

November 25, 2013

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:

5:30 p.m., Staples High School, Room 1025C, Principal's Conference Room

ANTICIPATED EXECUTIVE SESSION: Personnel Matter/Pending Litigation

RESUME PUBLIC SESSION

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

ACTION:

Election of Officers of the Board of Education (7:00pm-7:20pm)	(Encl.)	Dr. Landon Presiding
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MINUTES: November 11, 2013

DISCUSSION/ACTION:

- | | | |
|--|---------|--|
| 1. New Course Proposals: Staples High School
(7:25pm-7:45pm) | (Encl.) | Dr. Landon
Ms. Comm |
| 2. Middle School STEM/Encore Courses: Additions and Revisions
(7:45pm-8:30pm) | (Encl.) | Dr. Landon
Ms. Szabo
Dr. Scheetz |
| 3. Adoption of 2014-15 Board of Education Meeting Calendar
(8:30pm-8:40pm) | (Encl.) | Dr. Landon |
| 4. Acceptance of Gifts
(8:40pm-8:50pm) | (Encl.) | Dr. Landon |

DISCUSSION:

- | | | |
|---|---------|--|
| 1. Busing Logistics and Schedules
(8:50pm-9:30pm) | (Encl.) | Dr. Landon
Mr. Longo
Ms. Evangelista |
| 2. Revised Class Size Breakpoints
(9:30pm-10:00pm) | (Encl.) | Dr. Landon |

ADJOURNMENT

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

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education

From: Elliott Landon

Subject: Election of Officers

Date: November 25, 2013

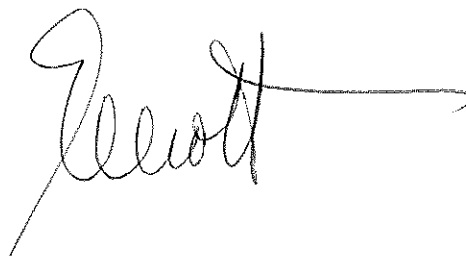
Each year at this time the Board of Education elects its officers to serve through the post-Election Day period of the following year. The positions for which elections are required are chairperson, vice-chairperson, and secretary. Our meeting of November 25 will begin with the election of officers. It has been our practice to have the Superintendent of Schools preside only for the election of the chairperson. The newly elected chairperson then presides for the election of a vice-chairperson and a secretary for the Board.

A nomination does not require a second, although one may be made.

The vote for officers must be in public, by open ballot, and recorded in the Minutes of the meeting.

If there is more than one nomination, votes are taken in the order in which the nominations have been received. As soon as one candidate receives a majority vote, the election is over and that candidate is declared elected. The votes for the other candidates are not called for.

Our first item of business to be conducted on November 25 will be the election of officers.

A handwritten signature in black ink, appearing to read "Elliott Landon", with a long horizontal flourish extending to the right.

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: New Course Proposals: Staples High School
Date: November 25, 2013

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

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

Full Year

1. AP Studio Art: Drawing
2. Differential Equations

Semester

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

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

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, for the 2014-15 school year the Board of Education authorizes at Staples High School the offering of **AP Studio Art: Drawing and Differential Equations** as full year courses and **Animation, Financial Decision-Making in the Digital Age and Visual Literacy: The Art and Narration of Graphic Literature** as semester courses, in accordance with the materials accompanying the agenda of the meeting of November 25.





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

To: Elliott Landon

From: Lisabeth Comm

A handwritten signature in cursive script that reads "Lisabeth Comm".

Subject: Course Proposals for Staples High School

Date: November 11, 2013

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

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

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

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

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

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

AP STUDIO ART: DRAWING

Staples High School Course Proposal

Course Title: *AP Studio Art: Drawing*

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

Credit Area(s):

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

Prerequisites/Eligibility:

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

Course Development

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

Course proposed by

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

I. Rationale:

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

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

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

II. Staples Expectations for Student Learning Alignment:

Academic:

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

Civil/Social:

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

III. Westport 2025

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

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

IV. Course Catalogue Description

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

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

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

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

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

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

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

Skills

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

Knowledge

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

VII. Student Assessment

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

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

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

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

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

VIII. Materials/Texts:

Evaluating the AP Portfolio in Studio Art

Sketchbooks for each student

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

IX. Required Resources and Budget:

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

Resource Materials:

Estimates based on one section of 15 students:

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

DIFFERENTIAL EQUATIONS

Staples High School Course Proposal

Course Title: Differential Equations

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

Credit Area(s):

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

Prerequisites/Eligibility:

Successful completion of Multivariable Calculus BC with teacher recommendation.

Course Development:

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

Course proposed by:

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

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

II. Staples Expectations for Student Learning Alignment:

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

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

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

III. Connecticut's Common Core of Learning Alignment:

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

IV. Westport 2025

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

V. Course Catalogue Description:

Prerequisite: Multivariable Calculus BC & teacher recommendation.

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

VI. Course Content (Themes, topics):

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

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

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

VIII. Student Assessment:

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

IX. Materials/Texts:

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

Software – Maple software

X. Required Resources and Budget:

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

ANIMATION

Staples High School Course Proposal

Course Title: Animation

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

Credit Area(s):

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

Prerequisites/Eligibility:

No prerequisite.

Course Development

Course proposed by

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

I. Rationale:

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

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

II. Staples Expectations for Student Learning Alignment:

Academic:

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

Civil/Social:

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

Alignment to the Common Core:

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

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

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

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

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

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

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

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

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

IV. Course Catalogue Description

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

V. Course Content (Themes, topics)

The Art of Storytelling

- brainstorming
- sketching/planning
- storyboarding
-

Traditional Animation Concepts & Techniques

The Illusion of Movement

- Thaumatrope
- Zoetrope
- Phenakistoscope
- Flipbook
- Cell Animation

Stop Motion Animation

- Puppet
- Clay
- Cutout

Computer Animation

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

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

Skills

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

Knowledge

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

VII. Student Assessment

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

VIII. Materials/Texts:

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

IX. Required Resources and Budget:

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

Budget:

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

FINANCIAL DECISION-MAKING IN THE DIGITAL AGE

Staples High School Course Proposal

Course Title: Financial Decision Making in the Digital Age

Credit: .25 Quarter
 .5 Semester
 1 Year

Credit Area(s): Math

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

Course Development

Course proposed by

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

I. Rationale:

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

II. Staples Expectations for Student Learning Alignment: Standards Addressed

I. Connecticut's Common Core of Learning Alignment:

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

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

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

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

- 1 – Use the rational decision-making process as it applies to the roles of citizens, workers, and consumers
 - Apply the decision-making process to various types of decisions at different stages of the life-cycle.
- 2 – Identify various forms of income and analyze factors that affect income as part of the career decision-making process
 - Differentiate between earned and unearned income
- 3 – Develop and evaluate a budget plan
 - Describe how income and spending patterns change throughout the life cycle for the typical person or family.
- 4 – Evaluate savings and investment options to meet short and long term goals
 - Describe why and how people save.
 - Identify the opportunity costs of saving.
 - Differentiate between saving and investing.
 - Distinguish between simple and compound interest.
 - Apply criteria for choosing a saving or investment instrument (e.g. market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).
 - Explain why a savings and investing plan changes as one proceeds through the life cycle.
 - Explain how and why the stock market works.
 - Identify the risk/return trade-offs for saving and investing.
 - Analyze the power of compounding and the importance of starting early in implementing a plan or saving and investing.
 - Develop financial goals for the future based on one’s lifestyle expectations and career choices.
 - Calculate and apply the Rule of ’72.
 - Examine the fundamental workings of the Social Security System and the system’s effects on retirement planning.
 - Describe the advantages provided by employer-sponsored retirement savings plans including 401K and related plans.
- 7 – Analyze factors that affect the choice of credit and the legal aspects of using credit
 - Explain the implications of bankruptcy.

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

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

B, National Standards Alignment

From the Jump\$tart Coalition for Personal Financial Literacy

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

III. Westport 2025

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

IV. Course Catalogue Description

Financial Decision Making in the Digital Age

.5 credit

Prerequisite: Successful completion of Personal Financial

Management or 90% or above on prerequisite knowledge test

Fall/Spring Semester

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

V. Course Content (Themes, Topics)

Unit 1 – FINANCIAL PLANNING

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

Unit 2 – CREATING AND MAINTAINING WEALTH

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

Unit 3 - PROTECTING WEALTH

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

Unit 4 – DISTRIBUTING WEALTH

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

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

See above standards

VII. **Student Assessment**

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

VIII. **Materials/Texts:**

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

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

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

IX. **Required Resources and Budget:**

Estimates based on one section of 15 students:

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

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

COURSE OUTLINE FORMAT

Staples High School

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

Credit: _____ .25 Quarter

___X___ .50 Semester

_____ 1 Year

Credit Area(s): English

Prerequisites/Eligibility:

- Open to juniors and seniors as Specific Area semester elective

Course Development:

Course proposed by

_____ Administration _____ Board of Education _____ Students

_____ K12 Curriculum Review ___X___ Department _____ Other

I. Rationale:

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

II. Staples Expectations for Student Learning Alignment:

- Academic:

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

- Civil/Social:

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

III. Westport 2025:

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

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

IV. Course Catalogue Description

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

V. Course Content (Themes, topics)

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

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

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

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

VII. Student Assessment

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

VIII. Materials/Texts:

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

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

IX. Required Resources and Budget:

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

Proposed Units of Study

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

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education

From: Elliott Landon

Subject: Middle School STEM/Encore Courses: Additions and Revisions

Date: November 25, 2013

Over the past two years, we have engaged in lengthy and thoughtful discussions with our science, technology, and mathematics administrators and supervisors, as well as those responsible for overseeing and implementing our full panoply of "specials" (encore) courses, with the intent to create and implement a meaningful, challenging and engaging Design and Engineering (STEM) course as part of our developing program at the middle school level, while continuing to retain all of our very rich specials programs. I believe our efforts have been successful. At our meeting of November 11, we presented and recommended to you an exciting and stimulating addition to the current STEM program that will prepare all middle school students, grades 6-8, with essential 21st century skills.

Members of our middle school administrative team will be present to respond to any questions the members of the Board may have about this proposal as you consider authorizing the approval of its implementation at our meeting of November 25. Until that time, however, permit me to provide a general overview of the changes, if any, in each school year in each of our specials programs at each of the grade levels and permit me to respond to the plethora of misinformation being addressed to the Board by members of the community:

- There will be NO CHANGE to World Language, Physical Education or Art, grades 6-8.
- There will be NO CHANGE to the total numbers of sessions of health offered in sixth grade. However, instead of meeting two times a week for one semester, all students will meet one time a week for the entire year, thereby allowing all students to receive instruction over the full year, rather than having one-half the class receiving health education instruction in the first semester, and the other one-half being delayed in receiving health education instruction until the second. The health offerings in 7th and 8th grade will remain the same.
- ITL will now be integrated into all academic subjects in both sixth and seventh grades, in the same manner in which it is currently integrated in grades K - 5 and grade 8.

- General Music will be eliminated as a separate offering in sixth grade, with the curriculum elements of that course being integrated into the remaining music offerings, i.e., Band, Orchestra, Chorus, and Music and Technology. Music and Technology will be INCREASED from one time per week to two times per week.
- Presentation Skills now will be offered in sixth grade one time a week for the entire year, rather than twice a week for only one quarter. That will result in an INCREASE in presentation skills of 18 meeting times per year in sixth grade. In seventh grade, presentation skills will REMAIN UNCHANGED by continuing to be offered one time a week for the entire year. As we have in the past, Drama will continue to be a vital and essential part of the Presentation Skills program, as it always has been. However, Presentation Skills will no longer be offered in eighth grade, since it is our belief that by concentrating instruction in presentation skills in grades 6 and 7, our 8th graders will be better served by being able to utilize those skills more effectively in making presentations during academic instruction in the 8th grade. The elements of Drama, incorporated into Presentation Skills in 6th and 7th grade, will continue to be of use to our students in their 8th grade activities and also will continue to be applied in all of our after school theatre offerings.
- Design and Engineering will be offered as a year long course in all three grades; one time a week in both sixth and seventh grades and two times a week in eighth grade, an increase of one period of instruction across all three grades, as opposed to our initial intent to offer Design and Engineering three times per week only in 8th grade.

Since our last meeting, there have been several pieces of private correspondence to the Board from a few individuals to have the Board restore Presentation Skills at the eighth grade level, at the expense of the Design and Engineering program. In addressing the Board through private correspondence, these individuals have provided the Board with various degrees of misinformation. I would like to take this opportunity to address those allegations:

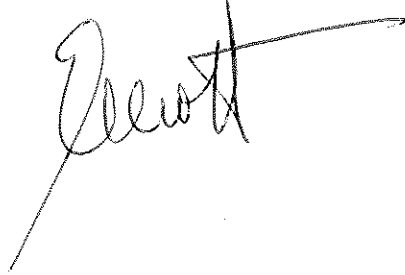
- From Lisa Bowman, SHS Parent (lisatb@optonline.net) and Rhonda Paul, Players Producer, came the following, in part:(splayersparents@aol.com), "In short, the proposed plan is to make room for the quadrupling of hours for the Engineering & Design course (introduced this fall at BMS & CMS). This increase would affect the Arts classes, specifically *Drama in middle school*.... Whatever the ages and interests of your children, it is important to note that *this is just the first step in a long-term plan which has begun a pattern of cutting the Arts to make room for STEM*.... 6th and 7th grade would each keep one hour of "Presentation" skills (*the "Drama" component will be cut*), and 8th grade will get no Drama and Presentation skills classes. In order to have theater and drama, children will have to commit to the after-school play.

