

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)

DISCUSSION:

1. Quarterly Financial Report July 1, 2010-December 31, 2010 Ms. Harris
2. Presentation of the 2011-12 Proposed Budget of the Superintendent of Schools Dr. Landon
Ms. Harris

DISCUSSION/ACTION:

1. Course Approval: Physical Education Leaders Training (Encl.) Mr. Fagan
Mr. Gusitsch
2. Acceptance of Gift (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.

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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

To: Members of the Board of Education
From: Elliott Landon
Subject: Staples High School New Course Proposal
Date: January 4, 2011

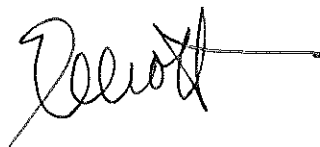
Please find appended to this memorandum a proposal and back-up materials for the creation of a replacement course associated with the Physical Education Department; namely, Physical Education Leaders Training. This course will serve as a replacement for the current Senior Elective Program (1/4 credit, earned over two consecutive quarters). The current Senior Elective Program is an elective based program with activities that students select from areas of interest such as lifetime, recreational, and competitive activities. It is comprised of a variety of selected physical education activities during each of its two quarters, with a focus on lifelong wellness and an active and healthy lifestyle. Students are only eligible for this course after completing all graduation requirements in physical education.

By contrast, the replacement course will be open to all students who have attained at least the status of being a junior in good standing and who have evidenced certain skills. Different from the existing course, this course will represent an accelerated curriculum over a period of two quarters involving a variety of activities, including but not limited to, badminton, basketball, fitness, floor hockey, pickleball, swimming, tennis, volleyball, flag football, soccer, speedball, various other lifetime, recreational and competitive sports, as well as leadership training. Additionally, students who elect to enroll in this program will be required to make a one semester commitment to work with the staff of the Physical Education Department to assist in all facets of physical education instruction and classroom procedures so that they may have the opportunity to apply the skills they have learned and developed.

At our meeting of December 20, David Gusitsch, Department Chair of Physical Education, K-12, presented this course to the Board and answered questions put forth. Pending further discussion, the Board is being asked to approve this budget neutral course at our meeting of January 4, 2011.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the Staples High School course entitled, "Physical Education Leaders Training" effective with the start of the 2011-12 school year, said course to be offered to students who have attained at least the status of being a junior in good standing.



Staples High School Course Proposal

Course Title: Physical Education Leaders Training

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

Credit Area(s):

The credits for this course would go toward satisfying general elective graduation requirements.

Prerequisites/Eligibility:

Students must be at least a junior in good standing who has:

- intermediate swimming skills (passed 9th & 10th grade swimming)
- met the Healthy Fitness Zone on all Fitnessgram assessments
- earned a cumulative “B” average in Physical Education
- Physical Education or Health 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
_____ K-12 Curriculum Review X Department _____ Other

I. Rationale:

The Staples High School Physical Education & Health Department understands the value of leadership and its role in developing successful individuals. PE Leaders is a program that allows students to gain exposure to all facets of instruction and classroom procedures. Once trained, students will work with the Physical Education staff participating in valuable leadership activities and applying skills learned in this class. PE Leaders will replace the Senior Elective Program that is currently offered.

II. Staples Expectations for Student Learning Alignment:

- Academic:
 - Each student will be able to interpret rules and recognize basic issues encountered when learning a skill.
 - Each student will be able to exhibit the ability to effectively demonstrate a skill.
 - Each student will be able to analyze skills and recognize necessary adjustments in various individual and team activities.
 - Each student will understand the benefits of exercise and will be able to explain and demonstrate appropriate exercises and/or skills for the group or activity.
 - Each student will be able to lead group exercises and/or activities.
 - Each student will collect and interpret health-related fitness data.
 - Each student will develop long-term fitness goals.
 - Each student will be able to monitor an individualized fitness plan.
 - Each student will be able to synthesize the role of Physical Education Leader within the Physical Education program.

