

October 22, 2012

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: October 9, 2012

PRESENTATION: School Climate: Activities, Outcomes & Future Plans (Encl.) Dr. Freiberg
Dr. Babich
Mr. Rizzo

DISCUSSION/ACTION:

1. New Course Proposals: Staples High School (Encl.) Ms. Comm
Mr. D'Amico
Dr. Scheetz
Ms. Zachery
2. Adoption of 2013-14 Budget Calendar (Encl.) Dr. Landon
Ms. Harris
3. Board of Education Meeting Calendar: July 1, 2013 – June 30, 2014 (Encl.) Dr. Landon
4. School Calendar Guidelines: 2014-15 School Year (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.

DEPARTMENT OF PUPIL SERVICES
WESTPORT PUBLIC SCHOOLS
72 North Avenue
Westport, Connecticut 06880-2721

MICHAEL RIZZO
DIRECTOR OF PUPIL SERVICES

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

TO: Westport Board of Education Members

FROM: Valerie Babich and Michael Rizzo

DATE: October 22, 2012

RE: **Improving School Climate**

We are very pleased to have Dr. Joanne Freiberg, Educational Consultant with the Connecticut State Department of Education, join us tonight. Dr. Freiberg has worked extensively throughout the state and across the nation to educate teachers, students, and parents on improving school climate.

Additionally, as a member of the National School Climate Center's School Climate Council, Dr. Freiberg assisted in the development of the National School Climate Standards. The Council's mission is to narrow the gap between school climate research and school climate policy, practice, and teacher education to support student learning and positive youth development.

Within Westport, Dr. Freiberg has worked with our administrative staff and has provided training in improving school climate to all of our teachers. She has provided continuous consultation to our district's School Climate Coordinator as Westport moves forward in this important initiative and has been a valuable asset to the Westport Public Schools.

Dr. Freiberg will speak tonight about the updated Connecticut legislation regarding school climate, the research surrounding improving school climate, as well as national and local trends in this area. Dr. Freiberg will be available to answer questions from the Board regarding this information.

Enclosures

RESUME'

JO ANN FREIBERG, Ph.D.

**STATE DEPARTMENT OF EDUCATION
CONSULTANT**

Jo Ann Freiberg, Ph.D.

PERSONAL BACKGROUND

Date of Birth: 17 August 1953

Citizenship: United States

Mailing Address: Connecticut State Department of Education
Bureau of Accountability and Improvement, Room #222
165 Capitol Avenue
Hartford, CT 06106

Telephone: (860) 713-6598 (work)
(860) 713-7023 (fax)
(860) 861-4406 (cell)
(860) 430-5059 (home)

E-Mail: joann.freiberg@ct.gov
joann.freiberg@gmail.com

Website: www.joannfreiberg.com

EDUCATIONAL BACKGROUND

Ph.D. The Ohio State University (1982)
Field of Study: Education (Philosophy of Education, concentration in ethics)

M.A. University of Alabama in Birmingham (1978)
Field of Study: Secondary Education (English Education)

B.A. University of California, Berkeley (1975)
Major: Theatre Arts / Music (Vocal/Theory)

MEMBERSHIPS

National School Climate Council
Connecticut Taskforce on Sportsmanship
Connecticut Taskforce on Bullying

PROFESSIONAL EXPERIENCE

11/08 – Present *Education Consultant, Connecticut State Department of Education.* Duties include management of programs and issues in the bullying, school climate improvement, character education arenas, The Connecticut Accountability for Learning Initiative (CALI) Improving School Climate, and high school reform.

9/05 – 11/08 *Associate Education Consultant, Connecticut State Department of Education.* Duties include management of programs and issues in the bullying, school climate improvement, and character education arenas.

- 9/05 – Present **Consultant, Bureau of Education and Research (BER).** National presenter for program, “Diminishing Bullying in Playground Settings, Grades K – 6, and “Confronting and Working to Reduce Bullying Behaviors in School Settings (Grades 1 – 8)
- 6/05 – Present **Educator and Consultant.** Working with schools, businesses, parent organizations and youth serving organizations to improve school and organizational climates. Providing education, professional development, consulting and technical assistance in areas of professional and classroom ethics, bullying, violence prevention, and school climate improvement in Connecticut and nationally.
- 1/04 – 6/05 **Director of Education and Programs, Operation Respect CT.** Duties include design, implementation and management of the educational seminars and programs created and delivered to schools and community based organizations through statewide and on-site professional development programs for adults and students.
- 9/00 - 12/03 **Executive Director, Operation Respect CT.** Duties include designing, implementing and organizing both pre- and in-service teacher workshops to improve classroom climate, reduce bullying behavior, and instill positive, character-building experiences for students at the K-12 level.
- 1/01 - Present **Adjunct Assistant Professor of Philosophy of Education,** Department of Curriculum and Instruction, the University of Connecticut, Storrs, Connecticut.
- 10/97 - 9/00 **Director, The Knowledge Network,** Connecticut Public Broadcasting, Inc., Hartford, Connecticut. Duties included administrative, planning and training activities related to the promotion of distance learning undertakings throughout Connecticut, as well as scheduling of distance learning courses and in-services. Position also involved extensive contact and coordination with various State agencies, colleges and universities, and public school districts.
- 10/92-9/97 **Educational Outreach Coordinator, The Knowledge Network,** Connecticut Public Broadcasting, Inc., Hartford, Connecticut.
- 6/93 - Present **Adjunct Assistant Professor of Educational Foundations,** Department of Teacher Education, Central Connecticut State University, New Britain, Connecticut.
- 9/93 - Present **Adjunct Assistant Professor of Educational Foundations,** Department of Education, University of Hartford, Hartford, Connecticut.
- 10/92 - 5/93 **Planning Grant Coordinator,** Connecticut Distance Learning Consortium, Hartford, Connecticut. Duties included administration of a N.T.I.A. planning grant addressing distance learning needs in the workplace.
- 8/90 - 5/92 **Assistant Professor of Educational Foundations,** Department of Education, Eastern Connecticut State University, Willimantic, Connecticut.
- 1/91 - 8/91 **Adjunct Assistant Professor,** Department of Teacher Education, Divisions of Elementary Education and Secondary Education, Central Connecticut State University, New Britain, Connecticut.

- 8/90 - 12/90 **Assistant Professor of Educational Foundations**, Department of Education, Eastern Connecticut State University, Willimantic, Connecticut.
- 8/86 - 10/90 **Assistant Professor of Education**, Department of Teacher Education, Divisions of Educational Foundations and Secondary Education, Central Connecticut State University, New Britain, Connecticut.
- 5/83 - 8/83 **Visiting Assistant Professor of Philosophy of Education**, Department of Educational Policy Studies, University of Illinois, Champaign-Urbana, Illinois.
- 9/82- 5/83 **Teacher**, Leal Elementary School, Urbana, Illinois, long-term substitute position. Duties included all aspects of teaching a combined third/fourth grade class for most of a year, as well as additional placements in elementary, junior high, and senior high school.
- 9/81 - 5/82 **Graduate Teaching Associate**, Applied Ethics for Educators Program, The Ohio State University, Columbus, Ohio.
- 9/80 - 5/82 **Graduate Teaching Associate**, N.E.H. Grant on Moral Negotiation as Moral Education, The Ohio State University, Columbus, Ohio.
- 9/78 - 5/81 **Graduate Teaching Associate**, Philosophy of Education, The Ohio State University, Columbus, Ohio.
- 9/77 - 5/78 **Graduate Research Assistant**, Studies in Moral Education Project, University of Alabama in Birmingham, Birmingham, Alabama.
- 1/77 - 6/77 **Research Assistant**, Alabama State Department of Education, Birmingham, Alabama.
- 7/75 - 7/76 **Co-Director**, The Unicorn Playhouse (Children's Theatre), San Antonio, Texas. Duties included directing four major productions a year, teaching theatre classes for children, extensive outreach activities to African American and Latino community groups, as well as various administrative and budgeting responsibilities.
- 5/74 - 8/74 **Pre-Teen Program Director**, University of California Alumni Association Family Camp. Duties included development and implementation of educational programs and activities for children, ages 10 to 12.

