

November 11, 2013

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

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

RECOGNITION

Acknowledgment of Retiring Members of the Board of Education: Mike McGovern and Jen Tooker

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: October 21, 2013

DISCUSSION:

- | | | |
|--|---------|--|
| 1. New Course Proposals: Staples High School
(8:00pm-8:15pm) | (Encl.) | Ms. Denton
Ms. Eichler
Ms. Eskell
Ms. Heller
Ms. White
Mr. Wilkes |
| 2. Middle School STEM/Encore Courses: Additions and Revisions
(8:15pm-9:00pm) | (Encl.) | Dr. Landon
Dr. Rosen
Ms. Szabo
Dr. Scheetz |
| 3. Busing Logistics/Schedules: 2013-14 and 2014-15
(9:00pm-9:30pm) | (Encl.) | Dr. Landon
Mr. Longo
Ms. Evangelista |
| 4. Budgetary Impact: Revised Class Size Breakpoints
(9:30pm-10:15pm) | (Encl.) | Dr. Landon |

DISCUSSION/ACTION:

- | | | |
|---|---------|------------|
| 1. Adoption of 2014-15 Board of Education Meeting Calendar
(10:15pm-10:20pm) | (Encl.) | Dr. Landon |
| 2. Acceptance of Gift
(10:20pm-10:30pm) | (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.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
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To: Members of the Board of Education
From: Elliott Landon
Subject: New Course Proposals: Staples High School
Date: November 11, 2013

Please find appended to this memorandum proposals to add five (5) new courses to the repertoire of courses listed in the Course Catalog of Staples High School beginning with the 2014-15 school year. Each of these courses is being proposed because of the need to address specific educational needs of our students, either because they have been requested and approved by faculty or have been requested by students and approved by faculty.

The five new full-year and semester courses may be found listed below:

Full Year

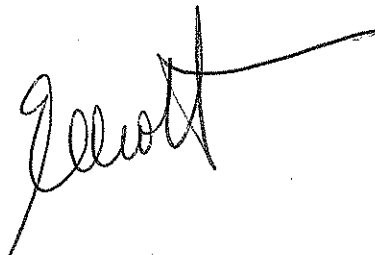
1. AP Studio Art: Drawing
2. Differential Equations

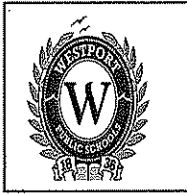
Semester

1. Animation
2. Financial Decision-Making in the Digital Age
3. Visual Literacy: The Art and Narration of Graphic Literature

You will find appended to this memorandum a brief description of each of the proposed courses as prepared by Lis Comm, Director of Secondary Education, and detailed explanations for each course including credit areas, prerequisites/eligibility, course development, rationale, Staples expectations for student learning alignment, Westport 2025, Course Catalog description, course content, student assessment, materials/texts, and required resources and budget requirements.

This item has been placed on the agenda of our meeting scheduled for November 11 for discussion purposes only. Board approval is recommended for our meeting of November 25.





Lisabeth Comm
Director, Secondary Education
Telephone: 203-341-1009
Email: lcomm@westport.k12.ct.us

To: Elliott Landon

From: Lisabeth Comm

Subject: Course Proposals for Staples High School

Date: November 11, 2013

I am presenting five new course proposals from Staples High School for your approval. All courses focus on Common Core Standards as well as 21st century skills and capacities, including critical and creative thinking, digital literacy, global issues, and problem solving.

Because our math students continue to move further and faster every year, the Math Department has proposed a course entitled Differential Equations, which would be the third in a sequence of three college level courses to be offered at Staples, following AP Calculus BC and Multivariable Calculus. It is very rare for a public high school to offer three college level courses.

Based upon the success of the Personal Financial Management course, the Math Department has proposed Financial Decision Making in the Digital Age. This course is supported by a grant, which includes funds for 15 iPads. All materials will be delivered digitally, including subscriptions to the *Wall Street Journal* and the *Financial Times of London*, with teachers creating curriculum in the iBook format.

The English Department is proposing Visual Literacy: The Art and Narration of Graphic Literature as a semester elective focused on the comprehension and creation of multi-modal texts. Graphic works of literature are unique in that they both show and tell a story. Courses on graphic literature are now taught at many top universities, including Harvard, Yale, and Princeton. Much graphic literature, both fiction and non-fiction, focuses on significant cultural, social, and political issues. Students will develop skills in analyzing text and visuals as they both read and create graphic novels focused on the complexities and conflicts surrounding global issues.

The Art Department is proposing AP Studio Art: Drawing, a course requested by students for several years. Students will engage in rigorous development of studio art techniques and the investigation of art history and criticism; they will be assessed on a portfolio of drawings. The course is a natural vehicle for developing self-expression, creativity, risk taking and problem solving in innovative ways.

The Art Department is also proposing a course entitled Animation. Students will use both traditional and digital animation techniques and processes. They will be encouraged to use concepts from multiple content areas to inform their art work and to engage consistently in creative thinking and problem solving.

AP STUDIO ART: DRAWING

Staples High School Course Proposal

Course Title: *AP Studio Art: Drawing*

Credit: _____ .25 Quarter
 _____ .5 Semester
 ___x___ 1 Year

Credit Area(s):

The credits for this course would go toward satisfying *art requirements*.

Prerequisites/Eligibility:

Students must have taken at least two semesters of either Advanced Drawing and at least one semester of either Honors Studio Art. All students must be approved by the AP Studio Art: Drawing course instructor.

Course Development

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

Course proposed by

_____ Administration _____ Board of Education _____ Students
_____ K-12 Curriculum Review ___X___ Department _____ Other

I. Rationale:

Over the years students have repeatedly requested an AP Art Studio course for 2-d work. Because drawing is the basis of visual thinking, and a major requirement in an art portfolio, it is also highly recommended by the most competitive art schools, colleges and universities.

AP Studio Art: Drawing is designed for serious art students who are interested in the conceptual and practical experience of the art making process. The course is designed to engage students in the rigorous development of studio art techniques and discipline; including the investigation of art history, art criticism, and the aesthetic experience as it relates to the creation of personal artwork.

This class will help students complete a college-level art course and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.

II. Staples Expectations for Student Learning Alignment:

Academic:

- *Students will learn to think critically in a variety of contexts and situations*
- *Students will be active learners and engage in aesthetic dialogue and inquiry*
- *Students will sustain creative and systematic investigation into both formal and conceptual issues*
- *Students will develop mastery in concept, composition, and execution*

Civil/Social:

- *Students will demonstrate honesty and integrity.*
- *Students will make informed judgments and decisions.*
- *Students will work cooperatively toward common goals.*

III. Westport 2025

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

AP Studio Art: Drawing is an opportunity for students to explore the world around them and create a personal vision. The course is a natural vehicle for developing self expression, fostering creativity, curiosity and imagination, risk-taking and solving problems in innovative ways. Students will become self-directed and reflective learners who independently manage their goals and time as they continuously improve as artists and visual communicators.

IV. Course Catalogue Description

AP Studio Art: Drawing is for highly motivated, committed students who are seriously interested in the study of art. Students will create a portfolio demonstrating mastery of Drawing thorough a variety of subjects, including but not limited to, figures, portraits, self-portraits, still-life, landscape, and interiors using a range of media and techniques such as pencil, charcoal, conte crayon, ink, pastel and paint. The course provides the student the opportunity for in-depth investigation and discovery in their artwork through the Concentration, Breadth, and Quality sections of the portfolio.

V. Course Content (Themes, topics) as aligned with the National Standards for Performing and Visual Arts for Grades 9-12

Portfolios submitted to the college board will require the students to show a fundamental competence and range of understanding in visual concerns and methods. Each portfolio asks the students to demonstrate a depth of investigation and process of discovery through the concentration, breadth, and quality sections of the portfolio.

Students will need to work in and outside the classroom. Students should be considered responsible enough to leave the art room if an assignment requires them to do so, and homework, such as maintaining a sketchbook or journal, which is a necessary component of instruction and visula processes.

Themes and topics of student art are dependant on personal aesthetic. Students will discuss their cohesive and thematic ideas communally and individually in a critical and analytical way. Some examples of themes and topics are:

- *Collecting information pivotal to the emergence of a topic historically, socially, and culturally (Standard 4)*
- *Exploring the subject matter, symbols, and ideas of other artists and art forms to gain insight and inspiration (Standard 3, 5 & 6)*
- *Applying modes of execution and composition using a variety of styles, media and techniques (Standard 1, 2 & 5)*

VI. Educational experiences in this course will assure that students will:

Skills

- *Students will create a portfolio that allows freedom of personal style while keeping in mind quality and breadth of work at college-level standards*
- *Students will be able to generate original Drawings/ 2D works of art that demonstrate both technical merit and aesthetic sensibility.*
- *Students will be able to constructively describe, analyze, interpret, and evaluate Drawing completed by artists and peers based on the use of the Elements and Principles of Art and the critical interpretation and analysis of artworks.*

Knowledge

- *Students will continue to learn how to research, plan, and execute their vision*
- *Students will implement and develop knowledge of aesthetics, which in turn will provide a greater understanding of the diverse intentions of art.*
- *Students will understand how making art is an ongoing process that involves critical decision making and problem-solving*
- *Students will become independent thinkers who will contribute inventively and critically to their culture*

VII. Student Assessment

Students will be assessed on their Drawing portfolio, which must include 24 original pieces as follows:

Section 1- Quality: *5 original works that demonstrate mastery of Drawing in concept, composition, and execution*

Section 2 – Concentration: *12 works describing an in depth exploration of a particular drawing concern*

Section 3 – Breadth: *12 works will demonstrate a variety of concepts and approaches in Drawing*

Students will be also assessed on their class commitment and sketchbook journal depicting their creative process.

