February 7, 2022 Staples High School

WESTPORT BOARD OF EDUCATION REVISED AGENDA*

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:00 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: January 31, 2022, pages 3-5

DISCUSSION

Health Update
 Ms. Suzanne Levasseur

2. Kindergarten Mathematics Update, pages 6-49 (Encl.) Ms. Allison Moran

DISCUSSION/ACTION

Formation of Special Committee for Strategic Planning
 Mr. Thomas Scarice

2. Proposed Modifications to the 2021-2022 School Calendar as a (Encl.) Mr. Thomas Scarice Result of January 3 PD Day, page 50

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

WESTPORT PUBLIC SCHOOLS



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Fax: (203) 341-1029 tscarice@westportps.org

To: Westport Board of Education Members From: Thomas Scarice, Superintendent of Schools February 7, 2022 Board of Education Meeting Re:

February 4, 2022 Date

Provided below for Board consideration is an overview of the meeting agenda items for February 7, 2022. The meeting will be held in-person.

Discussion

1. Health Update

Infection rates continue to decline in Fairfield County and in our schools. Daily rates of new cases among our entire faculty and student body, well over 6,000 people, have hovered around 10 per day. This is a precipitous drop compared to the experience of over 50 new cases per day during the height of the Omicron surge. As we have done since last January, we will continue to reduce or add mitigating measures in response to the local and regional conditions, while in consultation with the local health district. Sue Levasseur, Director of Health Services, will discuss these trends and other matters related to Covid mitigation.

As this trend of the decline in infection rates continues, the Governor's Executive Order mandating universal masking in schools is set to sunset on February 15, just days before our winter break. The decision making process at the state level is highly volatile based on the feedback that Sue and I have received from our professional organizations and colleagues. The speculation has changed daily. That said, we are working with our local health district, and eager to receive guidance from the CT Department of Public Health, to be prepared for any of the scenarios that result from the action, or inaction of the Governor. We will be prepared to discuss some of the initial processes we are entertaining in response to any of these scenarios.

2. Kindergarten Mathematics Update

In an effort to include academic and programmatic updates to the Board, K-5 Curriculum Coordinator, Allison Moran, will be presenting an update on the kindergarten mathematics program. Improvements to the kindergarten math curriculum emphasize the increased development of number sense, communication skills, and visualization of abstract concepts. Our kindergarteners routinely reflect on their thinking and make sense of the world around them as they navigate concepts of numbers, measurement, shapes, and operations. Ali's presentation will highlight the strengths of our new kindergarten mathematics curriculum and will provide a peak into our classrooms. The Board will get a window into how our kindergarteners have been "playing their way" toward learning mathematics, a very developmentally appropriate instructional approach.

Discussion/Action

1. Formation of Special Committee for Strategic Planning

At the last Board meeting, Board member Robert Harrington raised the topic of the formation of a special committee related to strategic planning in response to the suggestion from some members of the community. Although the Board voted to not add this item to the agenda last Monday evening, it was decided that this topic would be added to the February 7 agenda. The Board will discuss and act on this suggestion. This committee is intended to be an ad hoc of the Board of Education, composed of BOE, administration, PTA and community members, and non-binding.

2. Proposed Modifications to the 2021-2022 School Calendar as a Result of January 3 PD Day

The Board is being asked to take action to reduce the student calendar from 182 days to 181 days. The background and rationale for this decision was shared with the Board at the January 18 meeting. Below is a summary of that information.

As a precaution, based on the exponential rise in infection rates due to the Omicron variant over the winter break and New Year, and the concern for our ability to staff schools with building based personnel (i.e. teachers, support staff, administrators), and buses with drivers, I made the decision to cancel school for students only on Monday January 3.

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This action was taken to ensure staffing levels would be sufficient to hold school as some districts across the state had to close due to lack of staffing and bus drivers in the days and weeks after the New Year. Over the break, infection rates among our students and staff were beyond anything we experienced during the pandemic, and there were many reports of travelers struggling to return home due to many flight cancellations. I intended to avoid a chaotic scenario where we might have had to send students home early at a school, or more than one, due to lack of staffing. Just before the break Coleytown Elementary School was very close to closing for one day based on staffing issues. Fortunately, Coleytown Elementary School Principal, Janna Sirowich, worked closely with Assistant Superintendent for Human Resources and General Administration, John Bayers, as well as with her peers across the district to ensure appropriate staffing levels which kept the school open.

