _____
City/State/Zip: _____
Phone: _____ Fax: _____
E-mail: _____

6. Municipal/Agency Financial Officer
Name: Gary Conrad Title: Finance Director
Organization: Town of Westport
Address Line 1: 110 Myrtle Avenue
Address Line 2: _____
City/State/Zip: Westport, CT 06880
Phone: (203) 341-1080 Fax: (203) 341-1179
E-mail: gconrad@westportct.gov

8. Applicant Federal Employer Identification Number: 06-6002128_ **DUNS:** _____

AUDIT INFORMATION

Please note that the information required for boxes 9 through 13 refers to the sub-grantee's audit cycle.

9. Applicant Fiscal Year End: 06/30

10. Date of Last Audit: 12/14/2012

11. Dates Covered by Last Audit: 07/01/11 to 06/30/12

12. Date of Next Audit: December 2013

13. Dates to be Covered by Next Audit: 07/01/12 to 06/30/13

SECTION C. DISTRICT INFORMATION FORM



State of Connecticut
Department of Emergency Services and Public Protection
Division of Emergency Management and Homeland Security
Grant Administration Unit



DISTRICT BREAKDOWN

1. List of School(s) to be considered under this grant program:

Name of School: Coleytown Elementary School	Address of School: 65 Easton Road Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: Green's Farms School	Address of School: 17 Morningside Drive South Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: King's Highway School	Address of School: 125 Post Road West Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: Long Lots School	Address of School: 13 Hyde Lane Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: Saugatuck Elementary School	Address of School: 170 Riverside Avenue Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: Bedford Middle School	Address of School: 88 North Avenue Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: Coleytown Middle School	Address of School: 255 North Avenue Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School: Staples High School	Address of School: 70 North Avenue Westport, CT 06880	Emergency Plan in Place: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of School:	Address of School:	Emergency Plan in Place: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of School:	Address of School:	Emergency Plan in Place: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of School:	Address of School:	Emergency Plan in Place: <input type="checkbox"/> Yes <input type="checkbox"/> No

7. I, the undersigned, for and on behalf of the named Public School District, do herewith apply for this sub grant, attest that, to the best of my knowledge, the statements made herein are true, and agree to any general or special grant conditions attached to this grant application form.

SIGNATURE OF AUTHORIZED OFFICIAL: X

[Signature]

DATE:

7/26/2013

SIGN

SECTION D: PROGRAM NARRATIVE**APPLICATION TRACKING #**

Provide a brief overview of your grant application: if applying for more than one school please identify proposed projects at each school

Westport Public Schools is in the process of conducting a school safety assessment of all its schools. The Westport Board of Education has contracted Kroll Inc., to assist with the district wide security assessment. Our grant application addresses security improvements that can be made immediately with minimal time constraints, and are considered to be of high priority. At this time we seek funding assistance for the installation of interior safety door lock sets (existing hardware cannot be locked while remaining in the classroom), perimeter video surveillance cameras and ballastic-grade film overlay on school entrance glass panels.

Needs Statement: Provide a brief description of the problem or gap that will be addressed using grant funding.

Grant funding will assist the District to address increased safety for both students and staff at all schools. The proposed locksets and ballastic-grade film could potentially stop or slow down an intruder while emergency response teams are on their way. Existing door locksets are keyed on the exterior requiring staff to exit the classroom in order to lock secure the room. Surveillance video cameras will provide live feed for internal monitoring of perimeter (many areas being outside of line-of-sight) and the ability for remote feed monitoring by public safety authorities.

Target Population: Identify the target school(s) that will be served by this grant.

One (1) high school: Staples High School

Two (2) middle schools: Coleytown Middle School and Bedford Middle School

Six (5) elementary schools: Long Lots School, Saugatuck Elementary School, King's Highway School, Green's Farms School, and Coleytown Elementary School.

Goals and Objectives: List goals (what is this project trying to accomplish) and objectives (how goals will be achieved, including how these measures will work within your school environment).

The project goal is to increase safety for all students and staff with proven security measures. The measures are directly correlated with the district emergency plan. Security video cameras will be strategically placed to capture live feed of school perimeter. All interior rooms will have locksets with locking ability on both sides of the door. Ballistic-grade film applied to entrance way glass panels provides increased security at main entry points.

Evaluation: Indicate how you will measure success of your project (through drills, testing if applicable)

Lock-out/lock-down drills will be used to measure staff response time to secure interior rooms. Time studies will be conducted and analyzed for continual improvement methods. Periodic assessments of surveillance monitoring to include location analysis, live video image/recording quality, internal and remote monitoring connectivity.

Project Schedule: Estimated Time Line of Project

We feel we can accomplish our goal of a full installation by fiscal year end June 30, 2014.