VIII. Materials/Texts:

Evaluating the AP Portfolio in Studio Art

Sketchbooks for each student

Art materials (pencil, graphite, charcoal, conte crayon, ink, watercolor, colored pencil, erasers, papers, illustration, pastel boards, canvas, water-miscible oil paint and mediums, brushes)

IX. Required Resources and Budget:

The introductory budget for initiating AP Studio Art: Drawing will include a one time purchase of resource materials to have available to students in the studio. Instructor preparation included professional development and a summer curriculum workshop.

Resource Materials:

Estimates based on one section of 15 students:

Evaluating the AP Portfolio in Studio Art	\$ 42.00
Art Supplies	\$3500.00
Sketchbooks	<u>\$ 80.00</u>
	\$3622.00

DIFFERENTIAL EQUATIONS

Staples High School Course Proposal

Course Title: Differential Equations

Credit: _____ .25 Quarter
 _____ .5 Semester
 X 1 Year

Credit Area(s):

Students will receive 1 math credit for completion of this course.

Prerequisites/Eligibility:

Successful completion of Multivariable Calculus BC with teacher recommendation.

Course Development:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

Course proposed by:

_____ Administration _____ Board of Education _____ Students
_____ K12
Curriculum Review X Department _____ Other

I. Rationale: We have several underclassmen here at Staples who are on track to take Multivariable Calculus BC prior to their senior year. Presently, we have no course in place that these students would be able to take after Multivariable Calculus. Differential Equations is the next course in the sequence of required mathematics courses for several college majors.

II. Staples Expectations for Student Learning Alignment:

- Academic:
 - Students will be effective problem solvers
 - Students will think critically in a variety of contexts and situations
 - Students will be reflective learners
 - Students will read critically
 - Students will write effectively
 - Students will speak effectively
 - Students will listen effectively
 - Students will use technology as a tool for learning

- Civil/Social:
 - Students will demonstrate citizenship in their school community both in words and actions

- Students will demonstrate a sense of ethics both in their words and their actions
- Students will work cooperatively toward common goals
- Students will demonstrate social competencies that promote respect for others

III. Connecticut's Common Core of Learning Alignment:

- CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
- CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
- CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
- CCSS.Math.Practice.MP4 Model with mathematics.
- CCSS.Math.Practice.MP5 Use appropriate tools strategically.
- CCSS.Math.Practice.MP6 Attend to precision.
- CCSS.Math.Practice.MP7 Look for and make use of structure.
- CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.

IV. Westport 2025

In this course students will engage in a number of 21st century skills as defined in the Lens. Students will engage in critical thinking, in-depth analysis and will be required to apply their learning in real world contexts. Students will regularly collaborate strategically in the analysis and communication of their work.

V. Course Catalogue Description:

Prerequisite: Multivariable Calculus BC & teacher recommendation.

This course is a study of differential equations: Topics include the solution of first and second order differential equations, homogeneous and non-homogeneous differential equations, physical applications, initial value problems, systems of linear differential equations, series solutions, numerical methods, LaPlace Transforms and Fourier Series.

VI. Course Content (Themes, topics):

- Differential Equations: Solutions and Classification
- Multi-representational Methods
 - Graphical Methods
 - Numerical Methods
 - Taylor Series Methods
- First Order Differential Equations
- Second Order Differential Equations
- Higher Order Differential Equations
- Series Solutions of Second Order Linear Differential Equations
- Laplace Transforms

VII. Educational experiences in this course will assure that students will:

- Students will be effective problem solvers
- Students will think critically in a variety of contexts and situations
- Students will be reflective learners
- Students will read critically
- Students will write effectively
- Students will speak effectively
- Students will listen effectively
- Students will use technology as a tool for learning

VIII. Student Assessment:

Evaluation of student performance is based on tests, homework, and quizzes. Projects, presentations and written work are incorporated in the evaluation of student performance.

IX. Materials/Texts:

Textbook - Differential Equations with Boundary-Value Problems, 8th edition (or a textbook comparable to this).

Software – Maple software

X. Required Resources and Budget:

Approximate cost of textbooks : \$1,120.00 (8 @ \$140 per book).

ANIMATION

Staples High School Course Proposal

Course Title: Animation

Credit: _____ .25 Quarter
 x .5 Semester
 _____ 1 Year

Credit Area(s):

The credits for this course would go toward satisfying art requirements.

Prerequisites/Eligibility:

No prerequisite.

Course Development

Course proposed by

_____ Administration _____ Board of Education _____ Students
_____ K-12 Curriculum Review X Department _____ Other

I. Rationale:

This Animation course is designed for art students who are interested in exploring the creation of art using movement and timing. Students will use both traditional and digital animation techniques and processes. Students will study the science of the animation, and the history of the moving image in the arts and entertainment industries.

Students will have opportunities for individual as well as collaborative work. There are also possibilities for collaboration with other disciplines such as music, media arts, and language arts.

II. Staples Expectations for Student Learning Alignment:

Academic:

- *Students will learn to think critically in a variety of contexts and situations*
- *Students will be active learners and engage in aesthetic dialogue and inquiry*
- *Students will demonstrate knowledge of the historical and cultural context in which art is created*

Civil/Social:

- *Students will demonstrate honesty and integrity.*
- *Students will develop rationale for making informed judgments and decisions.*
- *Students will work cooperatively toward common goals.*

Alignment to the Common Core:

Animation students will have several opportunities to create a narrative through their time-based animation pieces. This aligns with Common Core Writing Standard 3:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

Also, I've included page 7 of "The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts

Standards Conceptual Framework” which identifies areas in which the Common Core aligns with the National Core Arts Standards.

Philosophical Foundation	Lifelong Goal
<p><u>The Arts as Communication</u> In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).</p>	<p>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</p>
<p><u>The Arts as Creative Personal Realization</u> Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</p>	<p>Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.</p>
<p><u>The Arts as Culture, History, and Connectors</u> Throughout history, the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each art form shares common goals but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, to express, and to integrate meaning across a variety of content areas.</p>	<p>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts, and other knowledge.</p>
<p><u>Arts as Means to Well-being</u> Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional well-being.</p>	<p>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</p>
<p><u>The Arts as Community Engagement</u> The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that brings communities together (responding).</p>	<p>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</p>

In addition, researchers referenced a document outlining the four creative practices of imagination, investigation, construction, and reflection that are essential to arts practice across the disciplines. NCCAS leadership states that “[t]hese meta-cognitive activities nurture the effective work habits of curiosity, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfer to all aspects of learning and life in the 21st Century.” (National Coalition for Core Arts Standards, 2012)

Creative Practices	
Imagine	To form a mental image or concept
Investigate	To observe or study through exploration or examination
Construct	To make or form by combining parts or elements
Reflect	To think deeply or carefully about

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

Students will have multiple opportunities to collaborate in groups in order to create animation pieces and solve art problems. Students will also be encouraged to apply tools, approaches, and concepts from multiple content areas in order to inform their artwork. Students will consistently engage in creative thinking and problem solving in the process of developing animation pieces and mastering techniques.

IV. Course Catalogue Description

This course is for students who are interested in exploring the art of animation. Students will have the opportunity to experience varied traditional animation techniques such as flipbooks and stop-motion animation, as well as digital techniques and processes. Students will work both independently and in small groups. The history of animation as well as contemporary animation topics will be covered throughout the semester.

V. Course Content (Themes, topics)

The Art of Storytelling

- brainstorming
- sketching/planning
- storyboarding
-

Traditional Animation Concepts & Techniques

The Illusion of Movement

- Thaumatrope
- Zoetrope
- Phenakistoscope
- Flipbook
- Cell Animation

Stop Motion Animation

- Puppet
- Clay
- Cutout

Computer Animation

- GIF Animation
- Adobe Flash Animation
- Possibilities for other types of technology in the future - Maya, Lightwave, etc

VI. Educational experiences in this course will assure that students will:

Skills

- *Students will be able to create moving images using a variety of processes and techniques, both traditional and digital*
- *Students will be able to work in a group setting to conceptualize, plan and execute a project.*
- *Students will be able to constructively describe, analyze, interpret, and evaluate animation pieces completed by master artists and peers*

Knowledge

- *Students learn how to research, plan, and execute their vision*
- *Students will gain knowledge of the history and science of animation and moving image.*
- *Students will gain knowledge of aesthetics, which in turn will provide a greater understanding of the diverse intentions of art.*
- *Students will understand how making art is an ongoing process that involves critical decision making*
- *Students will become independent thinkers who will contribute inventively and critically to their culture through the making of art*

VII. Student Assessment

*Projects will be assessed using the Art Department rubric.
Students will be also assessed on their class commitment and participation.*

VIII. Materials/Texts:

- *Art materials: paper, markers, pens, pencils, scissors, whiteboards, modeling clay*
- *Tech Equipment: cameras, memory cards, tripods, Mac computer lab, scanner, software (Adobe Photoshop, Flash, and Illustrator)*

IX. Required Resources and Budget:

The budget the Animation course would include purchasing consumable Art Materials listed above as well as a one time purchase of a few digital cameras and accessories for student use. Needs may change as advances in technology are made. Technology needs would include use of a Mac lab and Adobe software. The class would also need the use of a traditional art classroom, in addition to the Mac lab.