Furthermore, I forecasted significant numbers of students and staff out of school over the coming weeks following the New Year due to isolation or quarantine. While requiring staff to attend on January 3, we would be able to assess our true levels of staffing and bus drivers (i.e. those actually in attendance on January 3 since reports of infection were rapidly filling the reporting inbox). This day also afforded the opportunity to direct staff to develop plans in advance of substantial student absences, and alternative plans for staffing absences. The goal, which has been consistent this year, has been to remain fully open for all instruction and extracurricular programs the entire school year. January 3 was an opportunity to maintain this goal.

Teachers are contracted to work 188 days and the student calendar provides for 182 school days, two days above the legally required minimum of 180 days. Given that we have remained consistently in school during the most infectious period of the pandemic, and that our resolve to endure the greatest challenges of the pandemic is strong, I now recommend that the Board take action to reduce the student calendar by one day, from 182 to 181 student days, to accommodate for the professional day on January 3, which was used as described above. I anticipate that there will be no further interruption of student days due to the pandemic.

WESTPORT BOARD OF EDUCATION

Board Members Present: Administrators Present:

Lee Goldstein Chair Thomas Scarice Superintendent of Schools
Liz Heyer Vice Chair Anthony Buono Asst. Superintendent, Teaching and Learning

Neil Phillips (*) Secretary Michael Rizzo Asst. Superintendent, Pupil Personnel Services Christina Torres Elio Longo Chief Financial Officer

Dorrie Hordon John Bayers Asst. Superintendent, Human Resources and

Robert Harrington General Admin.

Kevin Christie

(*) via telephone

PUBLIC CALL TO ORDER/PLEDGE OF ALLEGIANCE: 7:06 p.m., Staples High School, Cafeteria B (Room 301).

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: Neil Phillips moved to approve the minutes of January 24, 2022; seconded by Lee Goldstein and passed unanimously.

DISCUSSION

Strategic Plan Update

FY 2022 Second Quarter Financial Report

Robert Harrington moved to add an item to the agenda to discuss the formation of a special committee to provide input on the Strategic Plan; seconded by Liz Heyer. The motion failed 2-5 (Harrington and Heyer, in favor; Goldstein, Phillips, Christie, Hordon and Torres, opposed).

DISCUSSION/ACTION

Lee Goldstein moved to continue with the remaining agenda items, as it was past 10:30 p.m.; seconded by Liz Heyer and passed unanimously.

FY 2023 Proposed Budget of the Superintendent of Schools

Final vote on the FY 2022 Requested Operating Budget of the Board of Education:

Be it resolved that the Board of Education requests an appropriation from the Board of Finance and the Representative Town Meeting for its operating budget for FY 2023 in the amount of \$130,308,646, reflecting \$32,964 in total net reductions to the FY 2023 Proposed Budget of the Superintendent of Schools, and a year-over-year increase of \$4,714,064 and 3.75% from the FY 2022 Adopted Operating Budget of the Board of Education.

MOTION: Lee Goldstein SECOND: ChristinaTorres

RESULT: Passed unanimously

VOTE: 7-0

Lee Goldstein moved to continue with the remaining agenda items, as it was past 10:30 p.m.; seconded by Christina Torres and passed unanimously.

Request to Secure Architectural Design Services and Issue RFP for Installation of Modular Unit for Coleytown Elementary School

Be it resolved that upon the recommendation of the Superintendent of Schools, the Board of Education will issue an RFP for the construction of a modular classroom unit for Coleytown Elementary School.

MOTION: Lee Goldstein SECOND: Robert Harrington RESULT: Passed unanimously

VOTE: 7-0

Lee Goldstein moved to add an item to the agenda to consider waiving Policy 3320 and invoke bylaw 9314 in connection with the architectural design services required before issuing a RFP for the proposed modulars at Coleytown Elementary School; seconded by Robert Harrington. The motion passed unanimously.

Be it resolved that upon the recommendation of the Superintendent of Schools, the Board of Education waives Policy 3320 and invokes bylaw 9314 in connection with the architectural design services required before issuing a RFP for the proposed modulars at Coleytown Elementary School provided that architectural design services can be rendered such that the RFP for the construction of modular classroom unit can be issued in time to receive RFP bid responses by March 1.

