March 27, 2017 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)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: March 13, 2017

DISCUSSION/ACTION:

1.	Acceptance of Gifts, *page 3*	(Encl)	Dr. Colleen Palmer
2.	Discussion of FY 2018 Education Budget in Light of Vote by Board of Finance to Reduce Overall Budget by $1,674,000 and a Possible Vote to Request Restoration by the BOF		Dr. Colleen Palmer Mr. Elio Longo
3.	Approval of New Course Proposals: Staples High School, *pages 5-18*	(Encl)	Ms. Jennifer Allen

DISCUSSION:

1.	Update on Strategic Planning	Dr. Colleen Palmer

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.

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Meeting: March 13, 2017 **Staples High School**

WESTPORT BOARD OF EDUCATION MINUTES

Board Members Present:		**Administrators Present:**	
Michael Gordon	Chair	Colleen Palmer	Superintendent of Schools
Jeannie Smith	Vice Chair	Elio Longo	Dir. of School Business Operations
Elaine Whitney	Secretary	Julie Droller	Dir. of Elementary Education
Mark Mathias		John Bayers	Dir. of Human Resources
Karen Kleine		Michael Rizzo	Director of Pupil Services
Vik Muktavaram			
Absent:		Absent:	
Candice Savin		Jennifer Allen	Dir. of Secondary Ed. & Research

Public Call To Order: 6:40 p.m. Pupil Services Conference Room 333

EXECUTIVE SESSION: Pending Litigation

Elaine Whitney moved to go into executive session to discuss Pending Litigation; seconded by Mark Mathias and passed unanimously. All Board members were present except Candace Savin. Colleen Palmer, Michael Rizzo, and Marsha Moses of Moses & Devlin LLP attended at the invitation of the Board. The executive session adjourned at 7:25 p.m.

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:37 p.m., Staples High School, Cafeteria (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: Elaine Whitney moved to approve the minutes of February 27, 2017; seconded by Michael Gordon, passed unanimously.

DISCUSSION/ACTION:

Update on CMS Mold Remediation

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the expenditure of $107,904.70 from the Board of Education Carryover Account to cover the cost of additional mold remediation incurred at Coleytown Middle School, with notice to be sent to the Board of Finance so as to meet the conditions necessitated by the terms of the Memorandum of Agreement dated August 31, 2015 between the Board of Education and the Board of Finance creating the Carryover Account. Be it further resolved, that the Board of Education requests that the Board Finance approves Carryover Account expenditures in the amount of $107,904.70, an additional expenditure above $200,000 as set forth in the Memorandum of Agreement.

MOTION: Elaine Whitney

SECOND: Mark Mathias
RESULT: Passed Unanimously
VOTE: 6-0

DISCUSSION:

Discussion of Mitigation Strategies to Address Board of Finance Budget Budget Guidance

ADJOURNMENT: Michael Gordon moved to adjourn at 9:50 p.m; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

STAPLES HIGH SCHOOL
70 North Avenue - Westport, Connecticut 06880-2799

Principal
James D'Amico

Phone 203-341-1201
Fax 203-341-1202

March 1, 2017

Dear Dr. Palmer,

We have received a gift in the amount of $20,000 from a donor who wishes to remain anonymous for the purpose of providing stage lighting to be used in the Staples High School auditorium.

This gift will allow us to stage concerts and theater performances in the auditorium simultaneously, which we are not currently able to do.

We are extraordinarily grateful for this gift that will further augment our performing arts programs at Staples High School, and I am requesting that you bring this gift to the Board of Education for approval.

