

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: March 27, 2017

DISCUSSION/ACTION:

1. Acceptance of Gifts, *page 3* (Encl) Dr. Colleen Palmer
2. Discussion of FY 2018 Education Budget in Light of Vote by Board of Finance to Reduce Overall Budget by \$1,674,000 Dr. Colleen Palmer
Mr. Elio Longo
 - A. Discussion and Possible Vote on Letter of Assurance from Board of Finance Regarding the Board of Education Medical Reserve Fund
 - B. Discussion and Possible Vote to Request Restoration by the BOF
3. Approval of New Course Proposal: Staples High School, (Encl) Ms. Jennifer Allen
pages 5-12

DISCUSSION:

1. Update on Strategic Planning Dr. Colleen Palmer

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.

The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

This page has been intentionally left blank.

WESTPORT BOARD OF EDUCATION MINUTES

Board Members Present:

Michael Gordon Chair
Elaine Whitney Secretary
Mark Mathias*
Karen Kleine
Vik Muktavaram
Candice Savin

Administrators Present:

Colleen Palmer Superintendent of Schools
Elio Longo Dir. of School Business Operations
Julie Droller Dir. of Elementary Education
John Bayers Dir. of Human Resources
Michael Rizzo Director of Pupil Services
Jennifer Allen Dir. of Secondary Ed. & Research

Absent:

Jeannie Smith

*Participated by telephone

PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:36 p.m., Staples High School, Cafeteria (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: Elaine Whitney moved to approve the minutes of March 13, 2017; seconded by Michael Gordon and passed unanimously (5-0-1, with Candace Savin abstaining).

DISCUSSION/ACTION:

Acceptance of Gifts

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation an anonymous gift of \$20,000 to Staples High School for the purpose of providing stage lighting in the auditorium.

MOTION: Karen Kleine
SECOND: Elaine Whitney
RESULT: Passed Unanimously
VOTE: 6-0

Discussion of FY 2018 Education Budget in Light of Vote by Board of Finance to Reduce Overall Budget by \$1,674,000 and a Possible Vote to Request Restoration by the Board of Finance

Be It Resolved, That the Board of Education requests a restoration of \$424,000 to the FY 2018 Board of Education Budget, bringing the total Board of Education Budget reduction amount to \$1,250,000.

MOTION: Vik Muktavaram
SECOND: Karen Kleine
RESULT: Failed
VOTE: 2-4 (Vik Muktavaram and Karen Kleine in favor; Michael Gordon, Elaine Whitney, Mark Mathias and Candace Savin opposed)

Michael Gordon moved to begin a new agenda item after 10:30 p.m; seconded by Candace Savin and passed unanimously.

Approval of New Course Proposals: Staples High School

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the offering of Accelerated Science 1 and 2, Pilot, as a two-year course at Staples High School, beginning in the 2017 - 2018 school year, in accordance with the materials accompanying the agenda of the meeting of March 27, 2017.

MOTION: Elaine Whitney
SECOND: Karen Kleine
RESULT: Passed Unanimously
VOTE: 6-0

The vote on a second proposed course, Psychology of Child Development, was deferred by consensus to a future meeting.

DISCUSSION

Update on Strategic Planning

Michael Gordon moved to defer discussion of this agenda item to a future meeting; seconded by Karen Kleine and passed unanimously.

ADJOURNMENT: Michael Gordon moved to adjourn at 11:53 p.m; seconded by Candace Savin and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)



STAPLES HIGH SCHOOL

70 North Avenue - Westport, Connecticut 06880-2799

Principal
James J. D'Amico

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

March 29, 2017

Dear Dr. Palmer,

We have received a gift in the amount of \$12,500 from the law firm Koskoff, Koskoff & Bieder P.C., as well as a gift of \$2,500 from lawyer James D. Horwitz to support the Staples High School We The People team's attendance at the National Finals in Washington, DC from April 21-24, 2017.

This gift will allow the team to defray the cost of the competition, which is approximately \$1,200 per student.

On behalf of Mrs. Suzanne Kammerman, the AP U.S. Government & Politics teacher and team coach, I would like to express our gratitude for this generous donation in support of our team. I know that they will represent Staples High School and the state of Connecticut well in their first national competition.

