

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – March 21, 2016
Ag-Science Community Room
Lyman Hall High School**

MINUTES

I. CALL TO ORDER

Vice Chairperson Doerr called the meeting to order at 7:00 p.m.

BOARD MEMBERS PRESENT

M. Brooder, K. Castelli, A. Doerr, K. Hlavac, S. Glidden, R. McKay, P. Reynolds, M. Votto

STAFF MEMBERS PRESENT

J. Andreson, D. Bellizzi, G. Bikakis, K. Carbone, N. DaPonte, D. Dayo, J. Foss, R. Kovi, C. LaTorre, C. Laudadio, C. Lavalette, R. Mancusi, B. McCully, S. Menzo, K. Moore, K. O'Donnell, S. Parkhurst, J. Piacentini, K. Ripa

II. ACCEPTANCE OF MINUTES

Instructional Committee Meeting minutes of November 9, 2015, December 7, 2015, December 14, 2015, January 13, 2016 and February 1, 2016 were accepted with corrections.

III. DISCUSSION

A. Student Request for Review of Independent Study Plan

Dr. Salvatore Menzo, Superintendent, introduced Kairav Maniar, a junior at Sheehan High School. Kairav came before the Board to request approval to make an exception to the current BOE Independent Study policy. The current policy states an independent study must be completed by the end of the semester (for a .5 credit study) or the end of the school year (for a 1.0 credit study) in which it is begun. During the first semester of the school year he embarked in a .5 credit, pass/fail independent study in Java Coding. At the end of the semester, he found it would be beneficial to begin a separate .5 credit study in iOS Programming for the second semester.

Kairav received the administration's approval to enroll in another .5 credit independent study in Human Body Systems and requested to have both .5 credits (in Java Coding and iOS Programming) added to the .5 study in Human Body Systems for a total of 1.5 independent study credits. He has a full class schedule; thus has been earning these credits outside of school and is confident to pursue the additional .5 credit without compromising his in-school studies.

Karen Hlavac noted there are two Board policies (under Board Governance and Operations) – Suspension of Policies and Regulations: BFA and Administrative Discretion in Absence of Board Policy: BFE which could provide a solution to this student's request. Policy BFA states the following: Policies and Board of Education adopted regulations shall be subject to suspension for a specified purpose and limited time by a two-thirds vote of all members of the Board of Education at a meeting for which the proposed suspension has been described in writing. The Superintendent may suspend specific Board policies in the case of an emergency provided that the Board of Education members are so informed as soon as possible and that the Board of Education at its next meeting decides to continue or revoke the suspension. Policy BFE states the following: When leadership decisions must be made or actions must be taken in the absence of existing Board of Education policy guidelines for administrative action, the Superintendent of Schools shall have the power to decide and act.

The Superintendent's decisions and actions shall be reported to the Board of Education at its next regular meeting along with administrative recommendations for revisions of existing policies or additional policy which may be required.

Several Board members praised Kairav for his ambition and dedication to pursue interests above and beyond the classroom. Since the current Board policy – Independent Study: IHG, does not address his request, the consensus of the Board was to utilize Policy BFE which allows Dr. Menzo the power to decide and act in the absence of existing BOE policy guidelines. The decision to grant Kairav's request will be handled by the Superintendent.

IV. CURRICULUM

A. Proposed Adoption of Revised H.S. Grade 9 Literary Themes and Genres – Unit: Justice

Carrie Laudadio, Humanities Curriculum Coordinator, stated this unit runs for nine weeks and students will independently use their learning to analyze the impact of literary techniques, including character development and theme. They will cite strong and thorough textual evidence to support analysis of the text as well as inferences drawn from the text. During this unit students will learn that justice is attained in different ways by different people, what is equal is not always equitable, every individual can have a voice in society, education is one path to social justice and the search for justice is on-going and dependent on a changing society. Essential questions for students to consider include: What is justice? Is justice attainable for all people? Who determines what is acceptable for society? What is the difference between equity and equality?

Included in the Literary Themes and Genres unit (and in all units) is a listing of anchor text resources. Anchor texts are intended to be read by all students and should be on grade level so that all students are exposed to on-grade level complex text through which teachers can instruct and guide students in essential skill development. Anchor texts supply assured common learning experiences and provide for greater depth and in-class close-reading for all students. Appropriately on-grade level text, regardless of a student's reading ability, exposes all students to the necessary vocabulary and concepts needed at their stage of development. Students are not expected to read all anchor books identified in any given unit. In addition to anchor books, teachers should use data regarding students' independent reading levels and reading goals to encourage students to read books of their choice that are at their independent reading level so they are capable of comprehending the texts on their own and working towards meeting their individual reading goals. All anchor texts are formally approved by the Board of Education, and teachers should not bring in additional such resources without going through the district adoption procedures or seeking the guidance of the curriculum office.

To complement the anchor texts, teachers integrate into their instruction a wide variety of additional literary and informational text resources that weave into the unit interdisciplinary connections in history, art, philosophy, music, languages and current events. There is a listing of suggested supplemental instructional resources and materials included in each unit.

The unanimous consensus of the Board was to send the proposed adoption of revised H.S. Grade 9 Literary Themes and Genres – Unit: Justice to the Board of Education for action at its next meeting.

B. Proposed Adoption of Revised H.S. Grade 10 World Literature – Unit 4: Science and Technology

Mrs. Laudadio stated this unit runs for nine weeks and high school students will independently use their learning to analyze the impact of literary techniques including author's craft, point of view, and cultural experience and will cite strong and thorough textual evidence to support analysis of the text as well as inferences drawn from the text. During this unit students will learn that certain people or segments of society are more accepting of technological changes than others, there are often unintended consequences of technological changes, grappling with technological change is part of the human experience, cultures need to establish guidelines and norms for the development and use of technology, culture influences technology and technological change can result from a long process,

a moment of inspiration, or a fortuitous accident. Essential questions for students include: Who is in charge of controlling technology and advancement within a given culture? How should a culture control technology, especially as ethical issues arise? What is the relationship between culture and technology? Is having access to technology a right or a privilege? How are technological and cultural changes related? What are the unintended consequences of technological change? At what point does technology control a culture?