Budget:

4 DSLR Cameras	\$1800.00
4 Tripods	\$140.00
5 small whiteboards	\$150.00
Professional Development	\$500.00

FINANCIAL DECISION-MAKING IN THE DIGITAL AGE

Staples High School Course Proposal

Course Title: Financial Decision Making in the Digital Age

Credit: .25 Quarter
 .5 Semester
 1 Year

Credit Area(s): Math

Prerequisites/Eligibility: Successful completion (B- or better) of Personal Financial Management OR 90% or above on prerequisite knowledge test

Course Development

Course proposed by

Administration Board of Education Students
 K-12 Curriculum Review Department Other

I. Rationale:

Financial literacy skills are no less important in the global and competitive economic environment than they were at the time the Personal Financial Management was created in 2009. In order to build on the successful experiences of students in the Personal Financial Management a second financial literacy course, Financial Decision Making in the Digital Age has been developed. This course is designed to provide students with a foundation in making financial decisions throughout their life cycle. Students will experience designing a financial plan, evaluating alternatives for achieving financial goals and implanting risk management strategies to protect their financial resources.

II. Staples Expectations for Student Learning Alignment: Standards Addressed

I. Connecticut's Common Core of Learning Alignment:

- CC.9-12.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling
- CC.9-12.F.LE.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- CC.9-12.F.LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- CC.9-12.F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

- CC.9-12.F.1F.4 For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- CC.9-12.F.1F.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- CC.9-12.F.1F.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- CC.9-12.F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions
- CC.9-12.F.LE.1a Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
- CC.9-12.A.CED.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- CC.9-12.F.1F.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.

- CC.9-12.F.LE.5 Interpret the parameters in a linear, quadratic, or exponential function in terms of a context

B. Connecticut Framework K-12 Curricular Goals and Standards Alignment:
CT Personal Finance Frameworks Performance Standards:

1 – Use the rational decision-making process as it applies to the roles of citizens, workers, and consumers

- Apply the decision-making process to various types of decisions at different stages of the life-cycle.

2 – Identify various forms of income and analyze factors that affect income as part of the career decision-making process

- Differentiate between earned and unearned income

3 – Develop and evaluate a budget plan

- Describe how income and spending patterns change throughout the life cycle for the typical person or family.

4 – Evaluate savings and investment options to meet short and long term goals

- Describe why and how people save.
- Identify the opportunity costs of saving.
- Differentiate between saving and investing.
- Distinguish between simple and compound interest.
- Apply criteria for choosing a saving or investment instrument (e.g. market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).
- Explain why a savings and investing plan changes as one proceeds through the life cycle.
- Explain how and why the stock market works.
- Identify the risk/return trade-offs for saving and investing.
- Analyze the power of compounding and the importance of starting early in implementing a plan or saving and investing.
- Develop financial goals for the future based on one's lifestyle expectations and career choices.
- Calculate and apply the Rule of '72.
- Examine the fundamental workings of the Social Security System and the system's effects on retirement planning.
- Describe the advantages provided by employer-sponsored retirement savings plans including 401K and related plans.

7 – Analyze factors that affect the choice of credit and the legal aspects of using credit

- Explain the implications of bankruptcy.

8 – Analyze choices available to consumers for protection against risk and financial loss

- Identify risk in like and how to gain protection again the consequences of risk.
- Explain how all types of insurance are based on the concept of risk sharing and statistical probability.
- Evaluate insurance as a risk management strategy.
- Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, home and apartment, health, life, long term care and disability).
- Explain why insurance needs change throughout the life cycle.
- Identify various suppliers of insurance (e.g. public and private).
- Explain the role of insurance in financial planning.
- Develop recommended insurance coverage for individuals/families for various risks and different income levels.
- Develop a plan for family financial security (e.g., secure storage of documents, cash reserve, household inventory, medical records retention) in case of a disaster.

B, National Standards Alignment

From the Jump\$tart Coalition for Personal Financial Literacy

- Take responsibility for personal financial decisions
- Find and evaluate financial information from a variety of sources
- Mae financial decisions by systematically considering alternatives and consequences
- Develop a personal financial plan
- Identify the costs and benefits of various types of credit
- Identify common types of risks and basic risk management methods
- Explain the purpose and importance of property and liability insurance protection
- Explain the purpose and importance of health, disability, and life insurance protection
- Discuss how saving contributes to financial well-being
- Explain how investment builds wealth and helps meet financial goals
- Evaluate investment alternatives
- Describe how to buy and sell investments
- Investigate how agencies that regulate financial markets protect investors

III. Westport 2025

The course is designed to expose students to the financial life cycle. The course will also incorporate specific parts of the district's 2025 initiative. A real world perspective and approach to problem solving is imbedded throughout the course. Team analysis of situations and proposed investment and risk management strategies will require strategic collaboration and in depth analysis. Student communication about their investment analysis, strategies and outcomes will be incorporated as well. The final project, an interactive portfolio investment simulation game, will require students to apply their learning and to adapt to changing circumstances that occur throughout the game.

IV. Course Catalogue Description

Financial Decision Making in the Digital Age .5 credit
Prerequisite: Successful completion of Personal Financial Management or 90% or above on prerequisite knowledge test Fall/Spring Semester

This course is intended to further student knowledge in financial literacy with emphasis on the financial life-cycle. The course will build upon and extend topics introduced in Personal Financial Management, such as, financial goal setting, investments, insurance and retirement planning. In addition students will be introduced to the financial tools used in asset creation, protection and distribution.

V. Course Content (Themes, Topics)

Unit 1 – FINANCIAL PLANNING

- Goal Setting
 - Long and Short Term Financial Goals
- Financial Life Cycle
- Statement of Financial Position

Unit 2 – CREATING AND MAINTAINING WEALTH

- Language of the Stock Market – Stock Wars
- Time Value of Money – Mathematics of Investing/Saving
- Stocks/Bonds/Mutual Funds/Index Funds
- Real Estate
- Retirement Accounts – IRAs, 401(k)/403(b), Pension
- Government Programs (Social Security credits)
- Bankruptcy

Unit 3 - PROTECTING WEALTH

- Types of Insurance
- Social vs. Private Insurance
- Government Programs (Social Security as a retirement aid and disability protection, Medicare in place of private insurance)
- Preparing for Catastrophic Events

Unit 4 – DISTRIBUTING WEALTH

- Government Programs (receiving Social Security/Medicare, survivor benefits)
- Retirement Account Distributions
- Charitable Giving
- Estate Planning

VI. **Educational experiences in this course will assure that students will:**

See above standards

VII. **Student Assessment**

- Tests
- Quizzes
- Final project-investment simulation game
-

VIII. **Materials/Texts:**

Based on the FEFE (Family Economics and Financial Education) Curriculum.

This course is digital because all materials will be delivered using the iPad. There will be no textbook for this course. Teachers will create a textbook using the iBook format to compile our own in-house curriculum. Materials will include digital subscriptions to financial publications, financial planning apps and interactive investment apps.

- Class Set (15) of iPads
- Cashish App
- Stock Wars App
- Online Business Periodicals (including, but not limited to, Wall Street Journal, Kiplingers Personal Finance, CNN Your Money, Yahoo! Finance)

IX. **Required Resources and Budget:**

Estimates based on one section of 15 students:

Class set of 15 iPads (funded and purchased by grant)	
Classroom interface-Apple TV or equivalent	\$ 300.00
App subscription	\$ 300.00
Insurance	\$ 1,000.00
Ongoing professional development	<u>\$ 2,000.00</u>
	\$ 3,600.00

**VISUAL LITERACY: THE ART
AND NARRATION OF GRAPHIC
LITERATURE**

COURSE OUTLINE FORMAT

Staples High School

Course Title: Visual Literacy: The Art and Narration of Graphic Literature

Credit: _____ .25 Quarter
 ___X___ .50 Semester
 _____ 1 Year

Credit Area(s): English

Prerequisites/Eligibility:

- Open to juniors and seniors as Specific Area semester elective

Course Development:

Course proposed by
_____ Administration _____ Board of Education _____ Students
_____ K12 Curriculum Review ___X___ Department _____ Other

I. Rationale:

This course provides an opportunity for students to use their creative and critical thinking skills to collaborate on the creation of a graphic work of literature that is focused on bringing a global issue to light. In addition, it is aligned with the Common Core State Standards for writing, language use, reading, and research. It also allows students to weave disciplines together (English, art, social studies) as they research a global issue and create a graphic work to tell the story of that culture and its issue and affords students an opportunity to engage in close reading of a particular genre.