In response to the above:

- (1) As an advocate and one of this school system's greatest supporters of our music, art, and drama programs, let me assert publicly and without hesitation that I have no intention of diminishing our highly successful theatre arts program anywhere in the school system and **THERE IS NO LONG -TERM OR SHORT-TERM OR ANY OTHER KIND OF PLAN AT THE HIGH SCHOOL, MIDDLE SCHOOLS, OR ELEMENTARY SCHOOLS TO CUT THE ARTS PROGRAM IN THE WESTPORT PUBLIC SCHOOLS TO MAKE ROOM FOR STEM OR ANY OTHER PROGRAM.**

- (2) Drama has always been a fundamental part of our Presentation Skills program, and **THERE ARE NO PLANS NOR INTENTIONS TO REMOVE DRAMA FROM THE PRESENTATION SKILLS PROGRAM EITHER IN THE SIXTH OR SEVENTH GRADES.**
- (3) With regard to our Theatre Arts Program, I am committed to maintaining our financial and curricular support of the program, to include the salaries of all our current employees and the stipends paid to the host of additional personnel required to make the program a success.

I look forward to our presentation and discussions with the Board on November 25.

A handwritten signature in cursive script, appearing to read "Drew", with a long horizontal line extending to the right from the end of the signature.

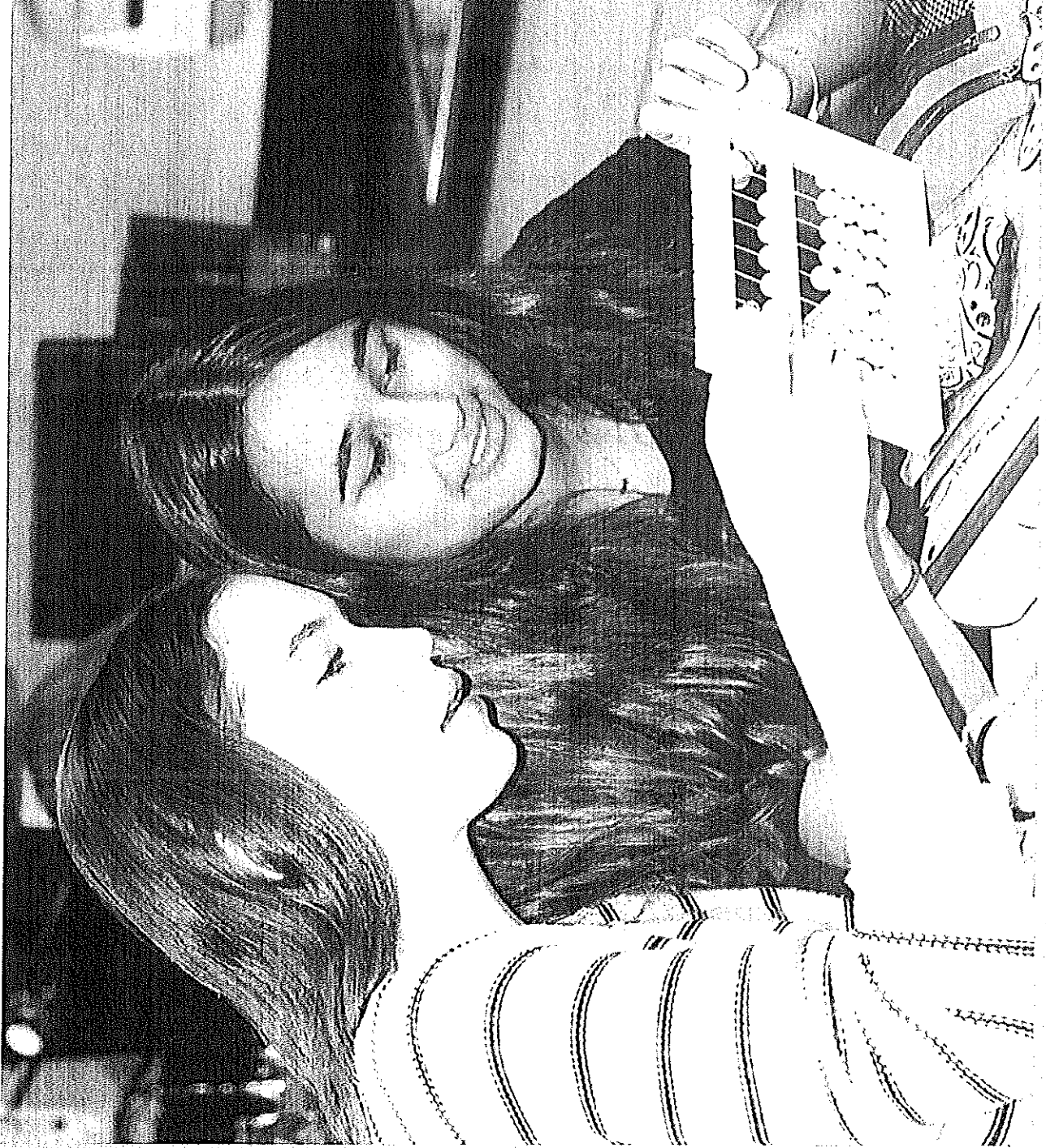
**Middle School Schedule
& Programming Proposal
For the
2014-2015 Academic Year**

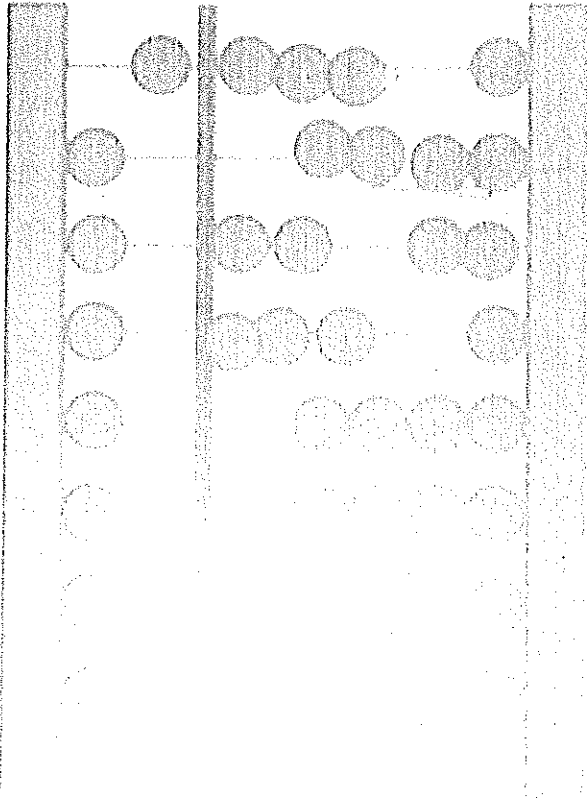
**Presented to the Westport Schools
Board of Education on November 25, 2013**

Middle School Design & Engineering (STEM)

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

Westport Middle
School Students
Working in STEM
2013

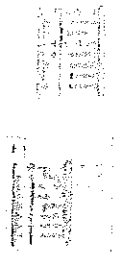




Handwritten notes on the right side of the page, possibly describing the network or its parameters. The text is faint and difficult to read but appears to include some mathematical or descriptive terms.