MOTION: Liz Heyer

SECOND: Robert Harrington RESULT: Passed unanimously

VOTE: 7-0

Lee Goldstein moved to continue with the remaining agenda items, as it was past 10:30 p.m.; seconded by Liz Heyer and passed unanimously.

ARPA Funds Proposal

Be it resolved that upon the recommendation of the Superintendent of Schools, the Board of Education requests an allocation of ARPA Funds from the Town of Westport in the amount of \$63,200 to support the addition of a challenge course at Staples High School.

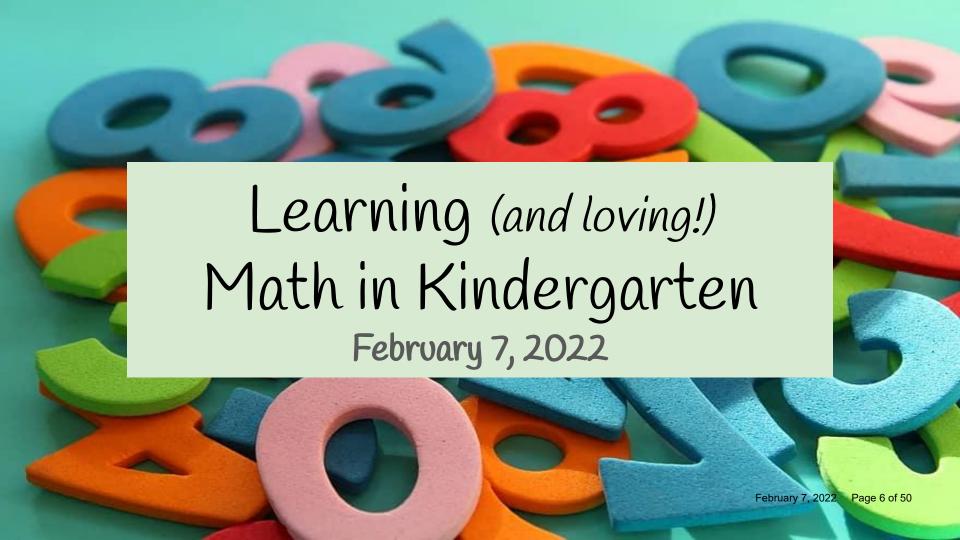
MOTION: Liz Heyer SECOND: Lee Goldstein

RESULT: Passed unanimously

VOTE: 7-0

ADJOURNMENT: Christina Torres moved to adjourn at 12:25 a.m. (2/1/22); seconded by Dorie Hordon and passed unanimously.

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



Four Units of Study

- 1. Number
- 2. Measurement
- 3. Shapes
- 4. Operations



Five Core Competencies

- 1. Number Sense
- 2. Communication
- 3. Visualization
- 4. Metacognition
- 5. Generalization



Number Sense

Inquisitive playfulness around numbers and quantities allows students to think flexibly in order to make sense of the math.

Through the use of the CPA Approach (Concrete-Pictorial-Abstract) students learn to associate quantities with numerals, connect multiple representations while laying foundations around place-value and part-whole relationships. ~ Mathodology





Communication

After instruction, students are encouraged to repeat work with each concept independently or often with a partner.

Learning how to express mathematical ideas while listening to differing perspectives is important work at this level. ~ Mathodology





Visualization

The use of materials and manipulatives is critical in providing opportunities to see math by modeling it, modifying it, making predictions, and connecting to bigger ideas.

Through the hands, our students connect the cognitive processes as they move through concrete, pictorial in the development of abstraction. ~ Mathodology