CIVIC AND VOLUNTEER ACTIVITIES

- Board Member**, Farmington Public Library (June 2003 to 2006)
- Treasurer**, East Farms Elementary School Parent-Teacher Organization, Farmington, Connecticut (September 1992 - February 1995).
- Member**, Irving A. Robbins Middle School Parent Advisory Board (2 terms, 1995-1997, 1997-1999).
- Chair**, Community Partnership Committee (formerly Hartford Host Committee), Irving A. Robbins Middle School (2 terms, 1995-1997, 1997-1999).
- Co-Chair**, Coffee 'n Kids Program, Farmington, Connecticut (1987-1993).
- Story Time Teacher**, Farmington Public Library (1986-present).

In addition, I am an active member/supporter of the following community organizations:

Hartford Children's Theatre	Science Museum of Connecticut
Wadsworth Atheneum	Hartford Symphony Orchestra
Producing Guild	Hartford Stage
Mark Twain House	Farmington Exchange

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

I am an active member of a number of scholarly organizations. My contacts in these organizations provide me with numerous opportunities to promote distance learning with both university and public school faculty and administrators, and well as with state department of education policy-makers. Among the professional organizations to which I belong are:

- American Association of University Professors
- American Educational Studies Association
- John Dewey Society (Past Board Member)
- Middle Atlantic States Philosophy of Education Society
- New England Philosophy of Education Society
- Ohio Valley Philosophy of Education Society (Past Executive Board Member)
- Phi Delta Kappan International
- Philosophy for Children Society
- Philosophy of Education Society (Fellow)
- Society of Professors of Education

AREAS OF TEACHING EXPERTISE

I have successfully taught in the public schools at both the elementary and secondary (English) levels. I have also been a university faculty member, working in Schools of Education in the area of teacher education and professional development. My teaching has included the teaching of courses utilizing distance learning technologies as well as preparing other instructors to do so effectively and creatively. Among the relevant university-level courses that I continue to teach on an adjunct basis are:

- Comparative and International Education
- Contemporary Educational Issues
- Critical Thinking for the Classroom
- Multicultural Education
- Philosophy of Education
- Ethics: Classroom Bases and Professional
- Social and Cultural Foundations of Education
- Teaching Methods (Secondary Education)
- Urban Education

Selected PUBLICATIONS AND PRESENTATIONS

Theses

John Dewey: Theory and Practice of Moral Education (Ph.D. dissertation, The Ohio State University, 1982).

The Integration of Experiential Techniques in Moral Education Programs (M.A. thesis, The University of Alabama in Birmingham, 1978).

Publications

Critical Inquiry in Language Studies, 8(1): 1. *Textual Concept Critical Analysis: Toward A Research Approach For Language Studies*. With Osborn, Terry A., and Reagan, Timothy G. (New York, Routledge, Taylor and Francis Group, 2011), pp. 1 – 26.

Critical Essays on Resistance in Education. In D. Moss and T. Osborn, ed. *The Challenge of Bullying in U.S. Schools: Resistance and Reaction* (New York, Peter Lang, 2010), pp. 159 – 177.

Confronting and Working to Reduce Bullying Behaviors in School Settings: Improving School Climate: (Café Press, 2010)

Managing Bullying in Non-Classroom Settings: Intervention and Prevention Strategies: (Café Press, 2010)

"Bullying": O, be some other name! What's in a name? Does the Definition of "Bullying" Help or Hinder Creating Positive School Climate? *Impact: Connecticut's Journal For Middle Level Educators* 10 2 (Summer 2005): 3 – 5.

Respect Me: Improving School Climate in Middle School. *Impact: Connecticut's Journal For Middle Level Educators* 10 1 (Fall 2004): 12 – 13.

[With T. Reagan, K. Case, and C. Case] Reflecting on "reflective practice": Implications for teacher evaluation. *Journal of Personnel Evaluation in Education* 6, 3 (1993): 263-277.

[With T. Reagan] *Methodological Handbook for Analytic Philosophy of Education* (Storrs, CT: I. N. Thut World Education Center, University of Connecticut, 1991).

The practice of moral education: How Deweyan is Kohlberg? In B. Arnstine, ed., *Philosophy of Education: 1987* (Normal, IL: Philosophy of Education Society, 1988), pp. 99-109.

Experiential moral learning. In G. Sapp, ed., *Handbook of Moral Development* (Birmingham, AL: Religious Education Press, 1986), pp. 185-199.

[Guest Editor] *Insights: Special Issue on Professional Ethics* (1983).

Moral Principles in Education: A reevaluation. In T. Reagan, ed., *Philosophical Issues in Education: 1983* (Bloomington, IN: Ohio Valley Philosophy of Education Society, 1984), pp. 43-51.

Philosophical confusions in an "other" moral education. In D. Senchuk, ed., *Philosophical Issues in Education: 1982* (Bloomington, IN: Ohio Valley Philosophy of Education Society, 1984), pp. 41-48.

John Dewey and moral education: Muddled meanings and misconceptions. In D. Senchuk, ed., *Philosophical Issues in Education: 1981* (Bloomington, IN: Ohio Valley Philosophy of Education Society, 1982), pp. 83-90.

Marriage or divorce: Philosophy for children and moral education.. In D. Senchuk, ed., *Philosophical Issues in Education: 1980* (Bloomington, IN: Ohio Valley Philosophy of Education Society, 1981), pp. 78-86.

Morality and the law: Where does Kohlberg stand? In C. Macmillan, ed., *Philosophy of Education: 1980* (Normal, IL: Philosophy of Education Society, 1981), pp. 178-185.

A questionable presence: Is values clarification really Deweyan? In D. Senchuk, ed., *Philosophical Issues in Education: 1979* (Bloomington, IN: Ohio Valley Philosophy of Education Society, 1980), pp. 117-124.

The integration of experimental techniques in moral education programs. In C. Peden and D. Chipman, eds., *Critical Issues in Philosophy of Education* (Washington, DC: University Press of America, 1979), pp. 70-81.

Selected Presentations

"Persistently Dangerous Schools: Myth, Meaning and Madness...No Learnin' Goin' On Here," Paper accepted to be presented at the New England Philosophy of Education Society annual meeting, Central Connecticut State University, New Britain, CT October 23, 2010

Bureau of Education and Research presentation, "Confronting and Working to Reduce bullying Behaviors in School Settings (Grades 1 – 8), Shortsville, NY October 8, 2010

Northpoint ESC, "Diminishing Bullying to Support Academic Achievement," Sandusky, OH, September 10, 2010

Glen Elyn, IL School District Professional Development, "Improving School Climate to Support Academic Achievement," August 23, 2010

Northpoint ESC Administrators Retreat, "Improving School Climate to Support Academic Achievement," Oregon, OH, August 5, 2010

13th annual School Climate Institute, New York City, Presentation on Teamwork, July 6 – 8, 2010

3rd annual School Climate, Bullying and Learning Conference, Meredith, NH, "Bullying is a Toxic Word: How We Can Change the Conversation," June 28 – 29, 2010

Improving School Climate to Support Academic Achievement, Collinsville, IL, June 21, 2010

Annual Conference for Foster and Adoptive Parents, Mystic, CT, May 21, 2010

Connecticut Statewide Conference on School Climate, "Understanding School Climate within a Responsive to Intervention (RTI) Framework", Farmington, CT, April 6, 2010

"The 'Whac-A-Mole' Philosophy of Education: The Prevailing and Failing Modern Theory of Education," Paper presented at the New England Philosophy of Education Society annual meeting, Framingham State College, MA, October 3, 2009

National School Climate Standards New England Region Review, Providence, RI, September 17, 2009

Connecticut Chapter of the American Pediatric Association annual Conference, "Improving School Climate to Diminish Bullying," Farmington, CT May 14, 2009

"Defining 'School Climate' in Practice: Trivial or Pivotal?" Paper given at the New England Philosophy of Education Society annual meeting, Boston College, MA, October 4, 2008

Keynote Speaker at the Governor's Conference on School and College Security, "Preventing the Unimaginable," Central Connecticut State University, March 27, 2008

"'Bully' is a Four Letter Word: Understanding the Concept to Manage the Territory," Paper given at the New England Philosophy of Education Society annual meeting, Framingham State College, MA, October 8, 2007

"Improving School Climate: Building School, Family and Community Partnerships." Presented at the Phi Delta Kappan International Conference, St. Louis, MO, November 23, 2003.