LABORATORY 3: MARKING NETWORK

Fig. 3.1: A simple neural network

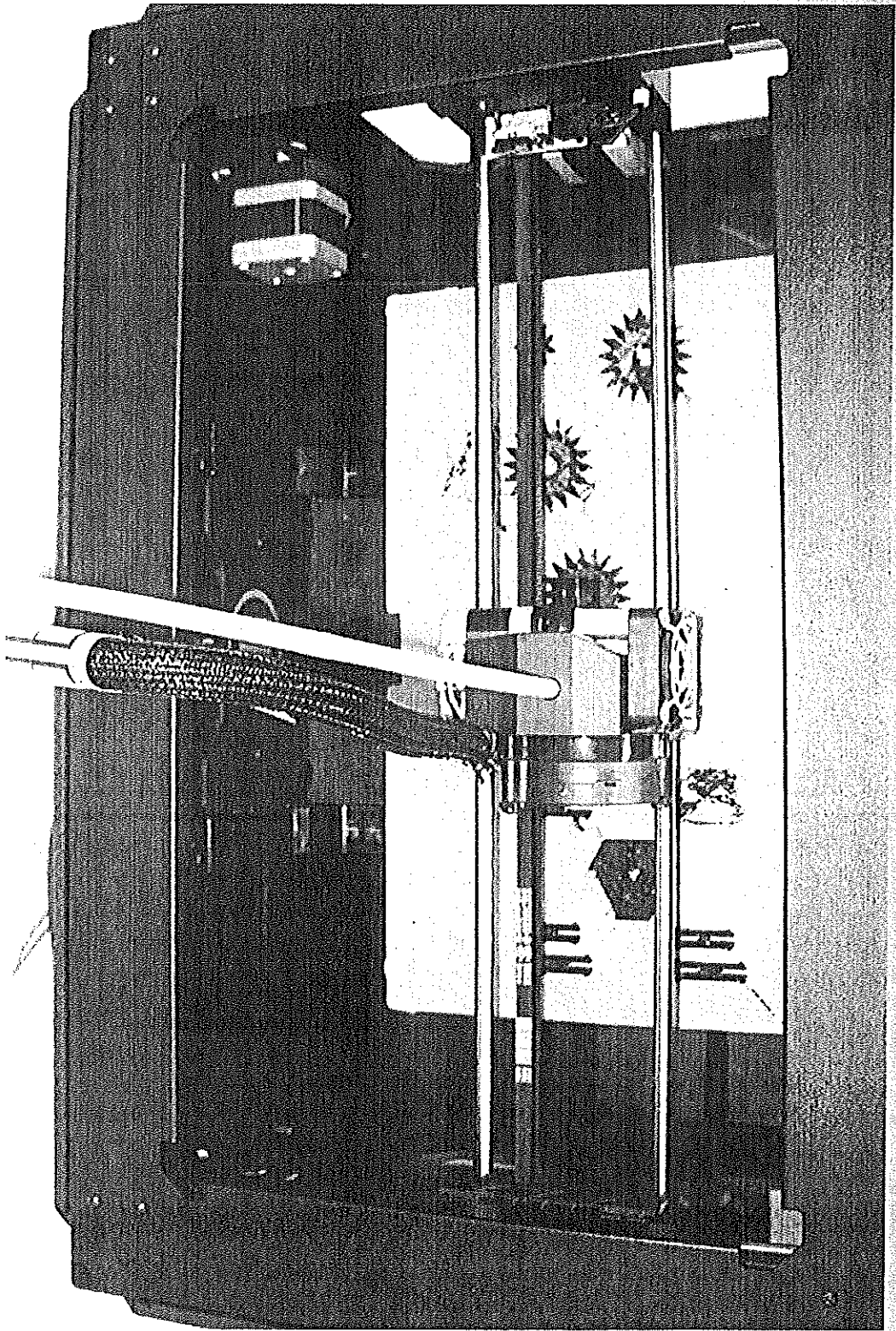


NEURAL NETWORK



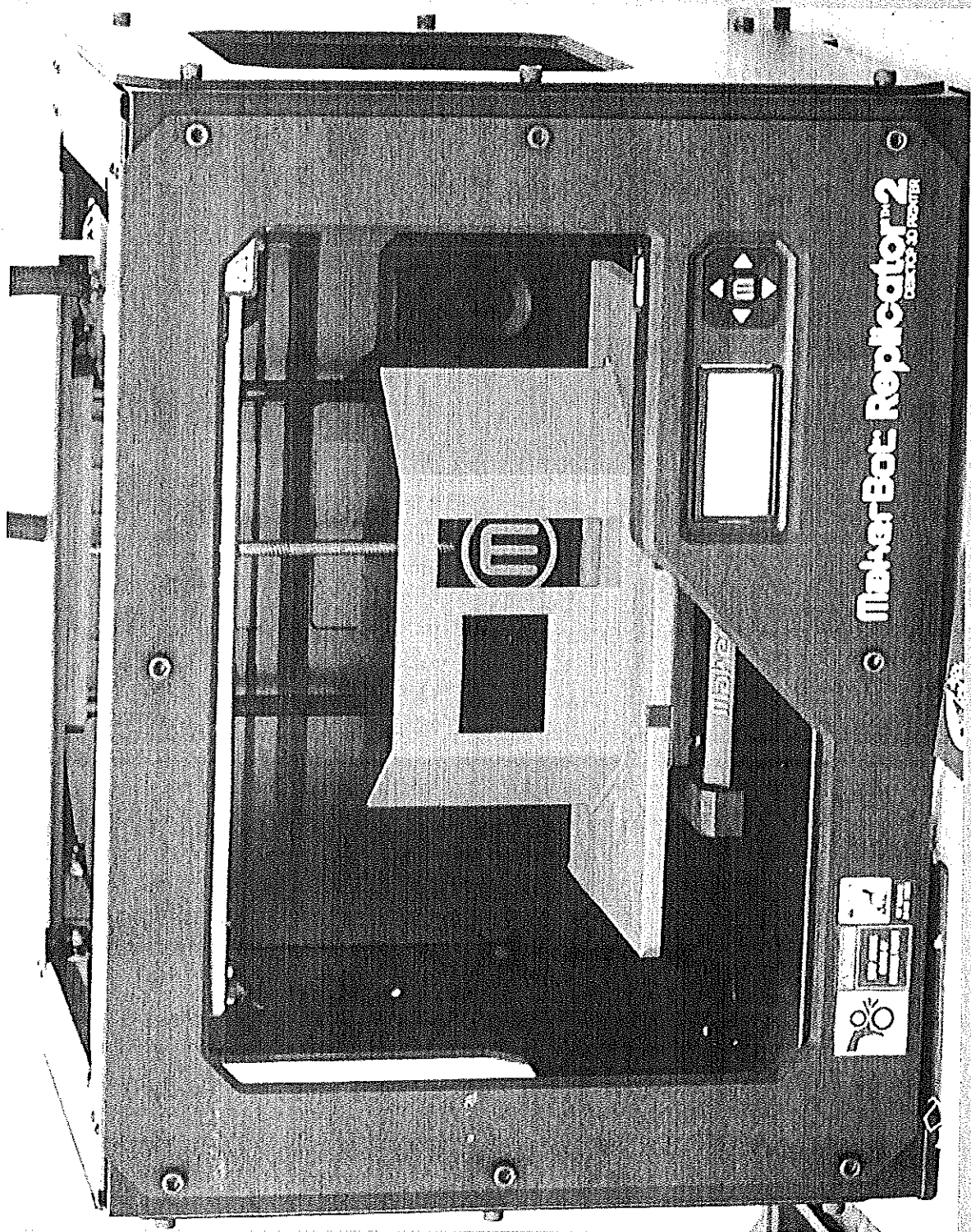
Encore Programming Grade 6

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

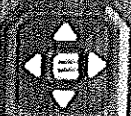


Encore Programming Grade 7

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



MakerBot Replicator 2
DESKTOP 3D PRINTER



Encore Programming Grade 8

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



Cost Implications For Both Middle Schools

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



Summary

- Expansion of STEM
- Balanced Encore Program

Westport Middle School
Students Working in
STEM 2013



WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education

From: Elliott Landon

Subject: Proposed BOE Meeting Dates: July 1, 2013-June 30, 2014

Date: November 25, 2013

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

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

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

The calendar appended to this memorandum is being presented to the Board for your approval at the meeting of November 25. Based upon the request of Michael Gordon to change the date of the meeting of January 26 and the decision of the Board to approve that request, the meeting of January 26 has been re-scheduled for January 27.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a calendar of scheduled public meetings for the period July 1, 2014-June 30, 2015, said calendar to be appended to the meeting of November 25, 2013.



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

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

○ = Proposed Board Meeting Dates

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gift
Date: November 11, 2013

We are fortunate at this meeting to be the recipient of two very generous gifts from the Westport community.

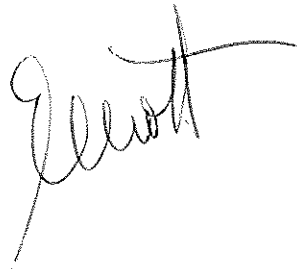
The first of these is from the Green's Farms PTA, a grant to the school in the amount of \$6,000 for the purchase of classroom library books, where needed, to enable us to substantially increase the numbers of non-fiction classroom books at that school.

The second is a donation of forty-three original art prints from Mark Greenstein to the Westport Schools Permanent Art Collection (WSPAC) with a total value of \$25,700. Mr. Greenstein has been a longtime patron of the WSPAC and since 1998 has generously donated over 100 works of art to the collection.

I recommend acceptance of these generous gifts with thanks and appreciation to the Green's Farms PTA and to Mr. Mark Greenstein and Kathie Bennewitz on behalf of WSPAC.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with thanks and appreciation a gift from the Green's Farms PTA valued at \$6,000 for the purchase of non-fiction classroom books and a gift of forty-three (43) original art prints valued at \$25,700 from Mr. Mark Greenstein for the Westport Schools Permanent Art Collection.



WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education

From: Elliott Landon

Subject: Busing Logistics and Schedules

Date: November 25, 2013

Please find appended to this memorandum, an analysis of our bus arrival times and commentary on bus dismissal times at Coleytown Elementary School. To supplement this memorandum, we will have available to the Board on Monday afternoon, a short-term analysis of the arrival times at home by students to enable the members of the Board to discern the home arrival times at dismissal as compared to the timing of the end of the school day.

With regard to the question of whether it would be possible to make mid-year corrections for CES, I must report negatively to that suggestion for the following reasons:

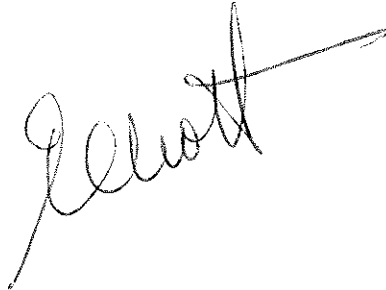
1. Preliminary analyses of end-of-year budget projections demonstrate that we do not have any discretionary funds available for a mid-course correction.
2. A legal opinion from Board of Education counsel suggests that the Board is prohibited by Connecticut statute from changing the working conditions of teachers, paraprofessionals, secretaries and other unionized groups without “negotiating the impact” of such changes. Changing the existing starting and ending times for our employees in mid-year would constitute a change in working conditions which would require extensive negotiations with all our employee groups amid the hope that all would agree to changing their starting and ending times, an unlikely occurrence.
3. The Board would not be able to change the starting and ending times for students in the other schools affected by changes to the starting and ending times at CES without a long, controversial and confrontational process that would, most likely, take months to address.

As such, with Board approval, I recommend that we continue to have Elio Longo and Sandra Evangelista implement the plans for adjusting the departure times of buses at CES at the end of each school day throughout the current school year. However, it shall be my intention to recommend to the Board in the Proposed Budget of the Superintendent of Schools for the 2014-15 school year, that changes be made to the starting and ending times of several of our schools, including CES. The effect on the starting and ending times of our schools beginning next year would be as follows:

<u>School</u>	<u>Start Time</u>	<u>End Time</u>
Staples High School	7:30 a.m.	2:15 p.m.
Bedford Middle School	8:00 a.m.	2:45 p.m.
Coleytown Middle School	8:00 a.m.	2:45 p.m.
Saugatuck Elementary School	8:00 a.m.	2:45 p.m.
Coleytown Elementary School	8:30 a.m.	3:15 p.m.
Green's Farms School	8:30 a.m.	3:15 p.m.
King's Highway School	8:30 a.m.	3:15 p.m.
Long Lots School	8:30 a.m.	3:15 p.m.

This change in scheduling will require us to add four vehicles to our fleet, i.e., 3 Type 1 vehicles and 1 Type 2 vehicle, with an estimated additional cost of \$209,057.

We are placing this item on our agenda of the meeting of November 25 for discussion purposes only.