II. Staples Expectations for Student Learning Alignment:

• **Academic:**

This course prepares students for analytical writing skills expected at the university level that are in line with the department Philosophy of Writing. They will also be more fully developing their critical reading skills as they learn to mesh visual and textual evidence into one comprehensive reading experience.

• **Civil/Social:**

Because students are being asked to connect the graphic genre to real-world global issues and situations, students will begin to understand how reading, researching, and writing can be used to effectively give voice to those who have none.

III. Westport 2025:

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

Students will be able to more fully develop 21st century skills in the areas of critical thinking, creative thinking, and global thinking as they employ their visual literacy skills in order to communicate new understandings about global issues. In addition, students will be able to apply current technology applications to aid in the reading of non-linear text, thus strengthening their ability as 21st century readers who must be able to navigate a wide variety of texts.

IV. Course Catalogue Description

This interdisciplinary course will introduce students to the graphic literature genre. In doing so, students will learn about the history of the genre from the advent of the daily strip through the rise of the comic book and its heroes into the underground and contemporary graphic book. Students will develop an appreciation for the unique ability that comics and graphic works of literature possess to both show and tell a story. Opportunities will be provided for the students to analyze the social, political and cultural significance of this genre. The course will include both fiction (Possible titles may include Neil Gaiman's *Death: The High Cost of Living* and Morrison and McKean's *Arkham Asylum*) and non-fiction (Possible titles may include Marjane Satrapi's *Persepolis 2* and Gene Luen Yang's *American Born Chinese*.) Finally, students will understand and apply the artistic process of comics as they work towards the creation of their own original graphic literature piece in order to show the complexities and conflicts surrounding a global issue. Students will be using industry standard technology (Photoshop, Illustrator, and ComicLife).

V. Course Content (Themes, topics)

Students will understand and appreciate unique and contemporary literature that is culturally relevant to a diverse student body. Students will use technology to create original work. This course will allow for a different mode of personal expression by combining student writing skills with improved visual literacy. In addition, students will understand the development of comics by studying the evolution of the genre; develop a vocabulary of the literary and aesthetic elements of comics; be introduced to various forms of comics, including graphic novels, daily comics, comic books and non-fiction/memoir; understand the artistic process behind the creation of comics; and will apply knowledge of current technology to create and enhance their original artwork and comics

VI. Educational experiences in this course will assure that students will:

- Think critically in a variety of contexts and situations.
- Be reflective learners.
- Read critically.
- Write creatively and effectively.
- Communicate effectively.

- Use technology as a tool for researching and creating new texts to share their learning.
- Demonstrate an understanding of the human experience through a study of history, art, and diverse cultures.
- Demonstrate an awareness and critical understanding of aesthetics.
- Write imaginatively using both images and words, while learning effective twenty-first century literacy skills
-

VII. Student Assessment

Students will be assessed through class discussions, presentations of ideas and creations, application of research, and the final creation of an original comic to highlight a global issue.

VIII. Materials/Texts:

Because this is such a new field of literature, the collection of titles from which to choose is constantly expanding. However, the anticipated texts for this course include the following:

- *Death: The High Cost of Living*; Neil Gaiman
- *The Best American Comics 2006*, Series Ed. Anne Elizabeth Moore; Guest Ed. Harvey Pekar
- *Understanding Comics: The Invisible Art*, Scott McCloud
- *The Amazing Adventures of Kavalier and Clay*, Michael Chabon
- *Batman: Arkham Asylum*, Grant Morrison and Dave McKean
- *Marvels*, Kurt Busiek and Alex Ross
- *Watchmen*, Alan Moore and Dave Gibbons
- *Fun Home: A Family Tragicomic*, Alison Bechdel
- *American Born Chinese*, Gene Luen Yang
- *Persepolis 2: The Story of a Return*, Marjane Satrapi

IX. Required Resources and Budget:

Understanding Comics: The Invisible Art would be one of the core texts for students to use; this text costs \$17.50. Students would also need to use four other texts for class reading. Several of the texts on the list are already in our bookroom; however, to offer students the right appropriate reading experiences for this course, we would need to spend \$3,000.

Proposed Units of Study

Q1: 10 weeks Intro to Comics (2 weeks) Aesthetics <i>Art of the Funnies</i> <i>Understanding Comics</i>
Comic Book and Superhero (3 weeks) <i>The Amazing Adventures Kavalier and Clay</i> Intro to Graphic Novel: <i>Marvels</i> <i>Arkham Asylum</i>
<i>Watchmen</i> (1 week) <i>Death: The High Cost of Living</i> (1 week)
Memoir Unit (3 weeks) <i>Persepolis 2</i> <i>Fun Home</i> <i>American Born Chinese</i>
Q2: 10 Weeks Intro Technology (1 week) Photoshop Illustrator Comic Life Digital Camera Use
Aesthetics of Comics (1week) Design Layout Media (Traditional vs. Digital)
Character Unit: (2 weeks) Visualizing and Define Thumbnailing Planning, Designing and Creating
Final Project: Original Comic Depicting a Global Issue (6 weeks)

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: Middle School STEM/Encore Courses: Additions and Revisions

Date: November 11, 2013

Over the past two years, we have engaged in lengthy and thoughtful discussions with our science, technology, and mathematics administrators and supervisors, as well as those responsible for overseeing and implementing our full panoply of “specials” (encore) courses, with the intent to create and implement a meaningful, challenging and engaging Design and Engineering (STEM) course as part of our developing program at the middle school level, while continuing to retain all of our very rich specials programs. I believe our efforts have been successful. By way of our presentation at our meeting of November 11, I believe that not only will be able to recommend to you an exciting and stimulating addition to the current STEM program that will prepare all middle school students, grades 6-8, with essential 21st century skills, but also to retain and in several instances strengthen our specials courses, so that we may continue to improve our offerings to our middle school students.

Our middle school administrative team will present the details to you at our meeting of November 11 and will be present to answer any questions you may have concerning our collective unanimous recommendation to you. Until that time, however, permit me to provide a general overview of the changes, if any, in each school year in each of our specials programs at each of the grade levels:

- There will be no change to World Language, Physical Education or Art, grades 6-8.
- There will be no change to the total numbers of sessions of health offered in sixth grade. However, instead of meeting two times a week for one semester, all students will meet one time a week for the entire year, thereby allowing all students to receive instruction over the full year, rather than having one-half the class receiving health education instruction in the first semester, and the other one-half being delayed in receiving health education instruction until the second. The health offerings in 7th and 8th grade will remain the same.
- ITL will now be integrated into all academic subjects in both sixth and seventh grades, in the same manner in which it is currently integrated in grades K - 5 and grade 8.
- General Music will be eliminated as a separate offering in sixth grade, with the curriculum elements of that course being integrated into the remaining music offerings, i.e., Band, Orchestra, Chorus, and Music and Technology.

- Presentation Skills now will be offered in sixth grade one time a week for the entire year, rather than twice a week for only one quarter. In seventh grade, presentation skills will continue to be offered one time a week for the entire year. Presentation skills will no longer be offered in eighth grade, since it is our belief that by concentrating instruction in presentation skills in grades 6 and 7, our 8th graders will be better served by being able to utilize those skills more effectively in making presentations during academic instruction in the 8th grade.
- Design and Engineering will be offered as a year long course in all three grades; one time a week in both sixth and seventh grades and two times a week in eighth grade, an increase of one period of instruction across all three grades, as opposed to our initial intent to offer Design and Engineering three times per week only in 8th grade.

I look forward to our presentation and discussions with the Board on November 11.

A handwritten signature in black ink, appearing to read "J. Smith", written in a cursive style. The signature is slanted and has a long horizontal stroke extending to the right.

**Middle School Schedule
& Programming Proposal
For the
2014-2015 Academic Year**

**Presented to the Westport Schools
Board of Education on November 11, 2013**

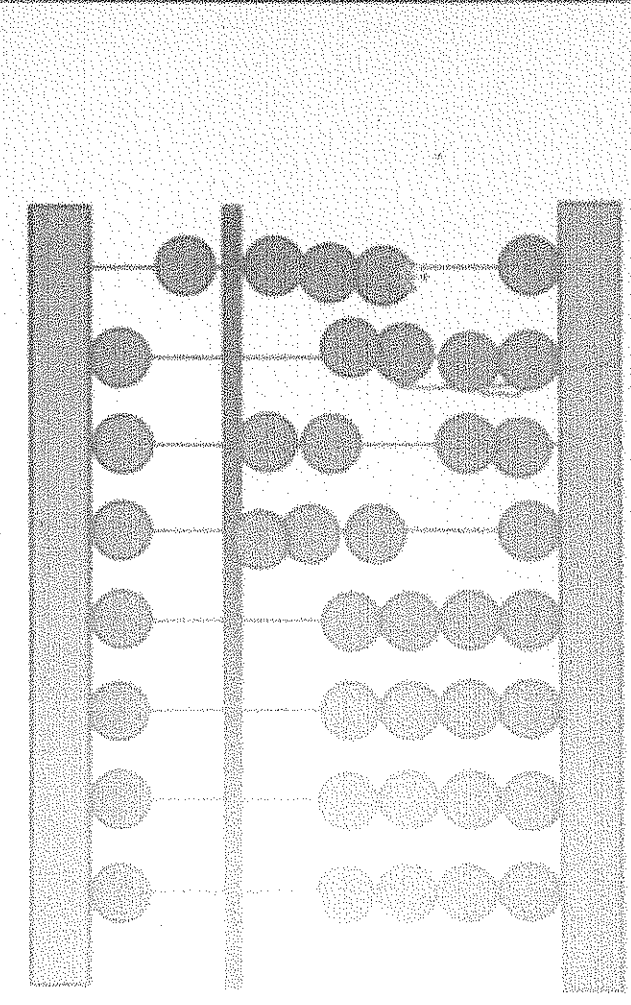
Middle School Design & Engineering (STEM)