Sincerely,

James D'Amico
Principal

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STAPLES HIGH SCHOOL

NEW COURSE PROPOSAL FORM

Course Title: Accelerated Science 1 and 2, Pilot

Credit: 2.0

Credit Area(s): Science

Course Proposed by: _____ Administration _____ Board of Education

_____ Student(s) ___X__ K-12 Curriculum Review

__X__ Department _____ Other (specify)

Course Catalog Description:

Accelerated Science 1 and 2
This is a two-year science course designed to give students broad exposure to science concepts within an integrated framework aligned to the CT adopted Next Generation Science Standards (NGSS). Students study big ideas such as "What is it all made of?" and "How do humans influence the flow of energy and matter on Earth?" Students generate the questions they need answers to in order to build their understanding. Students collaborate and engage in argument from evidence, develop and revise models, and carry out investigations to come to an understanding of the world around them. This course is for students who like to look at the big picture. It also compacts the curriculum of three years of traditional science into two, allowing students to take more electives and AP course than the traditional sequence.

Prerequisite(s):

Recommendation for A-level Biology

COURSE/DEPARTMENT INFORMATION:

How many electives does your department currently offer?

Twenty nine

How does this course fit into the course offerings?
(Is it a stand alone, is it part of a sequence or is it replacing another course?)

This course is designed to substitute for A-level Biology, Chemistry, Earth Science and Physics. It fits into the current course offerings by allowing students to compact three years of science into two years. Students are then free to take any of the numerous AP/elective science courses the department offers.

YEAR 1

Unit	Essential Questions	Standards	Content
Unit 1: Matter, Energy, Forces, &	What is it all made of and how does it interact?	PS1 (matter) PS3 (energy)	Structure and properties of matter. Energy in chemical systems.

Fire **(quarter 1)**	*What is fire?* *How does the substructure of atoms explain the properties of substances we observe.* *How does the electromagnetic force explain the behavior and interaction of atoms?* *What is energy and how is it related to matter?*	PS4 (waves)	Bonding and chemical reactions. Fundamental Forces – electromagneti Energy Electromagnetic Radiation
Unit 2: The history of the universe and our planet. **(quarter 2)**	Where did all of this come from, and if we weren't there to see it, how do we know?	ESS1 (universe & solar system) ESS2 (earth systems) PS2 (forces & motion) PS1, PS2, PS4	Nuclear Chemistry Chemistry of the Universe Fundamental Forces – strong force, w force, gravity Kepler's Laws, Planetary Motion Physics of Earth Systems Chemistry of Abiotic Systems Dynamic Earth Systems
Unit 3: From non-living to living. Defining living systems. (quarter 3)	What is life? If you were to create a living system, what would it require?	LS1 (molecules to organisms)	Matter and Energy in Living Systems Cell specialization and homeostasis
Unit 4: **Life ever changing. Unity and Diversity in nature.** **(quarter 4)**	How does life change? How are all living things similar? How are all living things different? Why are they both similar and different? How do twins come about?	LS3 (heredity) LS4 (evolution)	DNA and Inheritance Natural Selection Evolution

YEAR 2

Unit	Essential Questions / Concepts	Content	Skills
Unit 5: Life Interacting: Matter & Energy in Natural Ecosystems (quarter 5)	How does the flow of energy and matter determine the structure of an ecosystem?	LS2 (ecosystems)	Matter and Energy in Living Systems Matter and Energy transformations in ecosystems Interdependent relationships in ecosy
Unit 6: The Human Factor I: Early technology, tools, weapons, & materials. (quarter 6)	What early technologies defined humanity? How did early tools give humans an advantage? How do these early tools work? Why are certain materials better suited for particular tasks?	PS2 (forces & motion) PS1 (matter) PS3 (energy)	Forces and Motion
Unit 7: The Human Factor II: Modern technology, tools, weapons, & materials. (quarter 7)	What technologies define modern civilization? What made the industrial revolution … revolutionary? What is the foundation of the current information revolution?	PS4 (waves & technological applications) PS1, PS2, PS3	Electricity & Magnetism Wave Properties Nuclear Chemistry
Unit 8: The Human Factor III: Matter & Energy in Human Dominated	How do humans influence the flow of energy and matter in ecosystems? What is the impact humans have on the function of ecosystems?	ESS3 (earth & human activity)	Human activity and energy Human activity and climate Human activity and biodiversity Human activity and sustainability

Ecosystems (quarter 8)			

Who is your target audience?

Any incoming freshman who wants to study science in a way that allows him or her to see the bigger picture and engage with science through inquiry.