A handwritten signature in cursive script, appearing to read "J. Smith", with a long horizontal stroke extending to the right.

WESTPORT PUBLIC SCHOOLS
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ELIO LONGO, JR., MBA
Director of School Business Operations

November 22, 2013

Dr. Landon,

At the request of the Board of Education an analysis of Coleytown Elementary School (CES) bus arrival times was conducted. Our primary focus was on morning arrival times to determine and eliminate any risk of impact to student instructional time. Arrival time data for a five-week period was collected and analyzed. Elementary school principals were surveyed to identify any impact on instructional time caused by a late bus arrival. All respondents reported no loss to instructional time due to a scheduled transition period at the start of the school day. We can report at this time that improvements made to the morning bus runs have positively impacted bus arrival times.

The following data with analysis indicates that significant improvements to the morning arrival times were accomplished through corrective actions:

- 11 buses and 2 vans service CES both morning and afternoon
 - Bus 3, 24, 26, 29, 30 and Van 55 arrive from SES
 - Bus 4, 11, 13, 14, 15, 33 and Van 56 arrive from GFS
- For arrival time analysis a five week look-back period was used
 - Period Oct 14th – November 15th
 - Week of November 18th was not included due to shortened days
 - First month of school was not included due to start of the school year variability
- Mean average AM arrival time (CES starts at 08:45)

Week of:	Time
Oct 14	08:38
Oct 21	08:38
Oct 28	08:38
Nov 4	08:37
Nov 11	08:37

- Late AM arrivals (arriving at or later than 08:45)

Week of:	Late Buses	Latest	Frequency
Oct 14	18%	08:49	12
Oct 21	12%	08:49	8
Oct 28	11%	08:50	7
Nov 4	10%	08:48	5
Nov 11	2%	08:47	1

- Findings:
 - Buses 11 and 33 arrived late 71% and 29% of the time, respectively.
 - Sandra Evangelista took the following corrective action:
 - Reviewed GPS information and communicated to drivers to adhere to specific driving directions to avoid high traffic areas
 - Bus 11 driver was found to be reporting late to work and leaving the depot late
 - Driver remediation by Dattco
 - Bus 11 was relocated to an alternate staging area
 - Bus 33 start time at GFS modified by 5 minutes
 - For the Week of Nov 11:
 - Bus 33 arrived 100% on time.
 - Bus 11 was late one time due to spare driver.

Once the morning issues had been resolved our attention shifted to identifying constraints causing afternoon late arrivals. Upon inspection the afternoon delays were found to be caused mostly by increased traffic congestion, increased ridership at Saugatuck Elementary (a mid-tier run), and the time restrictions associated with an afternoon three-tier run.

In order to address these issues the following corrective actions are recommended:

- Two buses and one van servicing Saugatuck Elementary and Greens Farms Elementary to be substituted for existing CES buses/van identified as having the highest probability of a late arrival.
- Buses consistently arriving to CES on-time can assist late buses by shortening routes through ridership reassignment. This would require a change to the current practice that a student rides the same bus morning and afternoon.
- Increased Dattco driver training to include alternate route awareness to mitigate the impact of daily traffic congestion.

The aforementioned actions can be implemented and tested effective immediately and would be cost neutral. I look forward to the opportunity to discuss both findings and recommendation in greater detail at the Board of Education meeting scheduled for Monday, November, 25, 2013.

Respectfully,

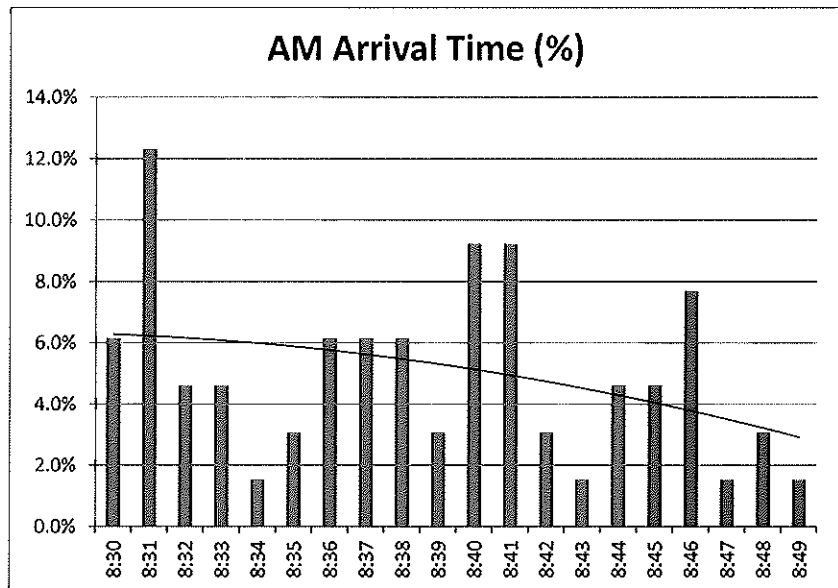


Coleytown Elementary School Bus AM Arrival Time Analysis

Week of October 14th

BUS #	10/14	10/15	10/16	10/17	10/18	< 8:45	>= 8:45	Mean	Start Time	Max Late
3	838	838	846	837	840	80%	20%	840	-5	+1
4	830	833	831	833	830	100%	0%	831	-14	
11	847	846	844	831	845	40%	60%	843	-2	+2
13	840	837	839	840	836	100%	0%	838	-7	
14	836	836	837	837	835	100%	0%	836	-9	
15	830	831	832	831	831	100%	0%	831	-14	
24	841	841	841	841	841	100%	0%	841	-4	
26	838	836	838	835	840	100%	0%	837	-8	
29	831	844	834	831	841	100%	0%	836	-9	
30	844	846	843	842	845	60%	40%	844	-1	+1
33	845	848	842	846	849	20%	80%	846	1	+4
V55	831	832	830	832	833	100%	0%	832	-13	
V56	846	848	840	839	840	60%	40%	843	-2	+3
Mean	838	840	838	837	839	82%	18%	838	-7	
Start Time	-7	-5	-7	-8	-6					

	Frequency	%
8:30	4	6.2%
8:31	8	12.3%
8:32	3	4.6%
8:33	3	4.6%
8:34	1	1.5%
8:35	2	3.1%
8:36	4	6.2%
8:37	4	6.2%
8:38	4	6.2%
8:39	2	3.1%
8:40	6	9.2%
8:41	6	9.2%
8:42	2	3.1%
8:43	1	1.5%
8:44	3	4.6%
8:45	3	4.6%
8:46	5	7.7%
8:47	1	1.5%
8:48	2	3.1%
8:49	1	1.5%