- Implementation of STEM in 2013-2014:
 - Highlights to date...
- Implementation of STEM in 2014-2015:
 - Moving Forward

**Westport Middle
School Students
Working in STEM
2013**



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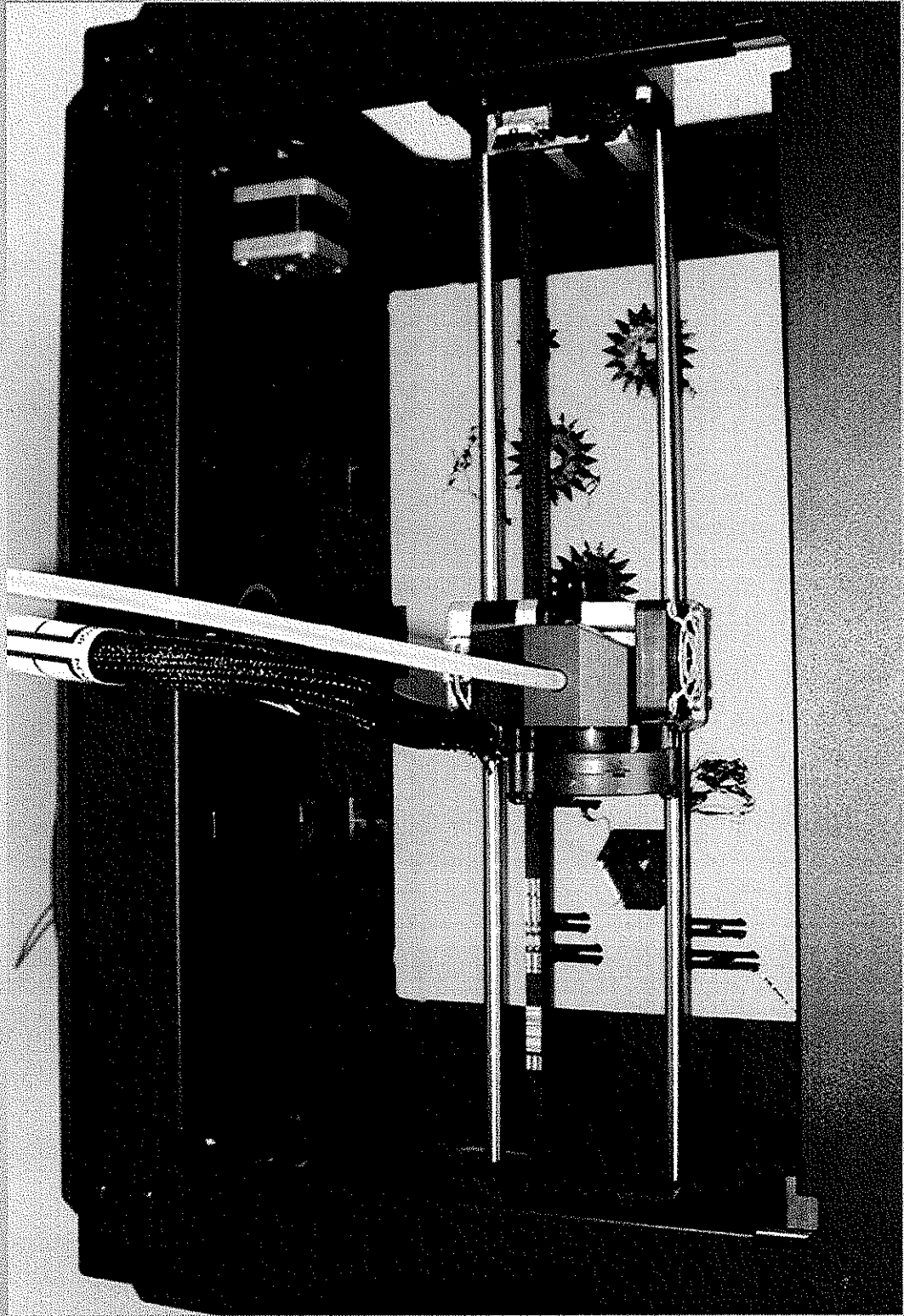
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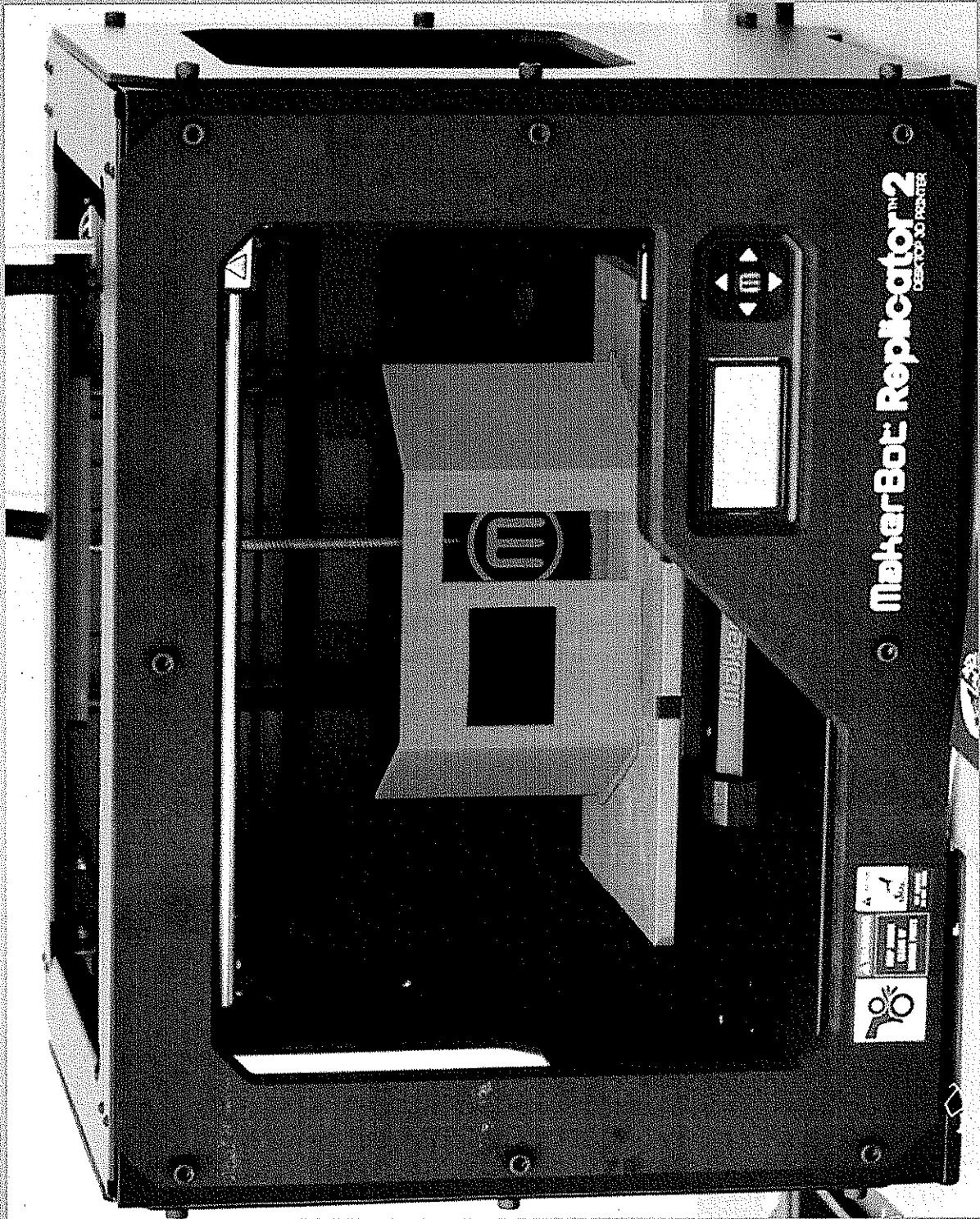
Encore Programming Grade 6

SUBJECT	CURRENT 6 th GRADE SCHEDULE 2013-2014	PROPOSED 6 th GRADE SCHEDULE 2014-2015	CHANGE (from 2013/2014 to 2014/2015)
World Language	5x/week/year	5x/week/year	No Change
Physical Education	3x/week/year	3x/week/year	No Change
Art	2x/week/year	2x/week/year	No Change
Music	<ul style="list-style-type: none"> ▪ Band, Orchestra, Chorus (2x/week/year) ▪ Music & Technology (1x/week/year) paired with Problem Solving (1x/week/year) ▪ General Music (1x/week/year) 	<ul style="list-style-type: none"> • Band, Orchestra, Chorus or Music & Technology (2x/week/year) 	<ul style="list-style-type: none"> • Music & Technology (2x/week/year) • Remove General Music
Design and Engineering (STEM)	---	(1x/week/year)	(1x/week/year)
Health	2x/week/semester	(1x/week/year)	No Change
Presentation Skills	2x/week/quarter	(1x/week/year)	Increase of 18 sessions/year
Computer (ITL) Information Technology Literacy	2x/week/quarter	Integrated into Core Curriculum	Integrated into Core Curriculum