Convocation Keynote Address. Presented at Housatonic Community Technical College, August 30, 2002.

Incorporating Technology in Classroom Teaching. Presented at the Faculty Development Day at Southern Connecticut State University, New Haven, Connecticut, 24 September 1997.

Library service 2000: The Knowledge Network. Presented at the "Connecticut Libraries: Bridges to the 21st Century" conference in Cromwell, Connecticut, 1-2 April 1997.

The role of social foundations in teacher education: Connecticut perspectives. Panel presentation at the 1996 annual meeting of the American Educational Studies Association in Montreal, Quebec, 6-10 November.

Technology and distance learning: The Knowledge Network. Presented at a professional development session of Connecticut's Comprehensive System of Personnel Development Council, 20 June 1995.

The use of distance learning technologies in teaching social foundations: Reflections on the "technological fallacy." Presented at the 1993 annual meeting of the American Educational Studies Association in Chicago, Illinois, 3-7 November.

Knowledge Network Receive Sites. Presented at the Connecticut Higher Education Telecommunications Association conference at the University of Hartford, West Hartford, Connecticut, 27 May 1993.

Critical thinking in the classroom: Giving credit where credit is due. Presented at the 1992 annual meeting of the American Educational Studies Association in Pittsburgh, Pennsylvania, 4-8 November.

Moral education and multicultural education: Some concerns. Presented at the 1983 annual meeting of the American Educational Studies Association in Milwaukee, Wisconsin.

Teaching children to think about ethical issues: The moral negotiation approach. Presented at the 1982 annual meeting of the John Dewey Society in Houston, Texas.

Developing moral negotiation curriculum materials for use in secondary schools. Presented at the 1981 annual meeting of the American Educational Studies Association in Boston, Massachusetts.

[With R. LaMonte] A forward look back: A moral education model. Presented at the University of Alabama Research Week, February 1978.

[With R. LaMonte] The Birmingham character education program. Presented at the 1977 annual meeting of the American Educational Studies Association in Philadelphia, Pennsylvania.

Selected Workshops and In-Services

"Improving School Climate to Support Academic Achievement": Two-day Basic Training sessions, Three-day Certification Training sessions for the Connecticut State Department of Education, Bureau of School and District Improvement; Connecticut Accountability for Learning Initiative (CALI); Sessions began in 2007 and continue into the present and future.

"A Climate of Respect: The Best Remedy for Bullying," Managing Disruptive Behaviors and Dealing With the Cyber-Arena: The Good, Bad and the Ugly." Workshops conducted multiple times a year (daylong) for Connecticut Interlocal Risk Management Association (CIRMA); Sessions began in 2006 and continue into the present and future.

"Confronting and Working to Reduce Bullying Behaviors in School Settings (Grades 1 – 8), Bureau of Education and Research (BER); Sessions conducted in various national settings beginning in 2007 and continuing.

"Significantly Reduce Playground Bullying and Discipline Problems (Grades K – 6), Bureau of Education and Research (BER); Sessions conducted in various national settings beginning in 2006 and continuing.

"Don't Laugh at Me": Creating Climates of Respect in the Schools. Two-day in-service, offered under the auspices of the Connecticut "Don't Laugh at Me" Project, the Connecticut State Department of Education, and the Neag School of Education at the University of Connecticut. Offered ten times during the 2000-2001 school year at the Greater Hartford Academy of Mathematics and Science in Hartford, Connecticut; offered thirteen times during the 2001-2002 school year and seven times during the 2002-2003 school year at the Metropolitan Learning Center Magnet School, Bloomfield, Connecticut, and six times during the 2003-2004 school year at Farmington High School and Public Library in Farmington, Connecticut.

"Respect Me!" statewide seminars held for high schools and middle schools (adults and students together) with the Connecticut Association of Schools in Cheshire, Connecticut. Launched spring, 2002 for high schools. Launched fall 2002 for middle schools. Sixteen statewide sessions held
RSVP (Raising Student Voice and Participation) statewide student leadership initiative launched fall 2009 as an extension to "Respect Me!". Four sessions held each year for Connecticut High Schools.

"Friendships Cliques and Bullying: Understanding Boys' and Girls' Aggression." Presented for Planned Parenthood of Connecticut in daylong seminars in 2002 and 2003, and for the Child and Family Organization, New London, Connecticut, 2004.

"Lunch and Learn" seminar series for parents in the workplace. Held at People's Bank in Bridgeport, Connecticut in 2002 – 2003. Series topics include, "Creating Climates of Respect," "Friendships, Cliques and Bullying," "The Double-Edged Sword of the Age of Information," "What is Respect?: We're all Models, We Might As Well Be Good Ones," and "Violence on Television, in the Media and on the Internet: Influencing Today's Youth."

"Coaches, Kids and Parents: Creating Winning Teams," Launched and presented for the Stratford Youth Sports Association, Winter, 2004

Over 2,500 professional development workshops and presentations in the wide arena of "Creating Climates of Respect," in on-site settings beginning in 1999 to teachers, pupil personnel staff and administrators in public and private schools, bus drivers, cafeteria staff, playground supervisors, custodial staff and office personnel in these schools, students in assemblies, workshops, and recreational settings, recreation and sports staff in camp and recreational settings, workers in businesses, community members in town meetings, state department employees and clients in the State Department of Education, Department of Mental Retardation, Department of Mental Health and Addiction Services, Department of Corrections, and other institutions and community organizations in Connecticut and nationally.

REFERENCES

Available upon request

ABOUT THE STANDARDS

The National School Climate Standards present a vision and framework for a positive and sustainable school climate. They complement national standards for Content, Leadership, and Professional Development and the Parent Teacher Association's National Standards for Family School Partnerships Standards.

This framework is comprised of five standards that support effective school climate improvement efforts:

1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.
2. The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.
3. The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning, and school-wide activities; (c) address barriers to learning and teaching and re-engage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.
4. The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.
5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.

The *National School Climate Standards* provide a research based framework and benchmark criteria for educational leaders (School Boards, State Departments of Education, Superintendents, Principals and After School leaders) to support and assess district and school efforts to enhance and be accountable for school climate⁴. They also provide guidance for professional preparation and continuing education. Appendix C includes a glossary of terms.

As with most standards, School Climate Standards do not recommend or detail specific assessment, curricular, leadership, professional development, and related systemically informed programs, curricula, or services. Each state and/or school community must consider how best to translate these standards into practice in ways that build on past experiences, values, strengths, priorities, and contextual needs of the local school community.

The five standards presented below include sixteen indicators for supporting student learning, positive youth development and teaching. Thirty-sub indicators further delineate essentials.

⁴See Appendix B for research related to each of the five standards.