Sincerely,

James D'Amico
Principal

Mission Statement:

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

This page has been intentionally left blank.

STAPLES HIGH SCHOOL
NEW COURSE PROPOSAL FORM

Course Title: PSYCHOLOGY OF CHILD DEVELOPMENT

Credit: 0.50 = Semester

Credit Area(s): Social Studies

Course Proposed by: ☒ Administration ☐ Board of Education
☐ Student(s) ☐ K-12 Curriculum Review
☒ Department ☐ Other (specify)

Course Catalog Description:

PSYCHOLOGY OF CHILD DEVELOPMENT

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

Prerequisite(s):

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

COURSE/DEPARTMENT INFORMATION:

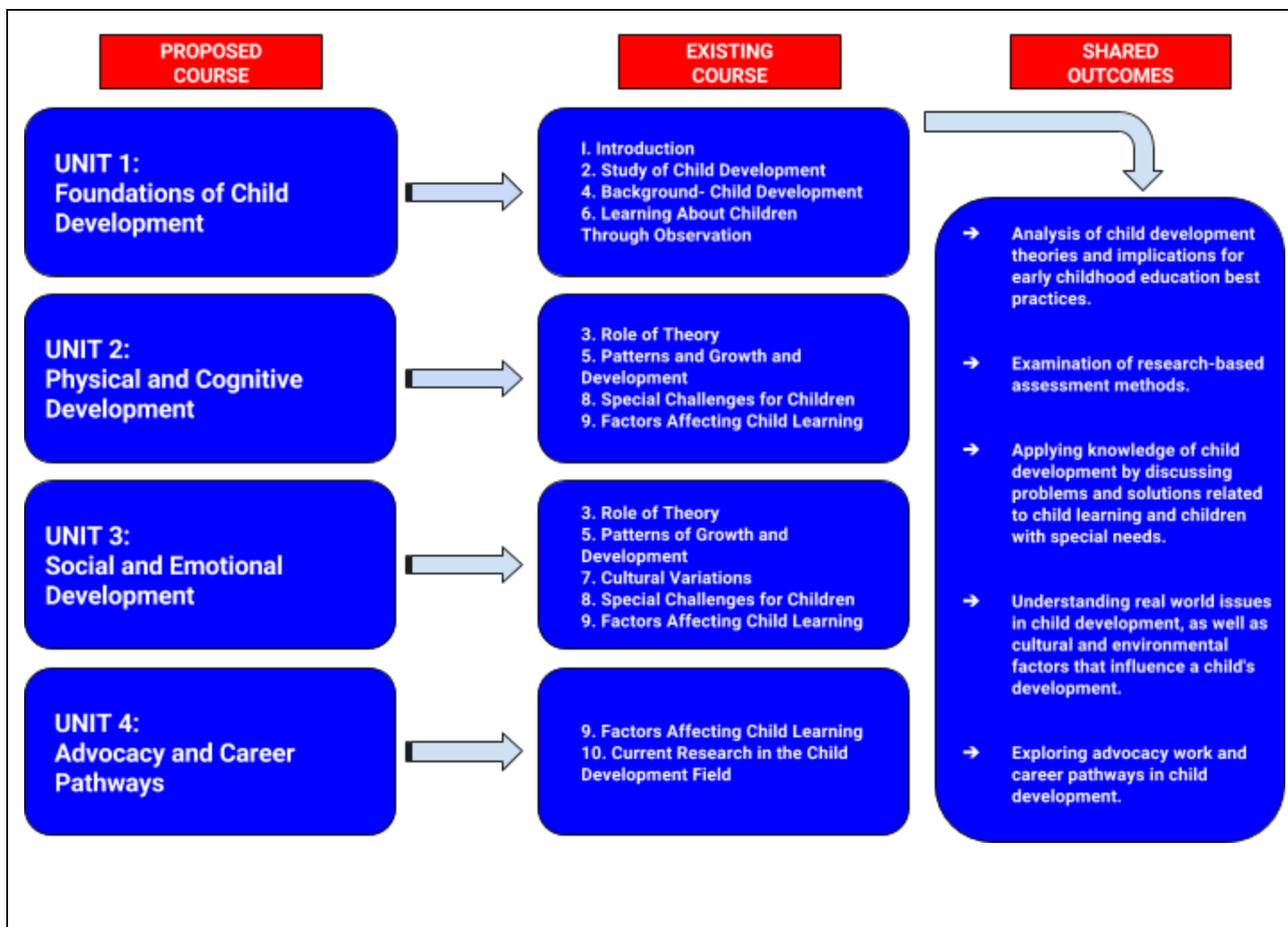
How many electives does your department currently offer?

