

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER

7:00 p.m., Staples High School, Room 333 Pupil Services Conference Room

ANTICIPATED EXECUTIVE SESSION: Strategies for Negotiations

RESUME PUBLIC SESSION

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: December 6, 2010

DISCUSSION:

- 1. Course Approval: Physical Education Leaders Training (Encl.) Mr. Fagan
Mr. Dodig
Mr. Gusitsch
- 2. Policy P4118.25: Social Networking By Staff (Encl.) Dr. Landon

DISCUSSION/ACTION:

- 1. Acceptance of Gifts: • Whitaker Foundation Donation of Two Watercolor Paintings (Encl.) Dr. Landon
• Anonymous Grant for E-Readers at Green's Farms Elementary School
- 2. Projected Kindergarten Sections: 2011-12 School Year (Encl.) Dr. Landon
- 3. Adoption of New Board of Education Mission Statement (Encl.) Dr. Landon

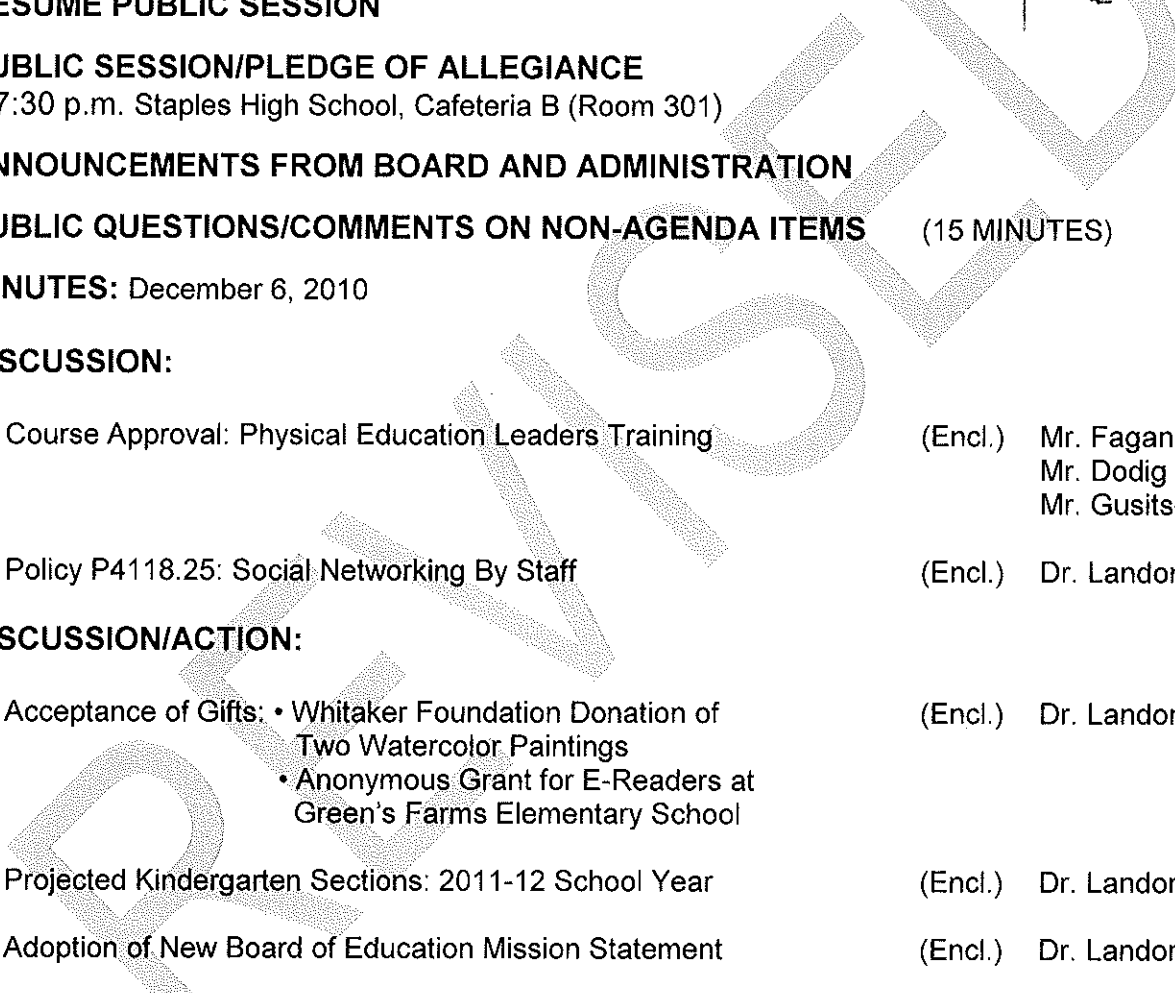
ADJOURNMENT

*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.