Encore Programming Grade 7

SUBJECT	CURRENT 7 th GRADE SCHEDULE 2013-2014	PROPOSED 7 th GRADE SCHEDULE 2014- 2015	CHANGE (from 2013/2014 to 2014/2015)
World Language	5x/week/year	5x/week/year	No Change
Physical Education	3x/week/year	3x/week/year	No Change
Art	2x/week/year	2x/week/year	No Change
Music (Band, Orchestra, Chorus or Music & Technology)	2x/week/year	2x/week/year	No Change
Health	1x/week/year	1x/week/year	No Change
Presentation Skills	1x/week/year	1x/week/year	No Change
Computer (ITL) Information Technology Literacy	1x/week/year	Integrated into Core Curriculum	Integrated into Core Curriculum
Design & Engineering (STEM)		1x/week/year	New Course



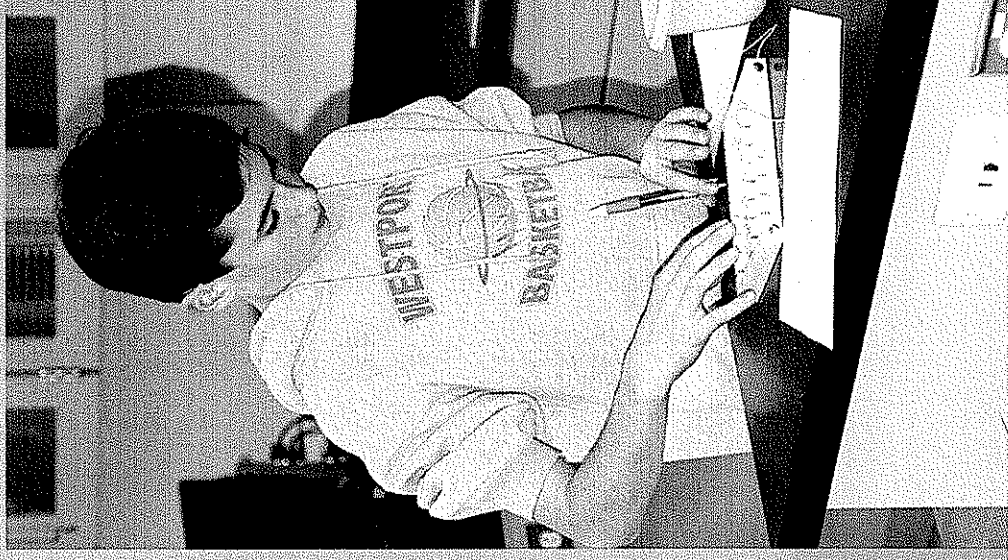
Encore Programming Grade 8

SUBJECT	CURRENT 8 th GRADE SCHEDULE 2013- 2014	PROPOSED 8 TH GRADE SCHEDULE 2014- 2015	CHANGE (from 2013/2014 to 2014/2015)
World Language	5x/week/year	5x/week/year	No Change
Physical Education	3x/week/year	3x/week/year	No Change
Art	2x/week/year	2x/week/year	No Change
Music (Band, Orchestra, Chorus or Music & Technology)	2x/week/year	2x/week/year	No Change
Health	1x/week/year	1x/week/year	No Change
Computer (ITL) Information Technology Literacy	Integrated into Core Curriculum	Integrated into Core Curriculum	No Change
Presentation Skills	1x/week/year	---	Concentrated Teaching of Skills in grades 6 & 7
Design & Engineering (STEM)	1x/week/year	2x/week/year	Increase in Design & Engineering (STEM) (2x/week/year)



Cost Implications For Both Middle Schools

- Staffing Net Increase
 - + 0.7 FTE
- Supplies and Equipment
 - \$150,000
- Facility Improvements
 - \$50,000



Summary

- Expansion of STEM
- Balanced Encore Program



Westport Middle School
Students Working in
STEM 2013

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: Busing/Logistics Schedules: 2013-14 and 2014-15
Date: November 11, 2013

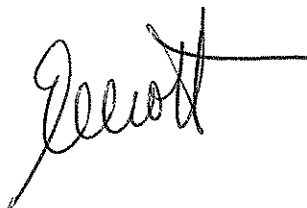
Pursuant to the request of the Board of Education made at our meeting of October 21, Sandra Evangelista, Coordinator of Transportation Services, has prepared for Board review at our meeting of November 11 documentation to reflect two concerns of the Board of Education, as follows:

1. The scheduling and associated costs, if any, of providing equity to all elementary schools from the perspective of starting and ending times for the 2013-14 and 2014-15 school years.
2. Scheduling and associated costs, if any, of "guaranteeing" that no student arrive late to school, or dismiss late from school, in each of the school years 2013-14 and 2014-15.

In the following pages, you will see the effects of addressing both of the Board concerns. On Planning Sheet A, you will see the impact, both time wise and financial, of providing some modicum of equity to all elementary schools, by bringing Coleytown El to an earlier start and ending time for the remainder of the 2013-14 school year and for the full 2014-15 school year. This plan does not "guarantee" that there will not be the occasional late bus on arrival and dismissal at any one, or all, of our schools.

Planning Sheets B and C address both issues, i.e., the elimination of late buses on pickup and dismissal and a modicum of equity among all of our elementary schools both for the remainder of the 2013-14 school year and the start of the 2014-15 school year. You should note that the only way to "guarantee" on time arrivals is to spread the times between bus runs to 40 minutes. The only way to accomplish this is to change the starting and ending times of various schools throughout the school district.

This item appears on our agenda of the meeting of November 11 for discussion purposes only. If the Board decides at that meeting to incur any additional costs for transportation during the 2013-14 school year, the Administration will provide recommendations for budgetary reductions to accommodate those decisions, such reductions to be discussed at the meeting of November 25 and to be acted upon at the Board meeting scheduled for December 2. Additionally, should the Board wish to change the starting and ending times of all schools in an effort to ensure that buses always arrive on time at all schools, I suggest that the Board not make such a decision until it receives public input on November 25 and December 2, with the intent to authorize the changes at the meeting of December 16.



PLANNING TOOL A

Current 13-14		SHS	BMS	CMS	SES	CES	GFS	KHS	LLS	# Buses	Cost	Delta	% Cost diff over Current
Type 1	22	17	14	8	11	9	8	11		36	\$ 2,477,931		
Type 2	8	6	6	1	3	2	6	1		13	\$ 793,588		
Times	7:30-2:15	8:00-2:45	7:45-2:30	8:15-3:00	8:45-3:30	8:15-3:00	8:30-3:15	8:30-3:15	8:30-3:15				
Total Cost											\$ 3,271,519	N/A	
Option 1 (13-14) Add 3 buses January -June; Remains 30 minutes between tiers													
Type 1										39	\$ 2,593,318		
Type 2										13	\$ 793,588		
Times	7:30-2:15	8:00-2:45	8:00-2:45	8:00-2:45	8:30-3:15	8:30-3:15	8:30-3:15	8:30-3:15	8:30-3:15				
Total Cost											\$ 3,386,906	\$ 115,387	3.5%
Option 3b (13-14) Add 3 buses January -June; Remains 30 minutes between tiers													
Type 1										39	\$ 2,593,318		
Type 2										13	\$ 793,588		
Times	7:30-2:15	8:00-2:45	7:45-2:30	8:00-2:45	8:15-3:00	8:30-3:15	8:30-3:15	8:30-3:15	8:30-3:15				
Total Cost											\$ 3,386,906	\$ 115,387	3.5%
Current (14-15)		SHS	BMS	CMS	SES	CES	GFS	KHS	LLS	# Buses	Cost	Delta	% Cost diff over Current
Type 1	22	17	14	8	11	9	8	11		36	\$ 2,539,881		
Type 2	8	6	6	1	3	2	6	1		14	\$ 877,560		
Times	7:30-2:15	8:00-2:45	7:45-2:30	8:15-3:00	8:45-3:30	8:15-3:00	8:30-3:15	8:30-3:15	8:30-3:15				
Total Cost											\$ 3,417,441	N/A	
Option 1 (14-15) Add 3 buses; Remains 30 minutes between tiers													
Type 1										39	\$ 2,748,938		
Type 2										14	\$ 877,560		
Times	7:30-2:15	8:00-2:45	8:00-2:45	8:00-2:45	8:30-3:15	8:30-3:15	8:30-3:15	8:30-3:15	8:30-3:15				
Total Cost											\$ 3,626,498	\$ 209,057	6.1%
Option 3b (14-15) Add 3 buses; Remains 30 minutes between tiers													
Type 1										39	\$ 2,748,938		
Type 2										14	\$ 877,560		
Times	7:30-2:15	8:00-2:45	7:45-2:30	8:00-2:45	8:15-3:00	8:30-3:15	8:30-3:15	8:30-3:15	8:30-3:15				
Total Cost											\$ 3,626,498	\$ 209,057	6.1%