SAFE SCHOOL CLIMATE POLICY

ENCLOSED FOR REFERENCE

Students

Safe School Climate Plan

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

Students

Safe School Climate Plan (continued)

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

Students

Safe School Climate Plan (continued)

- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral intervention and support process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

Students

Safe School Climate Plan (continued)

- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

Students

Safe School Climate Plan (continued)

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

Students

Safe School Climate Plan (continued)

- D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

Students

Safe School Climate Plan (continued)

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

Students

Safe School Climate Plan (continued)

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

Students

Safe School Climate Plan (continued)

- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

Students

Safe School Climate Plan (continued)

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:
 - i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior. If a complaint arises out of conflict between students or groups

Students

Safe School Climate Plan (continued)

of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

Students

Safe School Climate Plan (continued)

- a. Counseling;
 - b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
 - c. Encouragement of student to seek help when victimized or witnessing victimization;
 - d. Peer mediation or other forms of mediation, where appropriate;
 - e. Student Safety Support plan; and
 - f. Restitution and/or restorative interventions.
- iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur.
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

Students

Safe School Climate Plan (continued)

- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;

Students

Safe School Climate Plan (continued)

- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- C. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

X. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

Students

Safe School Climate Plan (continued)

XI. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Policy Adopted: December 19, 2011

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Staples High School New Course Proposals
Date: October 22, 2012

Please find appended to this memorandum proposals to add five (5) new courses to the repertoire of course offerings listed in the Course Catalog of Staples High School beginning with the 2013-14 school year.

The five new full-year and semester courses, alphabetically arranged, are:

Full Year

1. Advanced Placement European History
2. Advanced Placement Latin
3. Advanced Placement Studio Art 3-D

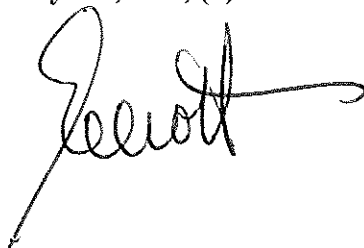
Semester

4. Engineering and Applied Physics
5. Environmental Science Problem Solving

This item was on the agenda of our October 9th meeting for Board discussion. Board approval is recommended for our meeting of October 22.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the addition of five (5) new courses effective with the start of the 2012-13 school year; namely, (1) Advanced Placement European History; (2) Advanced Placement Latin; (3) Advanced Placement Studio Art 3-D; (4) Engineering and Applied Physics; and, (5) Environmental Science Problem Solving



ADVANCED PLACEMENT

EUROPEAN HISTORY

Staples High School
Course Proposal

Course Title: Advanced Placement European History

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

Credit Area(s):

The credits for this course would go toward satisfying an elective credit in Social Studies.

Prerequisites/Eligibility:

Course is open to juniors and seniors only
Students must have passed United States History (A or H)

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:

AP European History was offered by the SHS Social Studies Department through the 2008-09 school year, and replaced in 2009 by AP World History. At the time, the department felt that our course offerings did not adequately address globalization and the interconnectedness of the world, and that with three years of American studies in middle school, Western Humanities in grade 9, and US History in grade 10, that our curriculum was overly focused on Western history and culture. Since that time, we have revised the 9th grade curriculum, which is now our Global Themes course, and the middle schools are in the midst of a revision that will see greater emphasis on world geography, culture and history. The addition of AP European History will give students the opportunity to study the development of the West, which is no longer emphasized in the earlier grades.

II. Staples Expectations for Student Learning Alignment:

- Academic:
 1. Each student will think critically in a variety of contexts and situations
 3. Each student will read critically
 4. Each student will write effectively
 9. Each student will demonstrate an understanding of the human experience through a study of history and diverse cultures

III. Westport 2025

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

This course addresses the Critical Thinking domain through the focus on interpretation and analysis of historical content, and making connections to current issues in Europe and the world. Global Thinking is addressed in the course by the analysis of political, cultural, economic, and social developments, and the multidisciplinary nature of the content.

IV. Course Catalogue Description

AP European History is a rigorous and intellectually demanding course, intended for qualified students who wish to complete studies in secondary school equivalent to an introductory college course in European history.

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Students must be prepared to spend up to 1 to 1 ½ hours of preparation for each class. All students are expected to take the AP exam in May.

IV. Course Content (Themes, topics)

See AP European History Course Description pp. 4-6

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

See AP European History Course Description, pp. 4-6

VI. Student Assessment

Students will be assessed in multiple forms, both individually and collaboratively, including but not limited to: multiple-choice tests, document-based and free response essays, researched papers, Socratic seminars multimedia and oral presentations.

VII. Materials/Texts:

All students will need a textbook and a historical atlas of the world for the course. Teachers will also utilize supplemental texts to increase understanding of core concepts of the course. Materials are still housed in the department to meet these needs.

VIII. Required Resources and Budget:

The social studies department still has all of the materials from AP European History, including texts, electronic resources, and library databases. The teachers who were trained and taught the course through 2008 are still in the department. Therefore, there are no additional costs associated with bringing back the course.

AP European History

INTRODUCTION

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation, a description of which is set forth in this book.

The inclusion of historical course material in the Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by historians who serve as members of the AP European History Development Committee. In their judgment, the material printed here reflects the course of study on which this exam is based and is therefore appropriate as a measure of the skills and knowledge acquired in this course.

The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level.* In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. Trends such as these are used by the Development Committee to adjust the course and the exam.

The exam is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance. Together, these three parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in cultural, diplomatic, economic, intellectual, political, and social history form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam. Students need to understand the designations for centuries; e.g., the seventeenth century is the 1600s, *not* the 1700s. In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era, and one-half deal with the period from the French Revolutionary and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. No essay or multiple-choice question will focus on the pre-1450 or the post-2001 period.

*The Development Committee periodically revises the content and structure of the *AP European History Course Description* to reflect new developments in the discipline, to aid teachers in maintaining the comprehensive quality of their courses, and to assist teachers new to the program. Regular updates and the most current information about AP European History are available at AP Central (apcentral.collegeboard.com).

THE COURSE

Goals

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Topic Outline

The outlined themes that follow indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the exam will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods. For this reason, students and teachers need to address periodization in European history and to relate periodization, as appropriate, to the following themes.

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

2. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics

The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
The growth and changing forms of nationalism
Forms of political protest, reform, and revolution
Relationship between domestic and foreign policies
Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
War and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

The character of and changes in agricultural production and organization
The role of urbanization in transforming cultural values and social relationships
The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
The origins, development, and consequences of industrialization
Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
Gender roles and their influence on work, social structure, family structure, and interest group formation
The growth of competition and interdependence in national and world markets
Private and state roles in economic activity

T H E E X A M

The exam is 3 hours and 5 minutes in length. It consists of a 55-minute multiple-choice section and a 130-minute free-response section.

The multiple-choice section consists of 80 questions designed to measure the student's knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era and one-half from the French Revolutionary and Napoleonic era to the present. The questions covering the nineteenth century and the twentieth century are divided evenly (approximately 25 percent of the total number of questions for each century).

Approximately one-third of the questions focus on cultural and intellectual themes, one-third on political and diplomatic themes, and one-third on social and economic themes. Of course, many questions draw on knowledge of more than one chronological period or theme. A student is not expected to be familiar with all the material covered.

ADVANCED PLACEMENT

LATIN

Staples High School Course Proposal

Course Title: AP Latin

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

Credit Area(s):

The credits for this course would go toward satisfying World Language requirements.

Prerequisites/Eligibility:

Students must have successfully completed Latin Three Honors with at least a grade of 85%.

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:

The addition of Advanced Placement Latin constitutes the natural progression of Latin at Staples High School for the Honors level student population. The AP Latin course was recently revised by College Board to promote reading Latin poetry and prose with historical and literary sensitivity. Students will develop linguistic skills by engaging in multiple activities, including translating poetry and prose from ancient Roman authors. AP Latin is roughly equivalent to an upper-intermediate college or university course.

The revised course is designed to achieve the following objectives:

- Offer poetry and prose readings. In addition to the required readings, the curriculum framework features a list of common terminology, which can help facilitate discussions of Latin grammar, syntax, and literary style.
- Expose students to characteristic methods of classical philology. Students pay rigorous attention to linguistic detail, critical interpretation, and analysis.
- Develop students' ability to read Latin at sight. The AP Latin Reading List recommends several texts for this purpose.
- Articulate achievement-level descriptions. Teachers are enabled to set expectations for student progress and to differentiate instruction, as students relate Latin texts to Roman historical, cultural, and literary contexts.

- Incorporate learning objectives. Teachers learn what skills students need to succeed on the AP Latin Exam in terms of reading and comprehension, translation, contextualization, and analysis of texts.