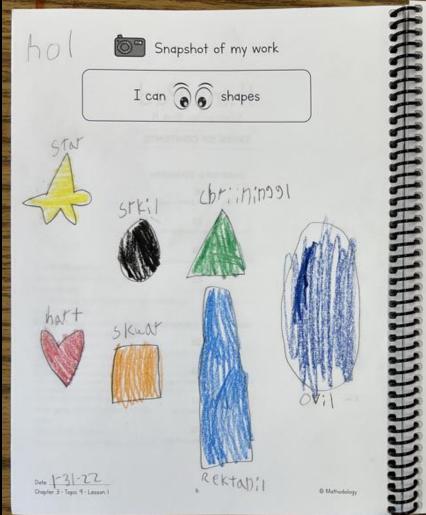
Metacognition

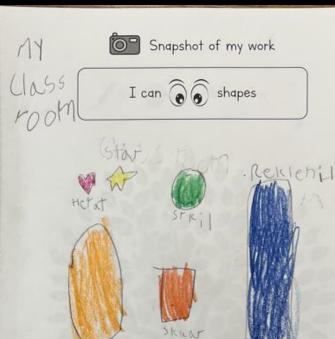
Establishing an expectation of student ownership over choice and the results provides room for students to develop a positive risk tolerance.

Journaling in the think! Pads and **reflecting on experiences** are seamlessly incorporated into the daily routines on an individual basis.

Opportunities to think about decisions; to convince, reason, and justify are critical in developing mathematical confidence that will last a lifetime.

~ Mathodology





Date 1-31-2-2 Chapter 3 - Topic 9 - Lesson I

February 7, 2022 Page 1

Generalization

Student excitement toward learning in the classroom results from engagement in tasks that highlight essential concepts, allowing our children to make sense of the world around them.

Finding joy in these experiences, without fear, allows for honest self-assessments as our young students naturally become partners in skill development through the power of choice and independence.

We create equitable access to math for every student through creative, purposeful, and meaningful student work. ~ Mathodology

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Lisa Wolff, Math Coach CES/SES

The strength of this curriculum is the hands on approach, especially with skills like number formation. The curriculum so thoughtfully and appropriately provides students with ample opportunities to build strength in numeracy while at the same time addressing skills like cooperation, fine and gross motor skills, communication of ideas, etc.

Step Inside our Classrooms



Never do for a child what they can do for themselves.

What are teachers saying?

My students cheer for math!
That's never happened before!
~ Liz McShane, CES

Jessica Olson, GFS

The implementation has been daunting. While still based in a Singapore approach, the new lessons have required a lot of teacher training, materials and preparation. That said, the content we are delivering is highly engaging, naturally differentiating and thoughtfully paced.

Without a doubt, the key to our successful implementation has been the time dedicated to collaboration with our math interventionists and coaches. Amy Richo and I take time each week to discuss upcoming lessons and to plan instruction. She comes into the classroom several times each week to teach with me. I cannot imagine this curriculum being such a success without this collaboration. Her gradual release of support will help me better implement this curriculum next year.

J. Giannino, LLS

At one point last week, I stood back and just observed. All students were engaged and buzzing around the room measuring and talking about what they were noticing. There was an excitement around the math work they were doing.

Caitlin Massey, KHS

Students created paper tablecloths for their tables. First, they had to measure tables with paperclips and then transfer that learning on to the paper to cut to size without putting the paper on the table. They decorated them for our 100th Day celebration.





If you look closely, you can see paperclips on tables to show how they measured the tables.





One group said, "We all took a turn talking and now we squished up our ideas to figure it out!"

This was the one of the most cooperative learning times I have ever seen in my 19 years teaching - they were completely energized and motivated by the task. So much talking, listening and trying!



Today, my students enjoyed the shape investigation so much that they chose to continue it during

choice time. That happens a lot!

~ Molly Rosenthal, CES

Jen Valencia, LLS

We love the measurement unit! The kids are so engaged using non-standard units to measure everything in our classroom - including each other!





The unit fosters many parts of our class charter including sharing, helping friends, working hard, and therefore they feel excited, included, and proud!

Amanda Moitoso, GFS

Overall, it's been a really joyful teaching experience, even though the planning can be tough. When Sarah, during our fall PD, said to use the teacher resource as a guide, I was able to make it my own. I keep true to the philosophy of play and exploration and stay within the teaching point. I so appreciate the understanding of how teaching is gray, not black and white. It was so refreshing to hear.

Caitlin Walsh, our **math coach**, has been wonderful to work with – flexible, helpful, proactive, and I love how we get "**messy**" in this new curriculum together.



I've noticed a huge increase in math discussion and math language in my classroom. Yesterday, one of my students used the word "capacity" (referring to the recess bin) and I literally dropped to the floor to show her how amazed I was that she was using such "big kid" math words!