PLANNING TOOL B

Current 13-14	SHS	BMS	CMS	SES	CES	GFS	KHS	LLS	# Buses	Cost	Delta	% Cost diff over Current
Type 1	22	17	14	8	11	9	8	11	36	\$ 2,477,931		
Type 2	8	6	6	1	3	2	6	1	13	\$ 793,588		
Times	7:20-2:05	8:00-2:45	7:35-2:20	8:15-3:00	8:55-3:40	8:15-3:00	8:40-3:25	8:40-3:25				
Total Cost	Add 0 buses; Start high school 10 minutes earlier; Add 40 minutes between tiers									\$ 3,271,519	N/A	
Option 1 (13-14)	Add 3 buses January -June; Start high school 10 mins earlier; Add 40 minutes between tiers											
Type 1									39	\$ 2,593,318		
Type 2									13	\$ 793,588		
Times	7:20-2:05	8:00-2:45	8:00-2:45	8:00-2:45	8:40-3:25	8:40-3:25	8:40-3:25	8:40-3:25				
Total Cost	Add 3 buses January -June; Start high school 10 mins earlier; Add 40 minutes between tiers									\$ 3,386,906	\$ 115,387	3.5%
Option 3b (13-14)	Add 3 buses January -June; Start high school 10 mins earlier; Add 40 minutes between tiers											
Type 1									39	\$ 2,593,318		
Type 2									13	\$ 793,588		
Times	7:20-2:05	8:00-2:45	7:35-2:20	8:00-2:45	8:15-3:00	8:40-3:25	8:40-3:25	8:40-3:25				
Total Cost	Add 3 buses January -June; Start high school 10 mins earlier; Add 40 minutes between tiers									\$ 3,386,906	\$ 115,387	3.5%
Current (14-15)	SHS	BMS	CMS	SES	CES	GFS	KHS	LLS	# Buses	Cost	Delta	% Cost diff over Current
Type 1	22	17	14	8	11	9	8	11	36	\$ 2,539,881		
Type 2	8	6	6	1	3	2	6	1	14	\$ 877,560		
Times	7:20-2:05	8:00-2:45	7:35-2:20	8:15-3:00	8:55-3:40	8:15-3:00	8:40-3:25	8:40-3:25				
Total Cost	Add 0 buses; Start high school 10 minutes earlier; Add 40 minutes between tiers									\$ 3,417,441	N/A	
Option 1 (14-15)	Add 3 buses; Start high school 10 mins earlier; Add 40 minutes between tiers											
Type 1									39	\$ 2,748,938		
Type 2									14	\$ 877,560		
Times	7:20-2:05	8:00-2:45	8:00-2:45	8:00-2:45	8:40-3:25	8:40-3:25	8:40-3:25	8:40-3:25				
Total Cost	Add 3 buses; Start high school 10 mins earlier; Add 40 minutes between tiers									\$ 3,626,498	\$ 209,057	6.1%
Option 3b (14-15)	Add 3 buses; Start high school 10 mins earlier; Add 40 minutes between tiers											
Type 1									39	\$ 2,748,938		
Type 2									14	\$ 877,560		
Times	7:20-2:05	8:00-2:45	7:35-2:20	8:00-2:45	8:15-3:00	8:40-3:25	8:40-3:25	8:40-3:25				
Total Cost	Add 3 buses; Start high school 10 mins earlier; Add 40 minutes between tiers									\$ 3,626,498	\$ 209,057	6.1%

PLANNING TOOL C

PLANNING TOOL C													% Cost diff over Current
Current 13-14	SHS	BMS	CMS	SES	CES	GFS	KHS	LLS	# Buses	Cost	Delta		
Type 1	22	17	14	8	11	9	8	11	36	\$ 2,477,931			
Type 2	8	6	6	1	3	2	6	1	13	\$ 793,588			
Times	7:30-2:15	8:10-2:55	7:45-2:30	8:25-3:10	9:05-3:50	8:25-3:10	8:50-3:35	8:50-3:35					
Total Cost	Add 0 buses; High school start time remains the same; Add 40 minutes between tiers										\$ 3,271,519	N/A	
Option 1 (13-14) Add 3 buses January ~June; High school start time remains the same; Add 40 minutes between tiers													
Type 1									39	\$ 2,593,318			
Type 2									13	\$ 793,588			
Times	7:30-2:15	8:10-2:55	8:10-2:55	8:10-2:55	8:50-3:35	8:50-3:35	8:50-3:35	8:50-3:35					
Total Cost											\$ 3,386,906	\$ 115,387	3.5%
Option 3b (13-14) Add 3 buses January ~June; High school start time remains the same; Add 40 minutes between tiers													
Type 1									39	\$ 2,593,318			
Type 2									13	\$ 793,588			
Times	7:30-2:15	8:10-2:55	7:45-2:30	8:10-2:55	8:25-3:10	8:50-3:35	8:50-3:35	8:50-3:35					
Total Cost											\$ 3,386,906	\$ 115,387	3.5%
Current (14-15)	SHS	BMS	CMS	SES	CES	GFS	KHS	LLS	# Buses	Cost	Delta		
Type 1	22	17	14	8	11	9	8	11	36	\$ 2,539,881			
Type 2	8	6	6	1	3	2	6	1	14	\$ 877,560			
Times	7:30-2:15	8:10-2:55	7:45-2:30	8:25-3:10	9:05-3:50	8:25-3:10	8:50-3:35	8:50-3:35					
Total Cost	Add 0 buses; High school start time remains the same; Add 40 minutes between tiers										\$ 3,417,441	N/A	
Option 1 (14-15) Add 3 buses; High school start time remains the same; Add 40 minutes between tiers													
Type 1									39	\$ 2,748,938			
Type 2									14	\$ 877,560			
Times	7:30-2:15	8:10-2:55	8:10-2:55	8:10-2:55	8:50-3:35	8:50-3:35	8:50-3:35	8:50-3:35					
Total Cost											\$ 3,626,498	\$ 209,057	6.1%
Option 3b (14-15) Add 3 buses; High school start time remains the same; Add 40 minutes between tiers													
Type 1									39	\$ 2,748,938			
Type 2									14	\$ 877,560			
Times	7:30-2:15	8:10-2:55	7:45-2:30	8:10-2:55	8:25-3:10	8:50-3:35	8:50-3:35	8:50-3:35					
Total Cost											\$ 3,626,498	\$ 209,057	6.1%

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: Budgetary Impact: Revised Class Size Breakpoints

Date: November 11, 2013

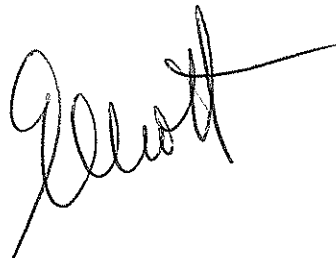
At the last Board of Education meeting held on October 21, I presented to the Board a review of class size breakpoints as required under Board goals and actions plans for the current school year. At that time, I made use of the projected enrollments included in our adopted budget, rather than the actual enrollments as of October 1, 2013.

Requested by the Board to do a comparison of the impact of modifying the breakpoints utilizing the actual enrollments as of October 1, 2013, the attached documents have been prepared in response to that request. The first of these documents reflects current class size guidelines of 22 (K-2) and 25 (3-5) with a breakpoint of 2 sections at the maximum guideline, with the remaining class sections at one less than the suggested maximum. The second reflects the impact of changing the breakpoint to 1 section at the maximum guideline, with the remaining sections being one less than the suggested maximum.

Had we been guided by a breakpoint of 1, rather than a breakpoint of 2, our current budget would reflect an increase of an additional 2 teachers. That is, we currently have on staff 124 teachers in Kindergarten through Grade 5 with a breakpoint of 2, rather than 126 which would have been required with a breakpoint of 1.

Nonetheless, the reality is that we actually have 125 teachers on staff at the elementary level for the current school year because after the school year had begun, four students were withdrawn from the second grade at Long Lots School. With 89 students at the start of the year, the second grade required a fifth teacher with the breakpoint 2 requirement.

Thus, using "apples to apples" for comparison purposes, as of October 1, 2013 a breakpoint of 1 would have required us to employ 124 Kindergarten teachers. However, for comparative purposes for the current school year only, we would have been best served had we employed actual enrollments at the start of the school year. In any event, by changing our breakpoints from 2 to 1 we will incur additional personnel costs, with the numbers of additional personnel changing from year to year.