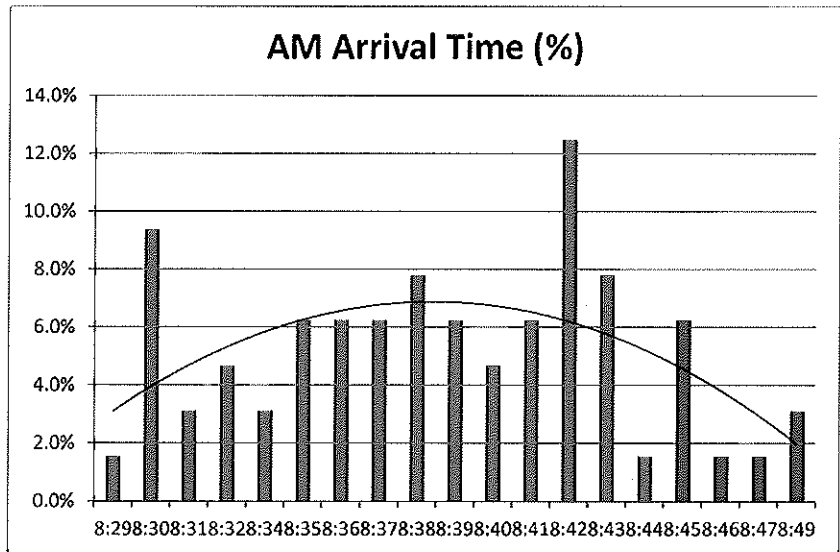


Coleytown Elementary School Bus AM Arrival Time Analysis

Week of October 21st

BUS #	10/21	10/22	10/23	10/24	10/25	< 8:45	>= 8:45	Mean	Start Time	Max Late
3	845	843	841	837	835	80%	20%	840	-5	0
4	834	834	832	832	830	100%	0%	832	-13	
11	849	847	846	849	845	0%	100%	847	2	+4
13	841	838	838	836	835	100%	0%	838	-7	
14	838	836	835	835	839	100%	0%	837	-8	
15	830	830	831	830	832	100%	0%	831	-14	
24	843	837	843	842	842	100%	0%	841	-4	
26	837	836	840	838	840	100%	0%	838	-7	
29	841	836	839	837	841	100%	0%	839	-6	
30	840	842	843	842	845	80%	20%	842	-3	0
33	845	843	844	839	842	80%	20%	843	-2	0
V55	831	-	830	829	830	100%	0%	830	-15	
V56	842	838	842	842	839	100%	0%	841	-4	
Mean	840	838	839	838	838	88%	12%	838	-7	
Start Time	-5	-7	-6	-7	-7					

	Frequency	%
8:29	1	1.6%
8:30	6	9.4%
8:31	2	3.1%
8:32	3	4.7%
8:34	2	3.1%
8:35	4	6.3%
8:36	4	6.3%
8:37	4	6.3%
8:38	5	7.8%
8:39	4	6.3%
8:40	3	4.7%
8:41	4	6.3%
8:42	8	12.5%
8:43	5	7.8%
8:44	1	1.6%
8:45	4	6.3%
8:46	1	1.6%
8:47	1	1.6%
8:49	2	3.1%

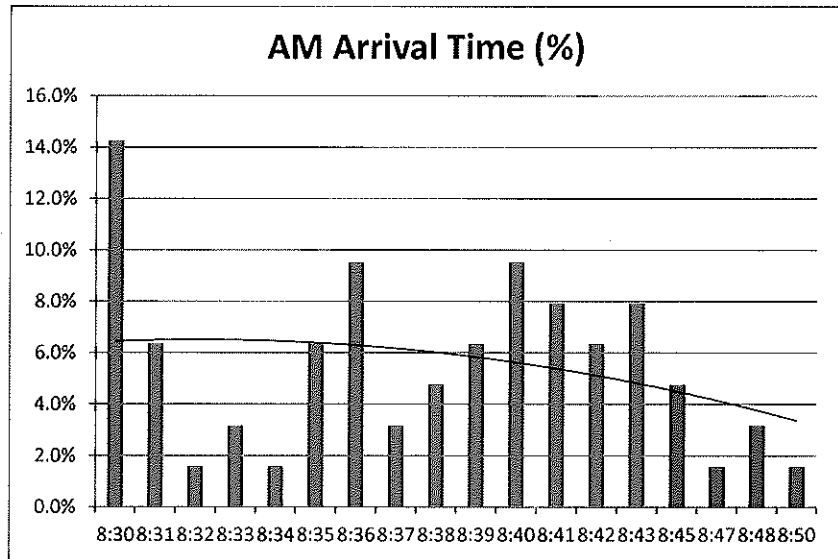


Coleytown Elementary School Bus AM Arrival Time Analysis

Week of October 28th

BUS #	10/28	10/29	10/30	10/31	11/01	< 8:45	>= 8:45	Mean	Start Time	Max Late
3	840	842	836	840	835	100%	0%	839	-6	
4	831	831	833	830	830	100%	0%	831	-14	
11	848	850	848	845	845	0%	100%	847	2	+5
13	838	836	839	834	835	100%	0%	836	-9	
14	839	837	837	836	833	100%	0%	836	-9	
15	830	830	830	830	830	100%	0%	830	-15	
24	841	843	842	840	841	100%	0%	841	-4	
26	836	836	835	838	835	100%	0%	836	-9	
29	841	842	-	836	841	100%	0%	840	-5	
30	840	843	843	839	843	100%	0%	842	-3	
33	847	845	841	843	842	60%	40%	844	-1	+2
V55	830	830	832	831	831	100%	0%	831	-14	
V56	-	839	840	838	840	100%	0%	839	-6	
Mean	838	839	838	837	837	89%	11%	838	-7	
Start Time	-7	-6	-7	-8	-8					

	Frequency	%
8:30	9	14.3%
8:31	4	6.3%
8:32	1	1.6%
8:33	2	3.2%
8:34	1	1.6%
8:35	4	6.3%
8:36	6	9.5%
8:37	2	3.2%
8:38	3	4.8%
8:39	4	6.3%
8:40	6	9.5%
8:41	5	7.9%
8:42	4	6.3%
8:43	5	7.9%
8:45	3	4.8%
8:47	1	1.6%
8:48	2	3.2%
8:50	1	1.6%