Fifteen

How does this course fit into the course offerings?

(Is it a stand alone, is it part of a sequence or is it replacing another course?)

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



Who is your target audience?

Students interested in child development and related career fields.

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

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

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

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

RATIONALE:

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

- Inquiry-based learning
- Global Citizenship

- Civic Action
- Making Interdisciplinary Connections/STEM

How does this align to your current department accepted standards?

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

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

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

Priority Standard Areas: Life Span Development

Standard 1: Methods and issues in life span development

Standard 2: Theories of life span development

Standard 3: Prenatal development and the newborn

Standard 5: Childhood

How does this course support the Staples Mission Statement?

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

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

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

Creative Thinking

Explore new possibilities for approaching an problems.

Communication

Creatively present to varied audiences.

Work collaboratively to generate ideas/solutions.

Critical Thinking

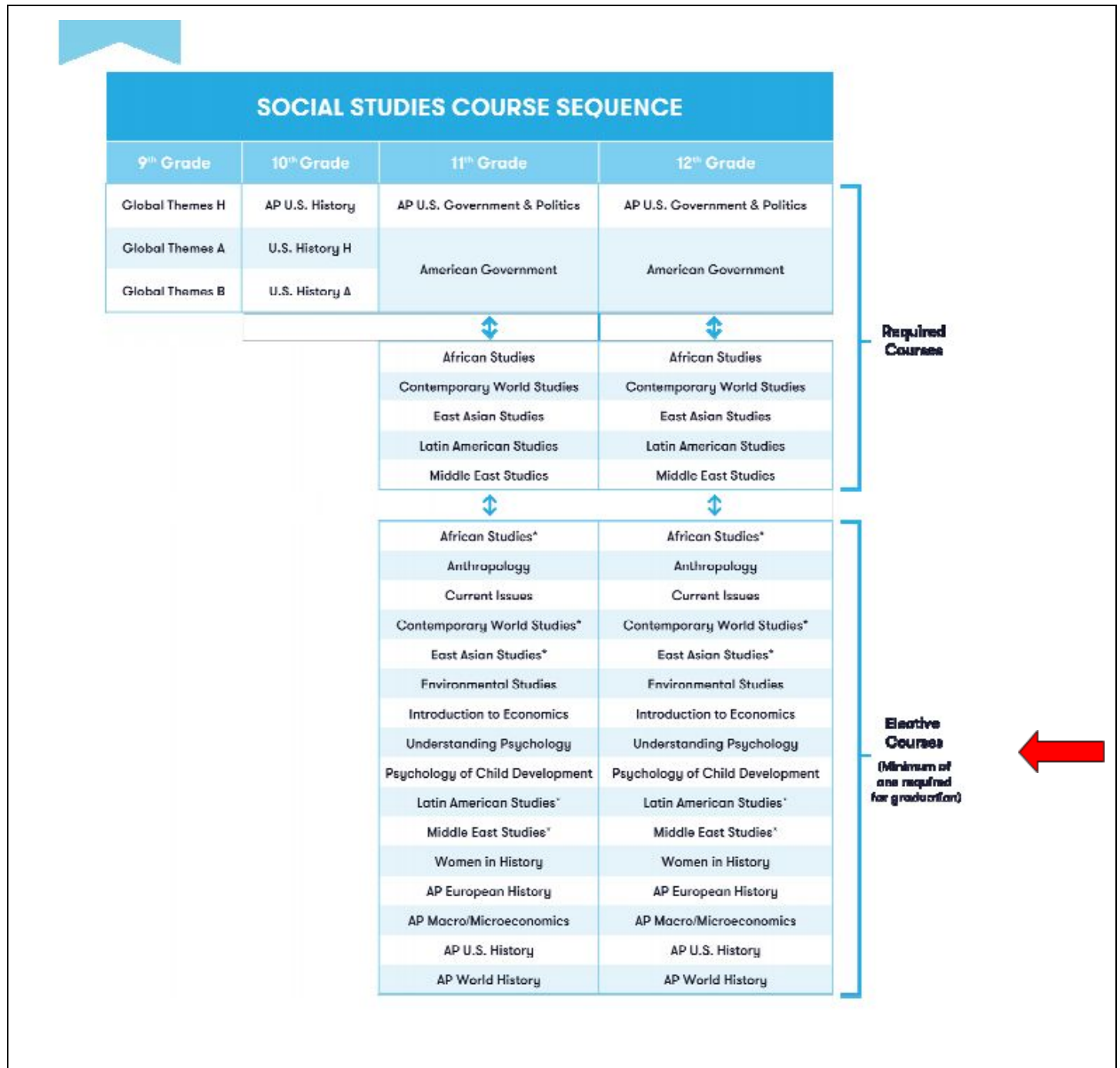
Analyze key information, ideas and concepts.