Making a Number Line with Dominoes During Quiet Time

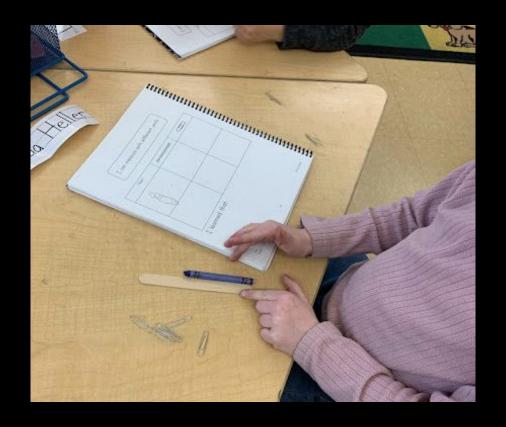




Counting by 2's on a Hundreds Pop-it



Making an "animal parade" while listening to parade music.



Learning to Measure Two Objects at the Same Starting Point

Using our Hands as Scales to Compare Weight





Weigh Station: Comparing Heavy & Light

Jennifer Valencia, LLS

This curriculum takes a lot of preparation on the part of teachers, but the kids really enjoy it! The K teachers from across the district are always sharing ideas and games.

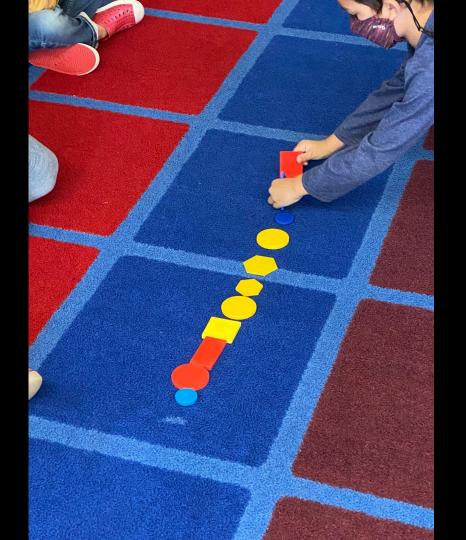
Our math specialist has also provided a great deal of support. Geri pushes into our math classes once a week to co-teach or support small group instruction.

The Best "Program" is a GREAT Teacher

More...

















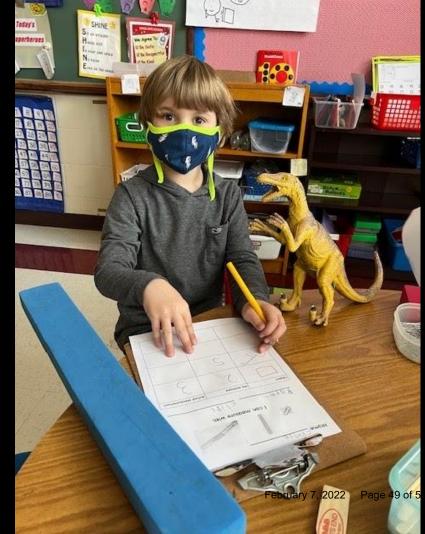














WESTPORT PUBLIC SCHOOLS 2021-2022 SCHOOL CALENDAR

School in Session

Teacher Professional Development

Snow Dates

KEY DATES

Aug 26-27, 30 Professional Development

Aug 31 First Day of School

Sept 6Labor DaySept 7Rosh HashanahSept 16Yom Kippur

Oct 13 Early Release/Professional Development
Nov 2 Election Day – Professional Development

Nov 24 Early Dismissal
Nov 25-26 Thanksgiving Recess
Dec 24-Jan 1 Winter Recess

Jan 17 Martin Luther King Jr. Day

Feb 21 Presidents' Day

Feb 18 Professional Development

Feb 21-25 February Recess

March 23 Early Release/Professional Development

April 15-22 Spring Recess
May 30 Memorial Day

June 16 Last Day of School/Graduation (Early

Release)

Students: 182 days Teachers: 188 days

There are 6 snow days built into the calendar. If there are no snow days students' last day will be June 16. In the event that additional make-up days are needed, District schools will use, in the following order: Monday, April 18; Tuesday, April 19; Wednesday, April 20; Thursday, April 21; Friday, April 22.

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