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 inquiry and classical dialogue
- Students will use technology as a tool for learning

Civil/Social:

- Students will work cooperatively toward common goals
- Students will demonstrate honesty and integrity
- Students will develop a rationale for making informed judgements and decisions

III. Westport 2025

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

This course will address the Critical Thinking domain by providing students with the opportunity to analyze ideas and concepts with supporting evidence to arrive at new meanings. They will also provide an original in-depth response as a result of evaluating content.

The course will also address the Creative Thinking domain by providing students with the opportunity to ask new and original questions that lead to deeper explorations of ideas.

In the Communication domain, students will work collaboratively to generate an original idea or solution based on historical data.

Lastly, the course will address the Global Thinking domain by providing the students the opportunity to synthesize knowledge from multiple content areas to create original ideas.

IV. Course Catalogue Description

The Advanced Placement course combines the reading of Latin prose and Latin poetry via the works of Julius Caesar (De Bello Gallico/Commentaries on the Gallic Wars) and Vergil (The Aeneid). The course requires the student to read and translate Latin prose and poetry, to analyze literary texts in written argument, and to practice sight reading. In addition, the student will compare the Latin texts to Roman historical, cultural and literary contexts. This will be accomplished through reading and comprehension exercises, translation, contextualization and analysis of texts.

V. Course Content (Themes, topics)

- Translate Caesar/Focus on First Century BC politics, struggle for power, military operations, opinions of different styles of government, the start of The Golden Age of Rome
- Translate Vergil/ Focus on First Century AD politics, positions of power relative to the founding of Rome, the middle of The Golden Age of Rome
- Readings for AP Latin: The required syllabus lists the minimum number of readings that students need to study in Latin and in English, encourage

students who work quickly to read beyond the minimum for each language, and offer students many opportunities to develop the ability to read Latin poetry and prose at sight.

- **Required Readings in Latin**

Vergil, *Aeneid*

Book 1: Lines 1-209, 418-440, 494-578

Book 2: Lines 40-56, 201-249, 268-297, 559-620

Book 4: Lines 160-218, 259-361, 659-705

Book 6: Lines 295-332, 384-425, 450-476, 847-899

Caesar, *Gallic War*

Book 1: Chapters 1-7

Book 4: Chapters 24-35 and the first sentence of Chapter 36

(*Eodem die legati . . . venerunt.*)

Book 5: Chapters 24-48

Book 6: Chapters 13-20

- **Required Readings in English**

Vergil, *Aeneid*

Books 1, 2, 4, 6, 8, 12

Caesar, *Gallic War*

Books 1, 6, 7

- The required syllabus includes readings in Latin and English from Vergil's *Aeneid* and Caesar's *Gallic War*. Reading in English helps students identify significant themes, central characters, and key ideas in the Latin passages.
- **Reading Latin at Sight:** To develop students' ability to read Latin at sight, texts with relatively common vocabulary and straightforward grammar and syntax are chosen. Recommended prose authors include Nepos, Cicero (but not his letters), Livy, Pliny the Younger, and Seneca the Younger rather than Tacitus or Sallust. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus, rather than Horace, Juvenal, or Lucan. Portions of the works of Vergil and Caesar that are outside the required reading are also recommended.

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

Skills

- Students will be able to read , understand, interpret and analyze Latin prose and poetry
- Students will be able to read sight passages with comprehension based on the recognition of Latin words pertinent to the texts studied
- Students will be able to write analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples

Knowledge

- Students will demonstrate knowledge of Latin vocabulary
- Students will be able to prepare and translate Latin readings with an accuracy that reflects precise understanding of the Latin in all its details
- Students will be able to utilize specific Latin grammar, syntax and literary terminology in their study of Latin texts

- Students will be able to identify particular cultural and historical contexts that bear meaning to the texts

VII. Student Assessment:

Students will be evaluated based on:

1. Practice Advanced Placement Exams
2. Advanced Placement Exams from previous years
3. Sight translations
4. Short answer and essays on context of the Latin and English readings
5. Multiple choice questions on grammar, meter, syntax and literary style
6. Vocabulary quizzes

Rubrics will be used for sight translations, essays and short answer assignments.

VIII. Materials/Texts:

Caesar-Selections from his Comentariorum de Bello Gallico by Hans-Friedrich Mueller-Bolchazy-Carducci AP

- Student Edition ISBN – 9780865167780 \$44
- Teacher Manual ISBN – 9780865167544 \$20

Caesar Workbook by Debra L. Nousek and Rose Williams Bolchazy-Carducci AP

- Student Edition ISBN 9780865167537 \$27
- Teacher Manual ISBN 978086516755 \$27

Song of War: Readings from Vergil's Aeneid (Updated Version) Pearson

- Student Edition ISBN 9780133205206 \$44.97
- Teacher Manual ISBN 9780133205190 \$20.97

Vergil's Workbook (Second Edition) by Katherine Bradley and Barbara Boyd

- Student Edition ISBN 9780865167742 \$27
- Teacher Edition ISBN 978086516755 \$27

Cost for 16 students

Workbooks (432 + 432) Textbooks (704 + 719.52) Teacher's Editions (94.97)

Total (excluding tax and shipping) \$2382.49

Total (excluding taxes, shipping and Teacher Editions) \$2287.52

Publisher Websites – www.bolchazy.com
www.pearsonschool.com

IX. Required Resources and Budget:

Textbooks/Workbooks

Additional staffing: .2 FTE

ADVANCED PLACEMENT

STUDIO ART 3-D

Staples High School Course Proposal

Course Title: *AP Studio Art 3-D*

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

Credit Area(s):

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

Prerequisites/Eligibility:

It is recommended that students should have taken one semester of either Pottery or Ceramics and minimum of one semester of either Advanced Pottery or Advanced Ceramics.

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:

AP Studio art is designed for serious art students who are interested in the practical experience of the art making process. The course is designed to engage students in the 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 art work.

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*

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.*

III. Westport 2025

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

AP Studio Art 3-D is an opportunity for students to explore the physical world around them. The course is a natural vehicle for developing self expression, fostering curiosity 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.

IV. Course Catalogue Description

AP Studio Art 3-D is for highly motivated students who are seriously interested in the study of art; the course demands significant commitment. Students will submit a portfolio for evaluation at the end of the year. For this portfolio, students are asked to demonstrate mastery of 3-D design through clay, including, but not limited to, figurative or nonfigurative ceramics and pottery.

V. Course Content (Themes, topics)

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 outside the classroom, as well as in it. 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 is a necessary component of instruction.

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*
- *Locating different mass media and pop culture connections to the topic*
- *Charting lyrics, rhythms, and tempos (musical, seasonal, universal) that might be exploited visually*
- *Discovering textures and colors found in common items such as candy wrappers or fabric designs*

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

Skills

- *Students will create a portfolio that allows freedom of personal styles while keeping in mind quality and breadth of work at college-level standards*
- *Students will be able to generate original ThreeDimensional works of art that demonstrate both technical merit and aesthetic sense.*
- *Students will be able to constructively describe, analyze, interpret, and evaluate Three Dimensional works of art completed by artists and peers*

Knowledge

- *Students learn how to research, plan, and execute their vision*

- *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

Students will be assessed on their 3-D design portfolio.

Section 1- Quality: *each of the 5 works will demonstrate mastery of the three-dimensional design in concept, composition, and execution*

Section 2 – Concentration: *each of the 5 works will encompass a body of work investigating a strong underlying visual idea in 3-D design*

Section 3 – Breadth: *each of the 5 works will demonstrate a variety of concepts and approaches in 3-D design.*

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

VIII. Materials/Texts:

1 copy of Evaluating the AP Portfolio in Studio Art

16 student Sketchbooks

Art materials (clay, glaze)

IX. Required Resources and Budget:

The introductory budget for initiating AP Studio 3-D will include a one time purchase of resource materials to have available to students in the studio. Instructor preparation is to include professional development and a summer curriculum workshop. Approximately \$1000.00 is required for materials and approximately \$690.00 is required for summer workshop for curriculum writing.