Global Thinking

Synthesize content knowledge to create innovative solutions to real world problems.

Explore multiple perspectives to develop an original empathetic response that will strengthen respect toward others.

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



STAPLES EXPECTATIONS FOR STUDENT LEARNING:

Academic Expectations:

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

Civic Expectations:

Communicating and Critiquing Conclusions
 Taking Informed Action/Advocacy

Social Expectations:

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

Course Content:

| PROPOSED COURSE (2017-18) | | | |
|---|---|--|--|
| Unit | Essential Questions / Concepts | Content | Skills |
| Foundations of Child Development (Week 1, 4 Weeks) | <i>How has psychologists' understanding of child development changed over time?</i> <i>What methods to experts use to understand child development?</i> | -Benefits of studying child development -History of the study of child development -Research methods used to collect data about child development | Nonfiction Reading <i>Development</i> , Matthew Sharps (SALEM Resource) <i>Developmental Methodologies</i> , Michael D. Roe (SALEM Resource) Writing Explanations: History of Child Development Research Research Understanding Research Methods and Terminology |
| Physical and Cognitive Development (Week 5, 4 Weeks) | <i>How does prenatal development proceed from conception through birth?</i> <i>What are physical and cognitive developmental milestones for infants, toddlers, and children?</i> <i>In what ways is development unique for every child?</i> | -Prenatal development from conception to birth, including the characteristics of a normal development -Theories of human growth and development -Relationship of learning, play, and recreational activities to the commonly accepted principles of the cognitive development of children -Characteristics of children with special needs and strategies for helping children with special needs. -Factors that contribute to health and wellness of children. | Nonfiction Reading <i>The Psychology of the Child</i> , Piaget & Inhelder <i>Early Learning and Development Standards</i> , CT Office of Early Childhood Writing Explanation: Understanding Development Standards Research Plan, conduct and evaluate learning, play, and recreational activities that enhance the physical and cognitive development of infants, toddlers, and children. |
| Social and Emotional Development (Week 9, 6 Weeks) | <i>How does a child's environment shape his/her identity?</i> <i>How do children develop social skills as they progress from infancy to school age?</i> <i>What is the role of parents and the community in shaping an individual?</i> | -Theories of growth and development -Influence of environment on a child's behavior and learning -Characteristics of children with special needs and strategies for helping children with special needs (preschool to school age). -Factors that contribute to change in the lives of children. | Nonfiction Reading <i>The Psychology of the Child</i> , Piaget & Inhelder <i>Childhood and Society</i> , Erik Erikson <i>Einstein Never Used Flashcards</i> , Hersh-Pasek Case Studies/Journals Writing Argument: Significant environmental factors that contribute to change in the lives of children. Research Theories of social/emotional development and their application to children with special needs. |

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

Student Learning Outcomes:

Skills (what students will be able to do):

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

C3 Framework Organization

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

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

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

Assessment(s):

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

BUDGET AND FACILITY CONSIDERATIONS:

Staffing Requirements:

Will this create an additional staffing need within the department?

No.

Budget Requirements:

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

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

The Psychology of the Child, Piaget & Inhelder

Childhood and Society, Erik Erikson

Einstein Never Used Flashcards, Hersh-Pasek

Facility Requirements:

Minimum Number of Students Needed to Run this Class:

15

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

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

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

No.