RECEIVED FOR RECORD
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 PAGE _____
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WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

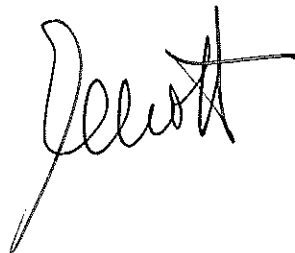
110 MYRTLE AVENUE
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To: Members of the Board of Education
From: Elliott Landon
Subject: Staples High School New Course Proposal
Date: October 25, 2010

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 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 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, will be present to answer any questions that may be raised by members of the Board. If the Board determines that this proposed budget neutral course is an appropriate replacement for the current course, a request for approval will be made at our meeting of January 4, 2011.



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.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon
Subject: Policy P4118.25: Social Networking By Staff
Date: December 20, 2010

You will find appended to this memorandum the first draft of a new policy entitled, "Social Networking By Staff." It has been prepared for our use by Shipman & Goodwin and is consistent with all applicable state and federal statutes and regulations.

This policy will serve as a supplement to Board of Education Policy P4118.5, Acceptable Computer Network Use. It is being presented to you at this time because of the expansive use of such social networking sites as Twitter, Facebook, LinkedIn, YouTube and MySpace.

The Board is being requested to review and comment on this proposed policy at our meeting of December 20. It is anticipated that the Board will be asked to adopt the policy at the first meeting scheduled for January 4, 2011.



Personnel – Certified

Social Networking By Staff

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 1) interferes with the work of the school district;
- 2) is used to harass coworkers or other members of the school community;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees,
- 5) disrupts the work of the school district;
- 6) harms the goodwill and reputation of the school district in the community; or
- 7) violates the law, board policies and/or other school rules and regulations.

The Board of Education therefore adopts the following guidelines for the use of social media by Board of Education employees.

Definitions:

Social media includes, but is not limited to, social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, and MySpace.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

Rules Concerning Personal Social Media Activity

1. An employee may not mention, discuss or reference the Board of Education, the school district or its individual schools, programs or teams on personal social networking sites, unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.
2. Employees must refrain from mentioning other Board of Education employees or other members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to same.

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, it is not appropriate for a teacher or administrator to “friend” a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal social media, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.
4. Unless given written consent, employees may not use the Board of Education’s logo or trademarks on their personal posts. Please note that this prohibition extends to the use of logos or trademarks associated with individual schools, programs or teams of the school district.
5. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district’s reputation, can affect the educational process and may substantially and materially interfere with an employee’s ability to fulfill his/her professional responsibilities.
6. Employees are individually responsible for their personal posts on social media. Employees may be sued by other employees, parents or others, and any individual that views an employee’s social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. As such activities are outside the scope of employment, employees may be personally liable for such claims.
7. Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee’s duties at work.
8. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any personal communication or post made through social media while using district computers, cellular telephones or other electronic data devices.
9. All posts on personal social media must comply with the Board of Education’s policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.

10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her supervisor.
11. All Board of Education policies that regulate off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

Rules Concerning District-Sponsored Social Media Activity

1. If an employee seeks to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor prior to setting up the site and, once approved by the supervisor, must notify parents of his/her intent to do so.
2. If an employee wishes to use Facebook or other similar social media site to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or an school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
 - The employee must set up the club, etc. as a group list which will be "closed and moderated."
 - Members will not be established as "friends," but as members of the group list.
 - Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, supervisor or coach). Persons desiring to access the page may join only after the employee invites them and allows them to join.
 - Parents shall be permitted to access any site that their child has been invited to join.
 - Access to the site may only be permitted for educational purposes related to the club, activity, organization or team.
 - The employee responsible for the site will monitor it regularly.
 - The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
 - Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.