Municipality / School District:	Westport Public Schools
School Name:	Staples High School
School Address:	70 North Avenue, Westport, CT 06880
Proposed Budget Total	\$ 438,582.00

[illegible]

		\$
Grand Total:		\$ 438,582.00

Municipality / School District:	Westport Public Schools
School Name:	Bedford Middle School
School Address:	88 North Avenue, Westport, CT 06880
Proposed Budget Total	\$ 176,418.00

[illegible]

Municipality / School District:	Westport Public Schools
School Name:	Coleytown Middle School
School Address:	225 North Avenue, Westport, CT 06880
Proposed Budget Total	\$ 126,824.00

[illegible]

Municipality / School District:	Westport Public Schools
School Name:	Long Lois School
School Address:	13 Hyde Lane, Westport, CT 06880
Proposed Budget Total	\$ 123,356.00

[illegible]

Municipality / School District:	Westport Public Schools
School Name:	Saugatuck Elementary School
School Address:	170 Riverside Avenue, Westport, CT 06880
Proposed Budget Total	\$ 118,574.00

[illegible]

Proposed Budget Total	\$ 96,595.00
-----------------------	--------------

Municipality / School District:	Westport Public Schools
School Name:	Green's Farms School
School Address:	17 Morningside Drive South, Westport, CT 06880
Proposed Budget Total	\$ 95,127.00

[illegible]

		\$	-
Grand Total:		\$	95,127.00

Municipality / School District:	Westport Public Schools
School Name:	Coleytown Elementary School
School Address:	65 Easton Road, Westport, CT 06880
Proposed Budget Total	\$ 85,166.00

[illegible]

	\$	-
Grand Total:		\$ 85,166.00

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: 2013-14 Calendar Governing Administrative Presentations

Date: September 23, 2013

At the request of several Board members, I have worked with Elaine Whitney to attempt to develop a calendar to govern administrative presentations that are related to our 2013-14 goals, action plans, and scheduled activities. While I am hopeful, that we will be able to meet all of our deadlines, circumstances often interfere with our ability to adhere religiously to all of our plans. Nonetheless, I offer the following for Board consideration:

October

- Social Studies and NEASC Update
- Approval of Custodial Contract
- Board of Education Pre-Budget Discussion of Budgetary Goals and Priorities
- Annual Adoption of Board of Education Public Meeting Calendar
- Standardized Testing Report

November

- Election of Board of Education Officers
- Report on Collaborative Research Project with Hwa Chong Institution, Singapore
- Report on Benchmarking with Other High Performing School Districts
- Report on Progress Towards Developing Formative and Summative Student Assessments
- Review of Class Size Issues at Elementary, Middle and High School Levels
- Review of Efforts to Optimize Instructional Minutes at All Grade Levels
- Review Short- and Long-Term Issues Associated with Space Utilization at All Schools
- Report on Alternative Programmatic and Scheduling Alternatives at the Middle School Level
- Update on Special Education Program Improvements, 2008-2013
- Recommend Plans to Minimize Differences of Starting and Ending Times At Elementary and Middle School Levels
- Report on Maintaining, Sustaining and Enhancing the School Food Services Program

December

- Board of Ed Meets Board of Finance and RTM Chairs for Preliminary 2014-15 Budget Discussions
- Update on NEASC Self-Study and Implications for Course-Sequencing, Advanced Placement Offerings, and Scheduling Options at Staples
- Recommendations for Modifications to Academic Programs and Mental Health Services at Elementary and Middle School Level
- Report Upon Implementation of Five Day/Full Day Kindergarten
- Report Upon Short- and Long-Term Plans for Digital Citizenship To Ensure Student Ethical Behavior
- Discussion and Approval of 2015-16 School Calendar
- Develop Board of Education Visitation Schedules to All Westport Schools

January-February

- Develop and Approve Board of Education Proposed Budget, 2014-15 School Year
- Quarterly Financial Report Presentation, July 1, 2013-December 31, 2012
- Work Session With Board of Finance and RTM Chairs for Review of Health and Medical Insurance Reserve and Funding
- Approval of Board of Education Five Year Capital Forecast, 2014-2019

February

- Report on Collaborative Research Project with Hwa Chong Institution, Singapore
- Report on Benchmarking with Other High Performing School Districts
- Report on Progress Towards Developing Formative and Summative Student Assessments

April

- Quarterly Financial Report Presentation, July 1, 2012-March 31, 2013
- Non-Renewal of Certificated Employees

May

- Report on Collaborative Research Project with Hwa Chong Institution, Singapore
- Report on Benchmarking with Other High Performing School Districts
- Report on Progress Towards Developing Formative and Summative Student Assessments
- Report Upon Implementation of Five Day/Full Day Kindergarten
- Initiate Discussions of Board of Education Goals and Action Plans for the 2014-15 School Year
- Approve Board of Education Adopted Budget, 2014-15 School Year
- Adopt Tuition Rates, 2014-15 School Year
- Authorization to Sign Contracts

June

- Adopt Board of Education Goals and Action Plans for the 2014-15 School Year
- Recognition of Retiring School District Employees
- Recognition of PTA Co-Presidents
- Adopt Compensation Plan for Non-Union Represented Certified and Non-Certified Staff

A handwritten signature in black ink, appearing to be 'J. Smith', is written over the June section of the document.