Resource Materials:

Nelson, Glenn C. *Ceramics: A Potter's Handbook*. Mountain View, CA: Mayfield Publishing Co., 1994

Tourtillott, Suzanne *500 Teapots: Contemporary Explorations of a Timeless Design*. Lark Books, 2004

Tourtillott, Suzanne *500 Cups: Ceramic Explorations of Utility and Grace*. Lark Books, 2004

Perry, Barbara. *American Ceramics: The Collection of Everson Museum of Art*. Rizzoli International Publications, Inc., New York, NY, 1989

Levin, Elaine M. *Movers and Shakers in American Ceramics: Defining Twentieth Century Ceramics*. The American Ceramics Society, Westerville, OH, 2003

ENGINEERING AND APPLIED PHYSICS

COURSE OUTLINE FORMAT

Staples High School

Course Title: **Engineering and Applied Physics**

Credit: .25 Quarter
 X .50 Semester
 1 Year

Credit Area(s): Science, Technology and Engineering

Course proposed by:

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.

 X Administration X Board of Education Students
 K-12 Curr. Review X Department X Other

Prerequisite : Physics (any level), or concurrent enrollment in physics (any level)

Rationale:

1. How does this course contribute to the department goals and objectives?
 - The Science Department is committed to providing students with authentic science and technology learning experiences. Additionally, the department is constantly seeking new ways for students to show what they know. The institution of an engineering course will allow students to engage in real life problem solving through the engineering and design process. One of the key learning outcomes will be that students realize the iterative nature of problem solving, where they generate an idea, prototype it, analyze the prototype and redesign multiple times until the best solution is found. Better understanding of this process is a key goal of the science department.
2. What is the need this course addresses?
 - Many physics students have difficulty with the numerical aspect of physics. This is often because they cannot see the practical application of the concepts they learn. Additionally, this class fills the need of students who like physics, but don't want to take AP Physics.

- According to the Bureau of Labor Statistics too few students graduate with engineering degrees. Additionally, research shows that early exposure to engineering practices and concepts increases the chances that students will pursue engineering as a career.
3. How does this course support the recommendation of the latest K-12 review?
 - The K-12 review process is ongoing and does not currently have a recommendation specifically directed at an engineering course, although many national organizations and the most recent draft of the National Science Standards call for a concerted K-12 engineering approach.
 4. How does this course support Staples' mission statement?
 - The Staples mission statement focuses on developing students who are active problem solvers. It emphasizes working across many disciplines and working together. With its focus on design challenges, prototype building and teamwork, the engineering course is designed to encourage this type of learning.
 5. How does this course align with the goals of Westport 2025?
 - This course most closely addresses the Critical Thinking domain because it allows students the opportunity to engage in each of the four capacities; Interpreting, Analyzing, Making Applications and Evaluating. However, strong opportunities for student engagement exist in the Creative Thinking domain also because students will be asked to develop creative solutions to design challenges. Since students will also be asked to work as part of a design team and to present the results of their efforts, the communication domain will also be a critical domain for this class.

Staples Expectations for Student Learning Alignment:

1. Academic Expectations
 - Students will think critically in a variety of contexts and situations.
 - Students will be competent problem solvers.
 - Students will use technology as a tool for learning.
2. Civic Expectations
 - Students will demonstrate a sense of ethics both in their words and their actions.
3. Social Expectations
 - Students will work cooperatively towards common goals.

Course Catalogue Description:

Engineering and Applied Physics introduces students to practical applications of their physics knowledge. This lab course blends the mathematical treatment of physics with

hands on problem-based design challenges. The course is designed to be a survey of various types of engineering endeavors. Students will work in small design teams to develop solutions to engineering challenges. They will build virtual and material prototypes, evaluate them and/or redesign them.

Prerequisite: Physics (any level) or concurrent enrollment in physics

Course Content

- Instruction on the engineering/design process from concept development to prototyping to evaluation
- Instruction on specific categories of engineering; mechanical, electrical, civil and biomedical.
- Instruction on types of engineering analysis.

Expectations for Student Learning (Outcomes)

Skills:

- Will be able to work in small groups to collaboratively develop design concepts
- Students will be able to evaluate criteria and constraints within a design challenge
- Students will be able to generate prototypes of design concepts
- Students will be able to critically evaluate new concepts

Knowledge:

- Students will gain an understanding of the design process
- Students will gain an understanding of the iterative nature of design
- Students will gain an understanding of the various areas of engineering
- Students will gain insights into the career opportunities available in the fields of engineering

Assessment:

Students will be evaluated on both the products they produce (did their prototype work?) and the process they used to solve each challenge (did their solution fit within the design constraints and criteria?). Rubrics will be used for both evaluation components.

Equipment/Materials/Texts:

Most equipment needed is already resident in either the Science or Technology Departments. Anticipated new equipment includes a 3-D printer, for which grant money will be sought, and electronics kits as well as several testing apparatuses. It is anticipated that the main cost will be in the form of consumables such as electrical supplies fasteners, and stock (plastic, wood and metal). Consumable costs will be taken from the science department budget. There are no plans for a formal textbook.

ENVIRONMENTAL SCIENCE

PROBLEM SOLVING

COURSE OUTLINE FORMAT

Staples High School

Course Title: *Environmental Science Problem Solving*

Credit: .25 Quarter
 X .50 Semester
 1 Year

Credit Area(s): *Science*

Course proposed by:

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.

 Administration Board of Education Students
 K-12 Curr. Review X Department Other

Prerequisite: *Biology & Chemistry, Environmental Studies OR AP Environmental Science recommended but not required.*

Rationale:

1. How does this course contribute to the department goals and objectives?
 - *The science department is currently exploring additional ways in which they might achieve the goals of the Westport 2025 initiative. While many science courses already address the 21st Century Skills through the use of labs, activities, lessons, or assessments, they do so in a way that must fit within the existing course curriculum. As a result of this, many of the opportunities to practice the 21st century skills are constrained by either time or the need to cover specific course content. The proposed course takes a new approach to addressing the 21st century skills by utilizing the Problem Based Learning approach. Rather than being driven by specific course content, instruction and learning are driven by solving real-world, open-ended problems. While important content in environmental science and sustainability will be learned along the way, the real emphasis in this course will be on practicing and mastering the 21st century skills outlined within Westport's 2025 initiative.*
 - *By creating a course that focuses exclusively on utilizing the PBL method, important lessons can be learned about what methodologies do and do not*

work well within our current academic structure. What is learned can then be shared with other instructors so that PBL style opportunities could better be implemented in mainstream courses.

2. What is the need this course addresses?

- *Problem Based Learning is an instructional method that lends itself well to teaching students the 21st century skills as outlined in the Westport 2025 initiative. However, in order to execute PBL in a way that is most meaningful to students, significant time and flexibility is needed for students to explore realistic and meaningful solutions. Unfortunately, our current academic structure does not typically offer such opportunities. Consequently, an entire course dedicated exclusively to the PBL technique allows for the necessary time and flexibility needed to achieve these goals.*
- *At the moment, the faculty is relatively inexperienced in the PBL technique. By offering a single course now that focuses on this style of instruction, a limited number of faculty can learn the benefits and drawbacks of using such a technique. This experience can help determine whether it is valuable to expand the PBL method on a larger scale, perhaps even school wide.*
- *Students in existing environmental courses have expressed a real desire to work on solutions to the various environmental problems that have been discussed in their courses. This course would provide an outlet for these students to pursue this ambition.*

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

- *As the recommendations of the latest K-12 review are consistent with development of the Westport 2025 initiative, the course clearly creates a unique opportunity for students to practice and develop 21st century skills.*