BUILDING ENROLLMENT

Current School Year 2013-14

	01	02	03	04	05	06	07	08	09	10	11	12	KE	PK	Total (Building)
Coleytown Elementary School	62	68	82	91	90								58		451
Greens Farms Elementary School	67	79	74	85	72								69		446
King's Highway Elementary School	77	83	81	85	97								75		498
Long Lots Elementary School	87	85	110	107	103								86		578
Saugatuck Elementary School	95	83	88	82	99								76		523
Bedford Middle School						273	295	290							858
Coleytown Middle School						173	189	171							533
Staples High School									442	476	465	454			1837
Stepping Stones Preschool														41	41
Total (Grade)	388	398	435	450	461	446	484	461	442	476	465	454	364	41	5765

K-2
65-85 (4)
86-106 (5)
107 (6)

3-5
74-97 (4)
98-121 (5)

MAX = 22 (K-2); 25 (3-5)
BREAKPOINT = 2

EFFECTIVE: OCTOBER 1, 2013

<u>SCHOOL</u>	<u>Kdgs</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>STAFF</u>
CES	(58) 20, 19, 19	(62) 21, 21, 20	(68) 17, 17, 17, 17	(82) 21, 21, 20, 20	(91) 23, 23, 23, 22	(90) 23, 23, 22, 22	22
GFS	(69) 18, 17, 17, 17	(67) 17, 17, 17, 16	(79) 20, 20, 20, 19	(74) 19, 19, 18, 18	(85) 22, 21, 21, 21	(72) 24, 24, 24	23
KHS	(75) 19, 19, 19, 18	(77) 20, 19, 19, 19	(83) 21, 21, 21, 20	(81) 21, 20, 20, 20	(85) 22, 21, 21, 21	(97) 25, 24, 24, 24	24
LLS	(86) 18, 17, 17, 17, 17	(87) 18, 18, 17, 17, 17	(85) 22, 21, 21, 21	(110) 22, 22, 22, 22, 22	(107) 22, 22, 21, 21, 21	(103) 21, 21, 21, 20, 20	29
SES	(76) 19, 19, 19, 19	(95) 19, 19, 19, 19, 19	(83) 21, 21, 21, 20	(88) 22, 22, 22, 22	(82) 21, 21, 20, 20	(99) 20, 20, 20, 20, 19	26

TOTAL = 124

K-2
64-84 (4)
85-105 (5)

3-5
73-96 (4)
97-120 (5)

MAX = 22 (K-2); 25 (3-5)
BREAKPOINT = 1

EFFECTIVE: OCTOBER 1, 2013

<u>SCHOOL</u>	<u>Kdg</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>STAFF</u>
CES	(58) 20, 19, 19	(62) 21, 21, 20	(68) 17, 17, 17, 17	(82) 21, 21, 20, 20	(91) 23, 23, 23, 22	(90) 23, 23, 22, 22	22
GFS	(69) 18, 17, 17, 17	(67) 17, 17, 17, 16	(79) 20, 20, 20, 19	(74) 19, 19, 18, 18	(85) 22, 21, 21, 21	(72) 24, 24, 24	23
KHS	(75) 19, 19, 19, 18	(77) 20, 19, 19, 19	(83) 21, 21, 21, 20	(81) 21, 20, 20, 20	(85) 22, 21, 21, 21	(97) 20, 20, 19, 19, 19	25
LLS	(86) 18, 17, 17, 17, 17	(87) 18, 18, 17, 17, 17	(85) 17, 17, 17, 17, 17	(110) 22, 22, 22, 22, 22	(107) 22, 22, 21, 21, 21	(103) 21, 21, 21, 20, 20	30
SES	(76) 19, 19, 19, 19	(95) 19, 19, 19, 19, 19	(83) 22, 21, 20, 20	(88) 22, 22, 22, 22	(82) 21, 21, 20, 20	(99) 20, 20, 20, 20, 19	26

TOTAL = 126

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: Proposed BOE Meeting Dates: July 1, 2013-June 30, 2014
Date: November 11, 2013

As noted at our last meeting held on October 21, the Board of Education is required to file with the Town Clerk an annual schedule of meeting dates. In recent years, the Board has elected to address this requirement by posting its annual schedule of meetings on a "school year," rather than a "calendar year," basis. Therefore, consistent with the Board's previous actions, I have prepared for your review a calendar that lists proposed Board meeting dates from July 1, 2014 through June 30, 2015.

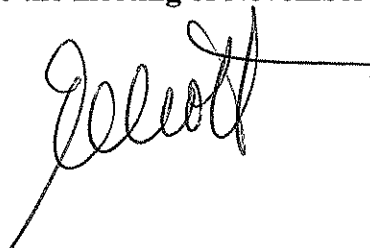
While we attempt to schedule regular Board meetings on the second and fourth Mondays of each month, it is not always possible to adhere to that timeline. Thus, it is recommended that Board members reserve all Mondays in the event special meetings, other than scheduled ones, may be required throughout the year.

You should note that building principals are directed not to schedule special functions on Monday nights to avoid conflicts for Board members, staff and parents.

The calendar appended to this memorandum is being presented to the Board for your approval at the meeting of November 11. Based upon the request of Michael Gordon to change the date of the meeting of January 26 and the decision of the Board to approve that request, the meeting of January 26 has been re-scheduled for January 27.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a calendar of scheduled public meetings for the period July 1, 2014-June 30, 2015, said calendar to be appended to the meeting of November 11, 2013.



**WESTPORT PUBLIC SCHOOLS
PROPOSED BOARD OF EDUCATION -- MEETING CALENDAR JULY 2014- JUNE 2015**

JANUARY 2014 (20)							FEBRUARY 2014 (14)							MARCH 2014 (21)														
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S								
			1	2	3	4			3	4	5	6	7	8	1							2	3	4	5	6	7	8
5	6	7	8	9	**10	11	9	10	11	12	13	14	15	9	10	11	12	13	14	15	9	10	11	12	13	14	15	
12	13	14	15	16	*17	18	16	17	18	19	20	21	22	16	17	18	19	20	21	22	16	17	18	19	20	21	22	
19	20	21	22	23	24	25	23	*24	25	26	27	28	23	*24	25	26	27	28	29	23	*24	25	26	27	28	29		
26	*27	28	29	30	31									30	31						30	31						
** All Day Budget Work Session																												
1 New Years Day							17 Presidents' Day																					
*17 Staff Development Day							18-21 Winter Recess																					
No School Students'							*24 Staff Development Day																					
20 Martin Luther King Day							No School Students'																					
DATES APPROVED AT BOE MTG October 26, 2012																												
APRIL 2014 (17)							MAY 2014 (21)							JUNE 2014 (11)														
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S								
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7								
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14								
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21								
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28								
27	*28	29	30				25	26	*27	28	29	30	31	29	30													
14-18 Spring Recess							26 Memorial Day							19 Students'/Teachers Last Day														
18 Good Friday														Shortened Day for Students Only														
PROPOSED 2014-15 BOE MEETING DATES																												
JULY 2014 (0)							AUGUST 2014 (5)							SEPTEMBER 2014 (20)														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
		1	2	3	4	5						1	2		1	2	3	4	5	6								
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13								
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20								
20	21	22	23	24	25	26	17	18	19	*20	*21	*22	23	21	22	23	24	25	26	27								
27	28	29	30	31			24	(25)	26	27	28	29	30	28	29	30												
4 Independence Day							*20-22 Staff Development Days							1 Labor Day														
							(25) Student's First Day							25 Rosh Hashanah														
OCTOBER 2014 (23)							NOVEMBER 2014 (17)							DECEMBER 2014 (17)														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
			1	2	3	4			*4	5	6	7	8		1	2	3	4	5	6								
5	6	7	8	9	10	11	9	10	11	12	13	14	15	7	8	9	10	11	12	13								
12	13	14	15	16	17	18	16	17	18	19	20	21	22	14	15	16	17	18	19	20								
19	20	21	22	23	24	25	23	24	25	*26	27	28	29	21	22	*23	24	25	26	27								
26	27	28	29	30	31		30							28	29	30	31											
							4 Election Day/*Staff Dev. Day							23 Shortened Day														
							No School Students							24-31 Holiday Recess														
							26 Shortened Day																					
							27-28 Thanksgiving Recess																					
JANUARY 2015 (18)							FEBRUARY 2015 (14)							MARCH 2015 (22)														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	**2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7								
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14								
11	12	13	14	15	*16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21								
18	19	20	21	22	23	24	22	*23	24	25	26	27	28	22	23	24	25	26	27	28								
25	26	27	28	29	30	31								29	30	31												
1 New Years Day							16 Presidents' Day																					
**2 Holiday Recess							16-20 Winter Recess																					
*16 Staff Development Day							*23 Staff Development Day																					
No School Students							No School Students																					
19 Martin Luther King Day																												
APRIL 2015 (16)							MAY 2015 (20)							JUNE 2015 (10)														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
			1	2	3	4					1	2	1	2	3	4	5	6										
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13								
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20								
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27								
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30												
3 Good Friday							25 Memorial Day							19 Students'/Teachers Last Day														
13-17 Spring Recess														Shortened Day for Students Only														

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: Acceptance of Gift
Date: November 11, 2013

The Green's Farms PTA has generously offered a grant in the amount of \$2,148 for the purpose of purchasing four (4) iPads for the establishment of a pilot program to explore how iPads might be used to improve instruction in the second grade.

I recommend acceptance of this generous gift with thanks and appreciation to the Green's Farms PTA for its willingness to support this pilot program.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with thanks and appreciation a gift from the Green's Farms PTA valued at \$2,148 for the purpose of establishing a pilot program in the second grade at GFS making use of four (4) iPads.