Has your department discussed the pros and cons of this submission?

Yes. The department is generally supportive as they see this course as a way of maintaining maximum student choice.

What percentage of the department voted "yes" to bring this course forward?

We did not have a formal vote since this is a pilot. However, the preK-12 curriculum committee voted unanimously to move forward with this course.

RATIONALE:

How does this course contribute to the department's goals and objectives?

The department's general goal is to produce graduates who are informed consumers of science information and who are well prepared to pursue a career in STEM if they choose to do so. To that end, the current course fosters creative thinking in students and encourages them to see connections between many different phenomena in their own lives much like a well informed consumer of science or a scientist might.

What is the need this course addresses?

This course addresses our need to focus on teaching students how to think about science and see its interconnectedness. It also addresses the need to maintain maximum choice for our students by allowing them to progress rapidly through the core science program so that they may explore science electives/AP's in an informed way.

How does this course support the recommendation of the latest K-12 review?

As noted above, the preK-12 science curriculum committee voted unanamously to approve this course.

How does this align to your current department accepted standards?

Please see the table above. This course aligns directly with the new state science standards, the NGSS. At this point, it is the only course in the department that does so.

How does this course support the Staples Mission Statement?

The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

This course will fulfill all elements of the Staples Mission Statement through real-world and career connections through the study of science. Students will engage in inquiry, explore problems and solutions in the field, and build a deeper sense of understanding of science.

How does this course support the goals of the Westport 2025 initiative?

Creative→ Students will be encouraged and indeed taught to ask questions about phenomena, to make bold attempts to answer those questions, and to look for unexpected results.

Communication→ During collaborative learning, students will advocate for their ideas but also work together to come to consensus.

Critical Thinking→ Students will be asked to connect their new learning to create a new understanding. They will base decisions on what they need to learn next based on prior knowledge, and they will break down ideas into their most fundamental/mechanistic level.

Global Thinking→ Students will always be working on meaningful problems since they will see the coherence between what they are trying to figure out and what they have already learned. Through collaborative learning, they will gain an understanding of the problem through discussion of different points of view.

Establish a flow chart of courses and indicate where this course will fit in.

9th Grade	10th Grade	11th Grade	12th Grade
Three Year Sequence			
Biology	Chemistry	Physics/Physical Science	AP/Electives or no Science
Two Year Sequence			
Accelerated Science 1	Accelerated Science 2	AP/Electives	AP/Electives or no Science

STAPLES EXPECTATIONS FOR STUDENT LEARNING:

Academic Expectations:

Students will be expected to engage in nonfiction reading and writing in this course.
Students will be expected to work across disciplines and wrestle with big issues.
Students will be expected to collaborate, communuicate, and connect ideas.

Civic Expectations:

Communicating and Critiquing Conclusions
Taking Informed Action/Advocacy

Social Expectations:

Collaborating to research and solve problems
Work with real-world issues, explore careers in the field

Student Learning Outcomes:

Skills (what students will be able to do):

The NGSS gives equal footing to science skills (more correctly referred to as practices since they are always developing and need to be practiced). The main practices include:

Asking questions and defining problems

Developing and using models

Planning and carrying out investigations

Analyzing and interpreting data

Using mathematics and computational thinking

Constructing explanations and designing solutions

Assessment(s):

- Research tasks
- Performance-based assessments

BUDGET AND FACILITY CONSIDERATIONS:

Staffing Requirements:

Will this create an additional staffing need within the department?

Since students would normally be taking two years of science, we do not anticipate any impact on staffing with running this pilot.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Current resources within the department should be sufficient to run this course. The only expense could be if we decided to connect two classrooms with an internal door to facilitate collaborative instruction between two sections of Accelerated Science.

Facility Requirements:

Minimum Number of Students Needed to Run this Class:

15

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Again, we will be drawing from the same student population, so there should be minimal impact on science instructional space.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

As noted above, if we run multiple sections, we may wish to install an internal door between two adjoining classrooms to facilitate enve more collaboration.