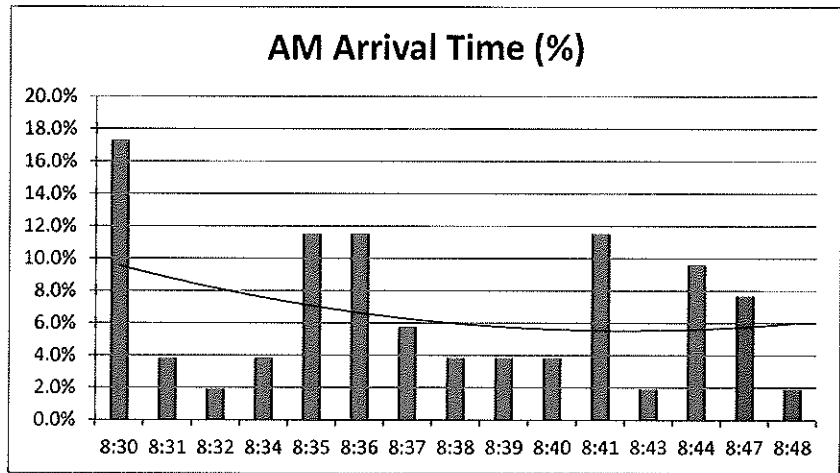


Coleytown Elementary School Bus AM Arrival Time Analysis

Week of November 4th

BUS #	11/04	11/05	11/06	11/07	11/08	< 8:45	>= 8:45	Mean	Start Time	Max Late
3	840	-	848	837	835	75%	25%	840	-5	+3
4	830	-	832	830	830	100%	0%	831	-15	
11	847	-	847	847	841	25%	75%	846	1	+2
13	838	-	834	835	835	100%	0%	836	-10	
14	841	-	836	836	834	100%	0%	837	-8	
15	830	-	830	830	830	100%	0%	830	-15	
24	841	-	839	840	836	100%	0%	839	-6	
26	838	-	837	835	841	100%	0%	838	-7	
29	844	-	835	836	836	100%	0%	838	-7	
30	847	-	844	844	841	75%	25%	844	-1	+2
33	841	-	843	844	836	100%	0%	841	-4	
V55	831	-	831	830	830	100%	0%	831	-15	
V56	844	-	837	839	835	100%	0%	839	-6	
Mean	839	0	838	837	835	90%	10%	837	-8	
Start Time	-6	-	-7	-8	-10					

	Frequency	%
8:30	9	17.3%
8:31	2	3.8%
8:32	1	1.9%
8:34	2	3.8%
8:35	6	11.5%
8:36	6	11.5%
8:37	3	5.8%
8:38	2	3.8%
8:39	2	3.8%
8:40	2	3.8%
8:41	6	11.5%
8:43	1	1.9%
8:44	5	9.6%
8:47	4	7.7%
8:48	1	1.9%

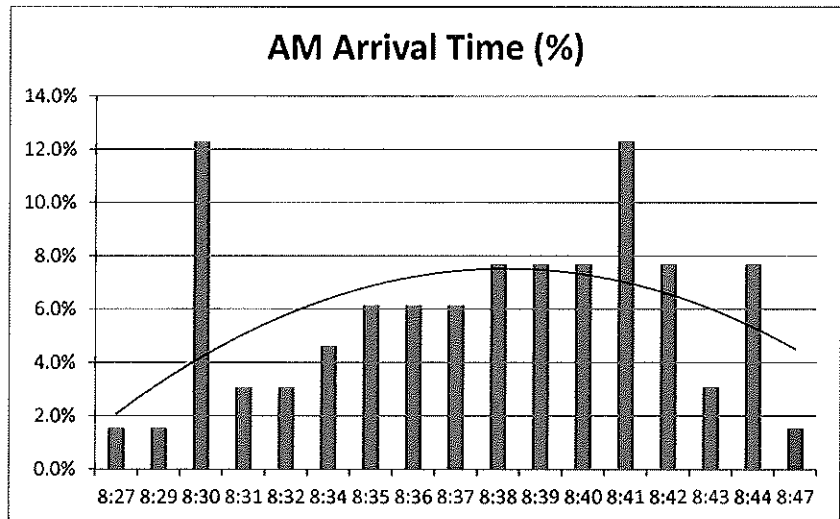


Coleytown Elementary School Bus AM Arrival Time Analysis

Week of November 11th

BUS #	11/11	11/12	11/13	11/14	11/15	< 8:45	>= 8:45	Mean	Start Time	Max Late
3	840	841	838	844	837	100%	0%	840	-5	
4	831	832	832	830	830	100%	0%	831	-14	
11	844	847	844	842	842	80%	20%	844	-1	+2
13	835	837	839	836	835	100%	0%	836	-9	
14	838	838	836	836	835	100%	0%	837	-8	
15	829	827	830	830	830	100%	0%	829	-16	
24	841	841	840	839	839	100%	0%	840	-5	
26	836	838	837	837	835	100%	0%	837	-8	
29	841	839	834	842	834	100%	0%	838	-7	
30	841	844	843	840	841	100%	0%	842	-3	
33	843	842	841	844	841	100%	0%	842	-3	
V55	830	834	831	830	830	100%	0%	831	-14	
V56	838	840	842	839	840	100%	0%	840	-5	
Mean	837	838	837	838	836	98%	2%	837	-8	
Start Time	-8	-7	-8	-7	-9					

	Frequency	%
8:27	1	1.5%
8:29	1	1.5%
8:30	8	12.3%
8:31	2	3.1%
8:32	2	3.1%
8:34	3	4.6%
8:35	4	6.2%
8:36	4	6.2%
8:37	4	6.2%
8:38	5	7.7%
8:39	5	7.7%
8:40	5	7.7%
8:41	8	12.3%
8:42	5	7.7%
8:43	2	3.1%
8:44	5	7.7%
8:47	1	1.5%



Coleytown Elementary School Bus AM Arrival Time Analysis

Summary Oct 14 - Nov 15 (24 Days)

BUS #	FREQUENCY		PERCENTAGE		LATE RANGE
	< 8:45	>= 8:45	< 8:45	>= 8:45	
3	21	3	88%	12%	0 - 3
4	24	0	100%	0%	
11	7	17	29%	71%	0 - 5
13	24	0	100%	0%	
14	24	0	100%	0%	
15	24	0	100%	0%	
24	24	0	100%	0%	
26	24	0	100%	0%	
29	23	0	100%	0%	
30	20	4	83%	17%	0 - 2
33	17	7	71%	29%	0 - 4
V55	23	0	100%	0%	
V56	21	2	91%	9%	1 - 3
Mean			89%	11%	

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education
From: Elliott Landon
Subject: Budgetary Impact: Revised Class Size Breakpoints
Date: November 25, 2013

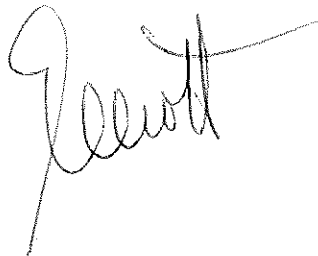
At the Board of Education meeting held on October 21, I presented to the Board a review of class size breakpoints as required under Board goals and actions plans for the current school year. At that time, I made use of the projected enrollments included in our adopted budget, rather than the actual enrollments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

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

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

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

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



BUILDING ENROLLMENT

Current School Year 2013-14

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

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

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

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

EFFECTIVE: OCTOBER 1, 2013

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

TOTAL = 124

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

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

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

EFFECTIVE: OCTOBER 1, 2013

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

TOTAL = 126