III. Course Catalogue Description

Students must meet prerequisites for entrance into this class. Students will partake in an accelerated curriculum. Typical Physical Education units are three weeks in duration. In order to cover all material needed to prepare the leaders, they will work for approximately one week to gain a comprehensive understanding of each unit. After successfully completing the Leaders Training program, the student must agree to a semester commitment (minimum) to the program. Physical Education Leaders focuses on the development of leadership qualities and skills. The primary goal of this course is to provide opportunities for learning those leadership skills which are necessary to assist with departmental classes. As PE Leaders, students will assist in all facets of instruction and classroom procedures (i.e., setup and breakdown of equipment, recording/displaying results, transitioning activities), and design and post a bulletin board for the locker room, hallway, and/or activity areas. Leaders will engage in, but will not be limited to:

- skill analysis
- fitness assessment
- use of technology
- recognition of common errors and error correction
- teaching techniques and officiating skills

IV. Course Content (Themes, topics)

PE Leaders Training will consist of an accelerated program based off the existing Physical Education curriculum:

The Freshman Physical Education curriculum is divided into 8 units including: Badminton, Basketball, Fitness I, Floor Hockey, Pickleball, Swimming I, Tennis, and Volleyball. This variety of activities will help support their physical, emotional and mental development through both individualized and team activities. Students will learn to identify and improve their individual physical skills and levels of fitness.

The Sophomore Physical Education curriculum is divided into 8 units including: Cooperative-New Games, Fitness II, Fitness Concepts, Flag Football, Soccer, Speedball, Swimming II, and Ultimate Frisbee. The state mandated Connecticut Physical Fitness Assessment is administered to all tenth grade students during the fall. Students will actively participate in a variety of activities to experience and reinforce healthy lifelong habits through both individual and team activities. Students will continue to identify and improve their individual physical skills and levels of fitness.

The Junior Physical Education curriculum has students expand upon a mixture of activities that they have participated in during their freshman and sophomore years, as well as gain exposure to additional activity experiences. The different areas students will participate in include: Lifetime, Recreational and Competitive activities. Emphasis is placed on finding activities students may carry over throughout life for maintenance of health, new activity experiences, intermediate and advanced skill technique development, competitive game play, as well as social and civic responsibility.

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

- Skills (from district, state, and national Physical Education Standards):
 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - Participates regularly in physical activity.
 - Achieves and maintains a health-enhancing level of physical fitness.
 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Knowledge
 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

VI. Student Assessment

Students will be assessed on their progress using written assessments to display proficiency with each curricular component. Students will also be assessed using traditional forms of assessment during each marking period using the departmental rubric (please see departmental rubric).

VII. Materials/Texts:

Not applicable.

VIII. Required Resources and Budget:

Not applicable – this is a budget neutral proposal.

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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: Acceptance of Gifts
Date: January 4, 2011

I am pleased to inform you that two local residents of Westport who are the entrepreneurs of the well-known specialty toy company of Melissa and Doug have gifted to Staples High School the sum of \$7,500 in support of the 2010-11 Spectacular Staples Student Challenge, a program unique to the Westport Public Schools that is modeled after the Moody's Math Challenge. The Spectacular Staples Student Challenge differs from the Moody's Math Challenge in that it will be more interdisciplinary, rather than being focused primarily on mathematics. As such, it supports the school goal of providing students with challenging opportunities to solve real world problems and is consistent with that portion of the newly-adopted Board of Education Mission Statement that speaks to fostering critical and creative thinking and collaborative problem solving.

It is anticipated that each team that participates will be comprised of approximately five students. This gift, it is hoped, will serve as an incentive for other local businesses to support this effort, as we look for prize money for the top three teams to equal \$20,000, that sum to be distributed as follows:

First Winning Team -	\$10,000
Second Winning Team -	\$ 6,000
Third Winning Team -	\$ 4,000

All the prize money will be held in the Staples Student Activity Account until such time as it can be distributed as partial payment towards tuition to the colleges that the winning students will be attending.

I recommend acceptance of this very generous gift.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation a gift of \$7,500 from Melissa and Doug as a contribution in support of prize money for the students participating on the winning teams in the 2010-11 Spectacular Staples Student Challenge.