STAPLES HIGH SCHOOL

NEW COURSE PROPOSAL FORM

Course Title: PSYCHOLOGY OF CHILD DEVELOPMENT

Credit: 0.50 = Semester

Credit Area(s): Social Studies

Course Proposed by: __**X**___ Administration _____ Board of Education

_____ Student(s) _____ K-12 Curriculum Review

__**X**__ Department _____ Other (specify)

Course Catalog Description:

PSYCHOLOGY OF CHILD DEVELOPMENT
The Psychology of Childhood elective course is designed to focus on the study of physical, social, and cognitive development and growth of a child from conception to school age. Students will understand the impact of multiple influences of children's environments including culture, language, economic factors, discipline, health issues, learning needs, family, technology, media, community, and the influence of play on early learning. Students will also explore career paths in early childhood education, child advocacy, social work, child psychology, and other related fields. Assessments may include tests, projects, graded discussions, papers, and book reviews of independent outside reading.

Prerequisite(s):

Completion of Global Themes. The course is open to students in their Sophomore, Junior, or Senior year.

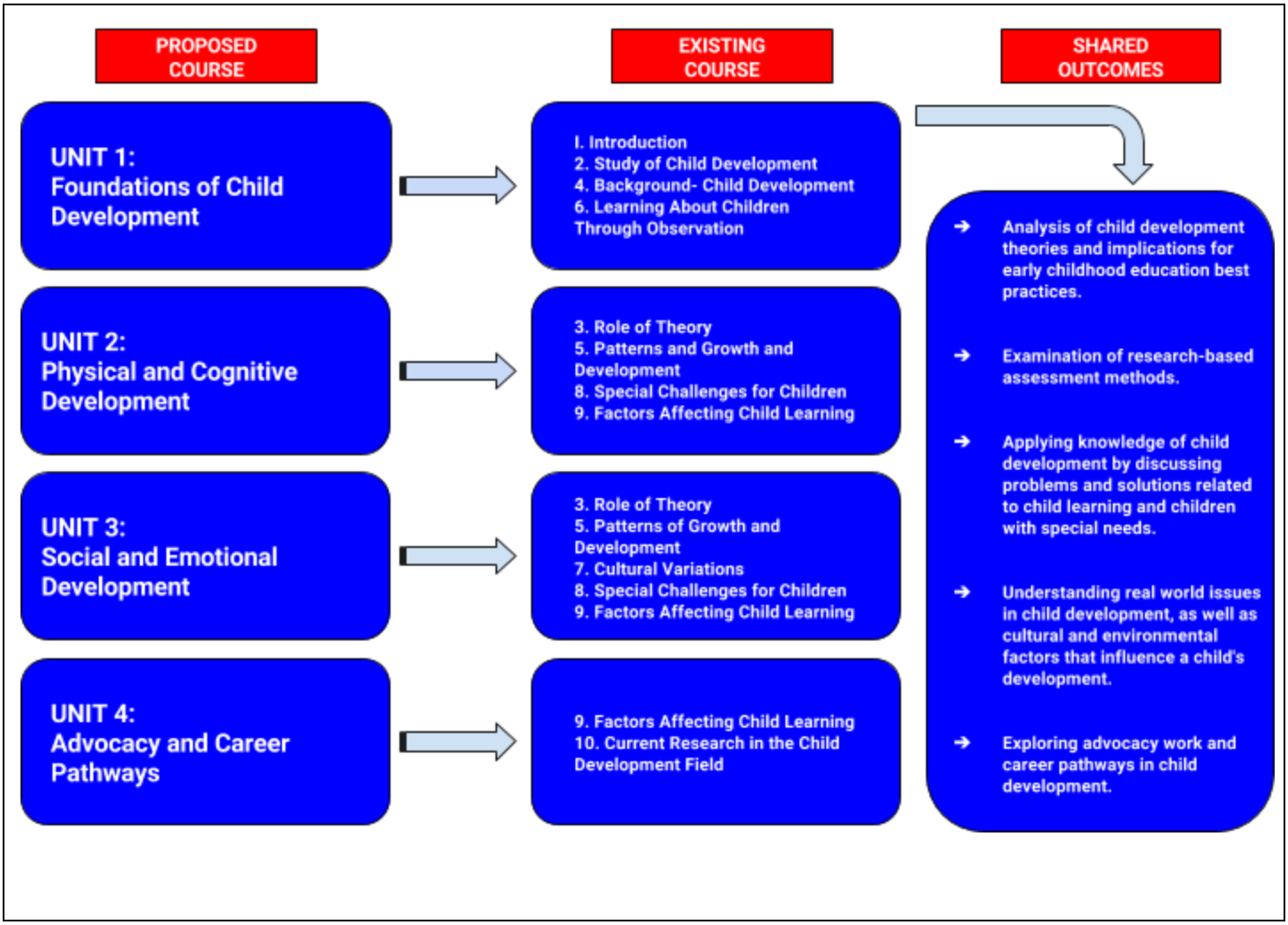
COURSE/DEPARTMENT INFORMATION:

How many electives does your department currently offer?

Fifteen

How does this course fit into the course offerings?
(Is it a stand alone, is it part of a sequence or is it replacing another course?)

Students can take this course to fulfill their half-credit elective requirement in Social Studies. This course was formerly part of the Family/Consumer Science Department, and is being transferred to the Social Studies Department with a modification to the curriculum to incorporate an emphasis on child psychology.



Who is your target audience?

Students interested in child development and related career fields.

Has your department discussed the pros and cons of this submission?

Yes. The department feels this is an exciting new addition. We currently offer Understanding Psychology, and this course will provide another course offering in this field. We also anticipate offering an Advanced course in Psychology in the future.

What percentage of the department voted "yes" to bring this course forward?

Since this was adapted from another department, we did not vote on this as a new course.

RATIONALE:

How does this course contribute to the department's goals and objectives?

- Inquiry-based learning
- Global Citizenship

- Civic Action
- Making Interdisciplinary Connections/STEM

How does this align to your current department accepted standards?

The *National Standards for High School Psychology Curricula* attempts to represent current knowledge in the field of psychology in developmentally appropriate ways. Psychology is a popular high school course, one that can introduce students to scientific ideas and engage students in the learning process. However, it is difficult for even the best of teachers to present all of psychology in a single course for students who begin with virtually no formal knowledge of psychology. Thus, the National Standards Working Group charged with revising the *National Standards* recommends that teachers of high school psychology adopt the overarching themes listed in the sidebar as the foundation for developing their courses. The following themes will be addressed in this course:

- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- An understanding that different content areas within psychological science are interconnected
- An ability to relate psychological knowledge to everyday life
- A knowledge of the variety of careers available to those who study psychology
- An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels

The following American Psychological Association standards areas will be the primary focus within this course:

Priority Standard Areas: Life Span Development

Standard 1: Methods and issues in life span development

Standard 2: Theories of life span development

Standard 3: Prenatal development and the newborn

Standard 5: Childhood

How does this course support the Staples Mission Statement?

The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

This course will fulfill all elements of the Staples Mission Statement through real-world and career connections through the study of Child Psychology. Students will engage in inquiry, explore problems and solutions in the field, and build a deeper sense of understanding and empathy for children.

How does this course support the goals of the Westport 2025 initiative?