4. How does this course support Staples' mission statement?

- *Staples' mission statement states that, "We strive to become a community of learners who treat each other with care and respect; we think critically & creatively, use contemporary literacy skills, and work to solve real-world problems.*
- *The PBL technique aims to teach students HOW to solve problems in a general sense as opposed to teaching how to solve any one specific problem as is the case in many courses.*
- *By focusing on the 'process' of problem solving, this course prepares students to be effective, life-long learners no matter what field they may enter. The course is designed to allow students to take risks and to learn from their mistakes. Such an approach is often difficult in traditional classes, but the format of this course truly encourages creative thinking and risk taking.*

- *The course utilizes real world problems taken from society and industry. The problems mimic the reality of what students will face after they leave highschool.*
 - *With a focus on issues of sustainability, students will be forced to examine whether or not the solutions they develop in the course are socially responsible and how their solutions impact the larger global community.*
5. How does this course support the goals of the Westport 2025 initiative?
- *This course is designed to foster critical thinking in the sense that environmental problems are presented and unique solutions to the problems can be developed.*
 - *Since there is no right answer for most of these scenarios, students can develop creative and innovative solutions.*
 - *This course, by its nature, fosters global thinking in the sense that most of the scenarios have implications beyond local or regional environmental impacts.*
 - *The course is structured such that students will be functioning in capacities similar to a real world working environment. Many of the scenarios have been developed with input from the professional teams that originally addressed the problems.*

Staples Expectations for Student Learning Alignment:

1. Academic Expectations
 - Students will think critically in a variety of contexts and situations.
 - Students will be competent problem solvers.
 - Students will use technology as a tool for learning in both accessing and analyzing information.
 - Students will effectively communicate their solutions and understanding using a variety of media.
 - Students will think creatively and will adapt their thinking in response to both critical feedback and changing demands.
2. Civic Expectations
 - Students will demonstrate a sense of ethics both in their words and their actions.
 - Students will consider their actions and solutions within the context of the global environment.
3. Social Expectations
 - Students will work collaboratively towards common goals.

Course Catalogue Description:

Environmental Problem Solving challenges students to find solutions to real world problems in environmental science and sustainability. Unlike traditional courses that are content driven, this course focuses on learning and developing the process and skills necessary for solving problems encountered in the real world. Over the duration of the course, students are presented with actual problems taken from industry and society which have a focus on environmental or sustainability issues. Students are then expected to work collaboratively to both research their problem and develop a working solution. Some examples of the problems that will be tackled include: redesigning a wind turbine to maximize energy efficiency and finding ways of diverting and treating contaminated rainwater runoff in a neighborhood. While some problems will involve a simple oral or written communication of the proposed solution, other problems will involve the physical development and creation of a product or engineering design.

Prerequisite: *Biology and Chemistry. Environmental Studies or AP Environmental Science are recommended but not required.*

.5 credit, fall semester course

Course Content

- *This course utilizes the Problem Based Learning Approach to instruction in which students are presented with open-ended problems which in turn, drive the instructional process. Students follow a standard problem based approach that involves 1) Problem Analysis 2) Independent Research 3) Solution Development & 4) Solution Testing.*
- *The problem solving process is scaffolded for students in three stages. Students are first introduced to the problem solving process using the Structured Challenge approach which is more instructor led. Once they become familiar with the problem solving process, they then tackle new problems using the Guided Challenge approach which is instructor guided, but not instructor led. After this, students are presented with new problems using the Open-Ended Challenge method in which students control the process and where the instructor acts as a consultant. Beyond this, given adequate time, students are then encouraged to present a problem of their choosing and develop a solution.*

Expectations for Student Learning (Outcomes)

Skills:

- *Students will be able to develop solutions to open-ended problems through the use of a well defined and systematic problem solving approach.*
 - *Students will be able to characterize and define a problem in terms of information that is already known and new information that must be learned in order to develop a working solution.*
 - *Students will be able to utilize a variety of research techniques.*
 - *Students will be able to analyze and evaluate information obtained from a variety of sources.*

- *Students will be able to evaluate their solutions.*
- *Students will be able to work collaboratively and efficiently in groups in order to solve a variety of novel problems.*
- *Students will be able to communicate their results and solutions in a variety of media.*

Knowledge:

- *The content derived from this course is driven by the nature of the problems that are being addressed. Because different problems and solutions may take different groups of students in a variety of new directions, the actual content knowledge will vary from person to person and from group to group. Nevertheless, specific content is expected to be learned with respect to each of the problems being proposed in the course. These include:*
 - *Redesign of a wind turbine generator*
 - *Design of an energy efficient lighting system for submarines.*
 - *Improve an existing cranberry bog to be more energy efficient and environmentally friendly.*
 - *Design a low cost system to reduce rainwater pollution runoff in a neighborhood.*
 - *Develop a treatment for eczema based on natural ingredients.*
 - *Find a solution to the problem of installing a solar array system on a roof with limited weight capacity.*
 - *Perform a cost benefit analysis of different lighting technologies.*

Assessment:

Each problem based unit will be assessed in four different areas: Content Knowledge, Conceptual Knowledge, Problem-Solving Ability, and Teamwork.

- *Content Knowledge will be assessed through traditional testing in the form of multiple choice or short answer questions related to the topic being investigated. This assessment receives the least weight in the overall assessment of student performance.*
- *Conceptual Knowledge will be assessed through the use of concept mapping. In some cases the instructor will present students with a list of concepts and students must provide the appropriate connections. As students progress, students will be expected to provide their own list of topics or concepts as well.*
- *Problem-Solving Ability will be assessed both through a presentation of their proposed solution and on the students' completion of a final challenge report in which students are asked to reflect upon their problem solving process. In some cases, problem solutions may involve the creation of a physical product in which case the assessment will be based upon the efficacy of that product in testing.*
- *Teamwork will be assessed through the instructor's observations and through written evaluations submitted by students of team participation and contributions.*

Equipment/Materials/Texts:

All the materials are supplied for free by the New England Board of Higher Education. No text is required and any research materials that would be needed are already available within the school. At times, some materials will be needed for problems that require a physical model or product to be developed but all such purchases will be submitted for approval to the science department head in advance of the course commencing.

New Science Courses

Engineering and Applied Physics

Environmental Problem Solving

I. How these courses relate to Westport 2025 and the Lens

A. Critical Thinking

>These courses will give students the opportunity to provide original and in-depth response as a result of evaluating content.

B. Creative Thinking

>These courses will give students the opportunity to make informed judgments about how to observe in order to create an original possibility.

>These courses will give students the opportunity to embrace change eagerly and generate new possibilities.

C. Communication

>These courses will give students the opportunity to communicate original thoughts/ideas.

D. Global Thinking

>These courses will give students the opportunity to synthesize content knowledge to create innovative solutions to real-world problems.

>These courses will give students the opportunity to synthesize knowledge from multiple content areas to create original ideas.

II. How these courses relate to the Next Generation Science Standards

A. The Next Generation Science Standards (NGSS) will be released in the coming months and the State of Connecticut will then consider and most likely adopt them in some form. These standards will be the basis for the next generation of CMT and CAPT assessments for science.

B. These standards will stipulate that students, K-12, will learn both science and engineering practices. These courses are our initial effort to build engineering into our science curriculum.

“The actual doing of science or engineering can also pique students’ curiosity, capture their interest, and motivate their continued study; the insights thus gained help them recognize that the work of scientists and engineers is a creative endeavor--one that has deeply affected the world they live in. Students may then recognize that science and engineering can contribute to meeting many of the major challenges that confront society today, such as generating sufficient

energy, preventing and treating disease, maintaining supplies of fresh water and food, and addressing climate change.”

From *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, The National Academy of Sciences

III. How these classes prepare WPS students for STEM-related careers?

A. National Science Foundation studies show that one key feature in promoting STEM career interest is early exposure to STEM fields.

B. The Bureau of Labor Statistics predicts continued (up 23% from 1994-2003) strong growth of STEM career opportunities.

“Economic projections point to a need for approximately 1 million more STEM professionals than the U.S. will produce at the current rate over the next decade if the country is to retain its historical preeminence in science and technology. To meet this goal, the United States will need to increase the number of students who receive undergraduate STEM degrees by about 34% annually over current rates.”