3. Employees are required to use appropriately respectful speech in their social media posts on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications.
4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.
5. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication or post made through social media while using district computers, cellular telephones or other data devices.
6. All posts on district-sponsored social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.
7. An employee may not link a district-sponsored social media site or webpage to any personal social media sites or sites not sponsored by the school district.
8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purpose.
9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

Disciplinary Consequences

Violation of this policy may lead to discipline up to and including the termination of employment consistent with state and federal law.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: _____

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gifts
Date: December 20, 2010

I am pleased to inform you that that The Frederic Whitaker and Eileen Monaghan Whitaker Foundation, located in Colorado Springs, Colorado has gifted to the Westport Public Schools Permanent Art Collection the following works of art:


Artist:	Frederic Whitaker	Eileen Monaghan Whitaker
Title:	Church in Weston, CT	Granadinos
Date/Size:	1950/ 22"x 16"	1983/ 16"x 23"
Medium:	Watercolor Painting	Watercolor Painting
Value:	\$4,500	\$2,500

Additionally, the Helen C. Frick Foundation has presented a gift to us in the amount of \$5,000 for the purpose of purchasing for the purpose of piloting at the Green's Farms School (GFS) the use of digital readers and E-books by students as part of the GFS reading program. This gift will serve as decoding and vocabulary assets having such features as being able to convert "text to speech" which will aid students in learning how to pronounce unknown words and being able to access immediate definitions of them.

I recommend acceptance of both of these very generous gifts to our school system.

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 two watercolor paintings valued at \$7,000 from the The Frederic Whitaker and Eileen Monaghan Whitaker Foundation which are to become a part of the Westport Public Schools Permanent Art Collection, and a second gift of \$5,000 from the Helen C. Frick Foundation for the purchase of digital readers and E-books to be piloted as part of the reading program at the Green's Farms School.



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To: Members of the Board of Education
From: Elliott Landon
Subject: Projected Kindergarten Sections: 2011-12 School Year
Date: December 20, 2010

Traditionally, for budget purposes, the Board of Education has authorized the Administration to make use of the NESDEC enrollment projections to determine the numbers of classroom sections needed to be budgeted at the elementary school level. Unfortunately, in recent years, the NESDEC projections of Kindergarten students by school have not been accurate, as attested to by Don Kennedy of NESDEC when he presented his projections to the Board at our meeting of December 6, 2010.

By way of example, last year our we estimated in our 2010-11 budget that we would need three (3) Kindergarten teachers at Coleytown Elementary(CES) and four (4) Kindergarten teachers at each of our other four elementary schools. In fact, however, when we began the 2010-11 school year we found that we needed four (4) Kindergarten teachers at CES and five (5) at the Long Lots School, two more than our budget estimates.

Using the NESDEC projections for Kindergarten again this year would have us plan for only three (3) teachers in Kindergarten at CES next year and four (4) Kindergarten sections at the other four schools. While one can never be certain about precise numbers of class sections when estimating, I feel uncomfortable with budgeting for only three (3) sections for Kindergarten at CES for the 2011-12 school year.

With the Board's permission, I would like to make a single exception to procedure for the CES Kindergarten when estimating the numbers of Kindergarten sections for all schools in my proposed 2011-12 school budget.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Superintendent to assign one additional Kindergarten section above NESDEC projections at Coleytown Elementary School in the formulation of the Superintendent's Proposed Budget for the 2011-12 school year.



WESTPORT PUBLIC SCHOOLS

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To: Members of the Board of Education
From: Elliott Landon
Subject: Adoption of New Board of Education Mission Statement
Date: December 20, 2010

The members of the Board of Education convened in public session on November 4 and November 22 to draft a new Mission Statement for the Westport Public Schools. At both of those meetings the Board engaged in extensive discussions as it worked to develop a statement that reflected most accurately the Board's collective beliefs as to school system purpose, how best to address the achievement of purpose, and the philosophy that drives both purpose and achievement.

This final draft Mission Statement addresses the Board's desire to have every student attending the Westport Public Schools reach their full potential as life-long learners and socially responsible contributors to the world they shall inherit. It also emphasizes the need to foster critical and creative thinking, as well as collaborative problem solving, through curriculum and outstanding teaching. And, finally, it expresses the Board's commitment to an educational environment that features inquiry, academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.

Appended to this memorandum is the final draft Mission Statement that the Board will be requested to approve at our meeting of December 20.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That the Board of Education adopts a new Mission Statement for the Westport Public Schools as reviewed at the meeting of December 20, 2010, said Mission Statement to be included in the Minutes of the meeting, posted on the district website, and electronically transmitted to staff, parents and community.



MISSION STATEMENT

THE Mission of the Westport Public Schools is to prepare every student to reach their full potential as life-long learners and socially responsible contributors to our global community.

WE achieve this by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging, enthusiastic and committed educators.

WE are committed to maintaining an environment that supports inquiry and academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.