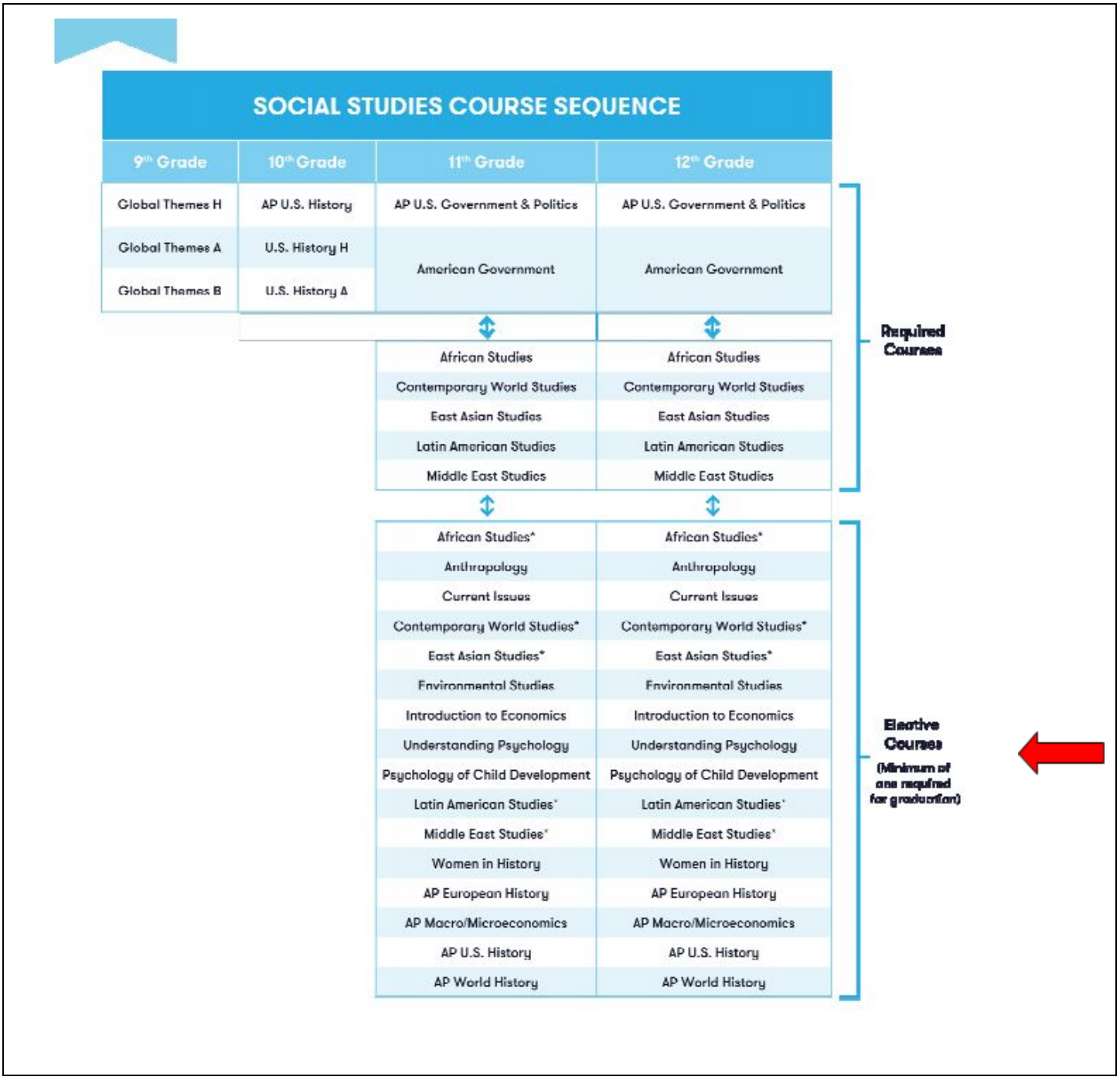
Creative Thinking
Explore new possibilities for approaching an problems.

Communication
Creatively present to varied audiences.
Work collaboratively to generate ideas/solutions.

Critical Thinking
Analyze key information, ideas and concepts.

Global Thinking
Synthesize content knowledge to create innovative solutions to real world problems.
Explore multiple perspectives to develop an original empathetic response that will strengthen respect toward others.

Establish a flow chart of courses and indicate where this course will fit in.



STAPLES EXPECTATIONS FOR STUDENT LEARNING:

Academic Expectations:

Students will be expected to engage in nonfiction reading and writing in this course.
Students will be expected to work across disciplines and wrestle with big world issues.
Students will be expected to collaborate, communuicate, and connect ideas.