From *Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics*. A President's Council of Advisors on Science and Technology (PCAST) report.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Budget Calendar/2013-14 School Budget

Date: October 22, 2012

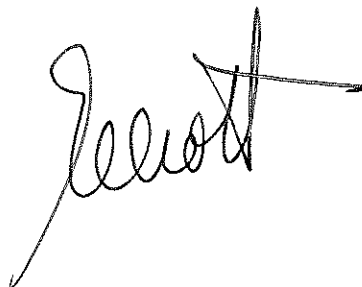
Appended to this memorandum may be found a proposed calendar prepared by Nancy Harris concerning preparation of the budget of the Board of Education for the 2013-14 school year. It is similar to the budget calendars adopted by the Board in previous years.

The budget calendar provides for the first public presentation of the Superintendent's proposed budget on Monday, January 7; one all-day budget meeting on Friday, January 11 at the Westport Public Library; and, additional budget-related meetings scheduled for Monday, January 14; Tuesday, January 22; Monday, January 28; and, Monday, February 4. It also provides for several meetings with the Board of Finance, one on Monday, December 3 and a second on Tuesday, January 22, consistent with our practices of the past.

This budget calendar provides for delivery of the Superintendent's proposed budget to the Board of Education on Friday, January 4, 2013, following the December school system holiday recess.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a budget calendar for the preparation of the 2013-14 school budget, said calendar to be appended to the Minutes of the meeting of October 22, 2012.



WESTPORT PUBLIC SCHOOLS FINAL BUDGET CALENDAR FOR FISCAL YEAR 2013-2014

October 23, 2012	Superintendent holds budget discussion with Principals and distributes forms and Handbook to Administrators
Oct – Nov, 2012	Administrators work with staff to develop budget plan(s)
November 16, 2012	Administrators submit budget plans, Pentamation input and required forms to Assistant Superintendent for Business. Request Narrative from Administrators
Nov 27 & Nov 28, 2012	Superintendent and TSO Administrators meet with Cost Center Administrators to review budget requests (Agenda in Handbook)
Dec 3, 2012	Board of Ed meets with Board of Finance (BOF), & RTM Education and Finance Chair for preliminary budget discussions including major budget assumptions (such as enrollment, capital projects etc.)
December 11, 2012	Superintendent and TSO Administrators meet with Cost Center Administrators to review budget requests (Room 307/309 2:00 – 4:30 pm)
January 4, 2013	Superintendent's Proposed Budget distributed to Board of Ed
January 7, 2013	Board of Education Meeting – Superintendent presents Budget
January 11, 2013	Board of Education Meeting – Budget Discussions (all day meeting beginning 8:30 am) McManus Room, Westport Public Library
January 14, 2013	Board of Education (Regular Meeting) – Budget Discussions
January 22, 2013	Board of Education (Regular Meeting) – Budget Discussions Proposed Board of Education/Board of Finance/RTM Education and Finance Chairs Joint Budget Meeting – Insurance and Capital Projects
January 23, 2013	Superintendent meets with Cost Center Administrators re Budget (Room 307/309 at 2:00 pm Principals Meeting)
January 28, 2013	Board of Education (Regular Meeting) – Budget Discussions
February 4, 2013	Board of Education (Regular Meeting) – Board Approves Budget Submission
February 11, 2013	Board of Education Submits Budget Request to Town of Westport
March 2013	Board of Finance Meeting – Budget Workshops (<i>dates determined by BOF</i>) <i>February school vacation – February 18-22</i>
March 2013	Board of Finance Meeting – Acts on Board of Education Budget (<i>dates determined by BOF</i>)
April 2013	Board of Education (Regular Meeting) – Determine need for restoration request
April 2013	Representative Town Meeting (RTM) – Budget Workshops with Sub Committees (<i>dates determined by RTM</i>) Restoration request as needed <i>April school vacation – April 15-19</i>
May 2013	Representative Town Meeting (RTM) – Adopts Budget (<i>dates determined by RTM</i>)
April/May 2013	Board of Education (Regular Meetings) - Develops 2013-2014 Goals & Objectives
May/June, 2013	Board of Education (Regular Meetings) – Adopts 2013-2014 Budget

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: October 22, 2012

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, 2013 through June 30, 2014.

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 review at the meeting of October 22. It will again be presented to you at a subsequent meeting for your approval.

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, 2013-June 30, 2014.



WESTPORT PUBLIC SCHOOLS

PROPOSED BOARD OF EDUCATION -- MEETING CALENDAR JULY 2013- JUNE 2014

<p>January 2013 (20)</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>**11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>*18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p>DATES APPROVED AT BOE MTG October 24, 2011</p> <p>1 New Years Day **11 All Day Budget Work Session *18 Staff Development Day No School Students 21 Martin Luther King Day</p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	**11	12	13	14	15	16	17	*18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>February 2013 (14)</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>*25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </table> <p>18 Presidents Day 18-22 Winter Recess *25 Staff Development Day No School Students</p>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	*25	26	27	28			<p>March 2013 (20)</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>29 Good Friday</p>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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Students - 182 days *Teachers - 188 days
Staff Development Days: August 22, 23, 26, November 5, January 17, February 24.
Students'/Teachers' Last Day will be June 19. If there are no snow days, Students'/Teachers' Last Day will be June 16.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Board of Education
From: Elliott Landon
Subject: School Calendar Guidelines: 2014-15
Date: October 22, 2012

The Board previously has approved calendars for the 2012-13 and 2013-14 school years, with the latter having been approved in December 2011. It has been the Board's practice to have on file approved calendars for two upcoming school years by the end of November/beginning of December in any school year. Thus, we will be presenting for your consideration and approval sometime in November a calendar for the 2014-15 school year.

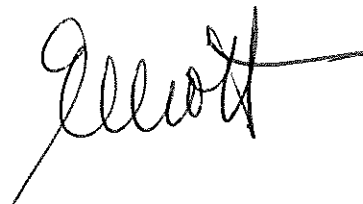
Traditionally, we have sought input from representatives of the Westport Education Association and the Intermediate Administrators' Association prior to presenting a proposed calendar to the Board for its consideration. Before participating in those discussions, we have each year sought guidance from the Board as to its priorities with regard to the construct of the school calendar.

Over the past several years, the Board has agreed that: (1) our schools should not be closed on Veteran's Day, recognizing that the day has greater meaning for students when schools are in session and activities related to Veteran's Day are presented to them within their individual school environments; and, (2) the last day of school each year, always shortened for students, is more productive for end-of-year "wrap-up activities" when it remains at full length for teachers and support staff. The Board also has acknowledged the contractual requirement that single day holidays and extended vacations for teachers shall be the same as for students, except as negotiated with the Association.

As we prepare to discuss the 2014-15 school calendar, I propose that the Board give consideration to accepting the following additional *permanent* guidelines to assist the Administration in developing school calendar recommendations to the Board of Education:

1. The first day of school for students is to be prior to Labor Day.
2. Where possible, Columbus Day is to be a regular school day for teachers and students.
3. Both a February and April recess for students and teachers are to be retained.

The establishment of permanent guidelines by the Board in anticipation of the preparation of the 2014-15 school calendar will be for discussion purposes only at our meeting of October 22.



**WESTPORT PUBLIC SCHOOLS
SCHOOL CALENDAR 2014-2015**

JULY 2014							AUGUST 2014							SEPTEMBER 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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							31													
4 Independence Day														1 Labor Day 25 Rosh Hashanah						
OCTOBER 2014 (22)							NOVEMBER 2014							DECEMBER 2014						
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26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
13 Columbus Day							4 Election Day 27 Thanksgiving Day							24 Christmas Eve 25 Christmas Day 31 New Year's Eve						
JANUARY 2015							FEBRUARY 2015							MARCH 2015						
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1 New Years Day 19 Martin Luther King Day							16 Presidents' Day													
APRIL 2015							MAY 2015							JUNE 2015						
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26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													
3 Good Friday							25 Memorial Day													