Civic Expectations:

Communicating and Critiquing Conclusions
Taking Informed Action/Advocacy

Social Expectations:

Collaborating to research and solve problems
Work with real-world issues, explore careers in the field

Course Content:

PROPOSED COURSE (2017-18)

Unit	Essential Questions / Concepts	Content	Skills
Foundations of Child Development **(Week 1, 4 Weeks)**	*How has psychologists' understanding of child development changed over time?* *What methods to experts use to understand child development?*	-Benefits of studying child development -History of the study of child development -Research methods used to collect data about child development	**Nonfiction Reading** *Development*, Matthew Sharps (SALEM Resource) *Developmental Methodologies*, Michael D. Roe (SALEM Resource) **Writing** Explanations: History of Child Development Research **Research** Understanding Research Methods and Terminology
Physical and Cognitive Development **(Week 5, 4 Weeks)**	*How does prenatal development proceed from conception through birth?* *What are physical and cognitive developmental milestones for infants, toddlers, and children?* *In what ways is development unique for every child?*	-Prenatal development from conception to birth, including the characteristics of a normal development -Theories of human growth and development - Relationship of learning, play, and recreational activities to the commonly accepted principles of the cognitive development of children -Characteristics of children with special needs and strategies for helping children with special needs. -Factors that contribute to health and wellness of children.	**Nonfiction Reading** *The Psychology of the Child*, Piaget & Inhelder *Early Learning and Development Standards,* CT Office of Early Childhood **Writing** Explanation: Understanding Development Standards **Research** Plan, conduct and evaluate learning, play, and recreational activities that enhance the physical and cognitive development of infants, toddlers, and children.
Social and Emotional Development **(Week 9, 6 Weeks)**	*How does a child's environment shape his/her identity?* *How do children develop social skills as they progress from infancy to school age?* *What is the role of parents and the community in shaping an individual?*	-Theories of growth and development -Influence of environment on a child's behavior and learning -Characteristics of children with special needs and strategies for helping children with special needs (preschool to school age). -Factors that contribute to change in the lives of children.	**Nonfiction Reading** *The Psychology of the Child*, Piaget & Inhelder *Childhood and Society*, Erik Erikson *Einstein Never Used Flashcards*, Hersh-Pasek Case Studies/Journals **Writing** Argument: Significant environmental factors that contribute to change in the lives of children. **Research** Theories of social/emotional development and their application to children with special needs.

Advocacy and Career Pathways **(Week 16, 5 Weeks)**	*What is needed to safeguard children?* *What are the agencies and programs that protect children?* *How does technology influence children's lives socially, educationally, and intellectually?* *What are the career paths for individuals who study child psychology?*	-Child abuse laws -Community agencies and resources that provide child health care services and information -Factors that contribute to change in the lives of children -Strategies and resources that help children adapt to changes and crises -Impact of technology on children -Careers in child development, education, advocacy, social work etc.	**Nonfiction Reading** Student Choice **Writing** Argument Writing: Early Childhood and Screen Time **Research** Student Choice: Child Advocacy Organizations

Student Learning Outcomes:

Skills (what students will be able to do):

In all Social Studies courses, teachers use the inquiry design model below when developing units of study and assessments. For this course, "applying disciplinary tools and resources" for Child Psychology will be the area of focus.

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies

The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful. Reading, writing, speaking and listening and language skills are critically important for building disciplinary literacy and the skills needed for college, career, and civic life. Each of the Four Dimensions are strategically aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

Assessment(s):

- Tests/Quizzes
- Research tasks
- Performance-based assessments

BUDGET AND FACILITY CONSIDERATIONS:

Staffing Requirements:

Will this create an additional staffing need within the department?

No.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Current resources from library databases will be accessed digitally for this course. We will also need to purchase a selection of core texts. These are the titles we have considered through our planning process:

The Psychology of the Child, Piaget & Inhelder
Childhood and Society, Erik Erikson
Einstein Never Used Flashcards, Hersh-Pasek

Facility Requirements:

Minimum Number of Students Needed to Run this Class:

15

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

We are currently at classroom capacity for the allotment of classrooms this year. We may need to look for classroom space that is currently allocated to another department.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

No.