The unanimous consensus of the Board was to send the proposed adoption of revised H.S. Grade 10 World Literature – Unit 4: Science and Technology to the Board of Education for action at its next meeting.

C. Proposed Adoption of Revised H.S. Grade 11 American Literature – Unit 4: Reclaiming the American Dream

Mrs. Laudadio stated this unit runs for nine weeks and high school students will independently use their learning to analyze the impact of literary techniques including diction, structure, and point of view. They will cite strong and thorough textual evidence to support analysis of the text as well as inferences drawn from the text. During this unit students will learn that the American Dream is an undercurrent of American society, but is not attainable by all in our society, race, gender, and class play a role in shaping one's perception of the American Dream and authors use craft and structure to convey purpose and theme. Essential questions for students to consider include: How has the concept of the American Dream evolved with society? What role does race, gender, and class play in shaping one's perception of the American Dream? How do authors use craft and structure to convey character and theme?

The unanimous consensus of the Board was to send the proposed adoption of revised H.S. Grade 11 American Literature – Unit 4: Reclaiming the American Dream to the Board of Education for action at its next meeting.

D. Proposed Adoption of New H.S. Geometry Unit 5 – Circles

Christie Madancy, Mathematics Curriculum Coordinator, stated high school students will learn that most properties of circles may be derived from the definition of a circle as the locus of points at a given distance from a given point, there are multiple ways of finding the length of an arc, radians are another way to express degrees, there is a direct relationship between the angles of a circle and the intercepted arc and that every circle has an equation that can be used to find the center and radius. Essential questions for students include: What relations among angles, chords and tangents to circles can be proved? How are the lengths of arcs, areas of sectors, and radian measure related to central angles in circles? What are the properties of inscribed and circumscribed triangles and inscribed quadrilaterals? How are segments within circles, such as radii, diameters, and chords related to each other? How can the Pythagorean Theorem be used to find the equation of a circle when given the center and a point on the circle?

The unanimous consensus of the Board was to send the proposed adoption of new H.S. Geometry Unit 5 - Circles to the Board of Education for action at its next meeting.

E. Proposed Adoption of New H.S. Geometry Unit 6 – 3D Geometry

Mrs. Madancy stated this unit runs for four weeks and high school students will learn that formulas for solid figures relate to each other in meaningful ways, just as area formulas for plane figures connect to each other, they will gain the knowledge to explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, apply geometric concepts in modeling situations and will know surface area and volume formulas for prisms, cylinders, pyramids, cones and spheres. Essential questions for students include: What kinds of solid geometric figures are there? What are some of the properties of these solids? How can one find surface areas and volumes for these solids? Where do the formulas come from? How can we use these formulas to

solve problems we might face in the real world? Is there only one kind of geometry, the Euclidean Geometry with which we are familiar?

The unanimous consensus of the Board was to send the proposed new H.S. Geometry Unit 6 – 3D Geometry to the Board of Education for action at its next meeting.

F. Proposed Adoption of New H.S. Algebra 2 Unit 5 – Exponential & Logarithmic Functions

Mrs. Madancy stated this unit runs for seven weeks and high school students will learn when comparing an exponential model with a linear model, the question is not if the exponential model will generate very large or very small inputs, but rather when and that many functions have inverse functions that undo them. They will also learn when a function is one-to-one we can undo it and define an inverse function, the logarithmic form can always be rewritten in exponential form and vice versa, a logarithm is an exponent, the laws of exponents make the laws of logarithms sensible and easy to remember, an informal limiting process permits us to obtain a continuous compounding formula from the finite compounding formula, the domain of a logarithmic family member guarantees that the argument of the function is nonnegative, a logarithmic scale is needed when the numbers we need to graph vary greatly in size and the logarithmic and exponential families are rich in applications to the real world. Essential questions for student include: Why do some mathematical models have limitations when used to model a real world situation? When deciding upon a mathematical model to use, what factors must be considered? How do you know that the exponential function is invertible? What characterizes logarithmic growth? What characterizes exponential growth and decay?

The unanimous consensus of the Board was to send the proposed adoption of new H.S. Algebra 2 Unit 5 – Exponential & Logarithmic Functions to the Board of Education for action at its next meeting.

G. Proposed Adoption of New H.S. PreCalculus Unit 6 – Vectors

Mrs. Madancy stated this unit runs for three weeks and high school students will learn a vector is a quantity requiring both direction and magnitude, vectors are equal if and only if they have the same direction and magnitude, subtraction is not a vector operation but can be performed by adding a negative vector and a unit vector is a vector in the same direction of the original vector with length 1. Students will learn how to determine if two vectors are parallel, orthogonal or neither, how to sketch a vector on a coordinate plane, component form of a vector and that a vector with initial point A and terminal point B is different than a vector with initial point B and terminal point A. Essential questions for students include: How is a vector different than a ray? How is a vector different than a line segment? What are applications of vectors? Students will be asked to write a vector in component form given an initial and terminal point, calculate the norm (magnitude or length) of a vector, to add vectors algebraically and geometrically, multiple vectors by a scalar, calculate the dot product between two vectors, calculate a unit vector, write a vector using standard unit vectors, find a vector orthogonal to a given vector, calculate the angle between two vectors, write the vector equation of a line, convert the equation of a line from vector form to rectangular form and vice versa and write a vector in terms of its magnitude and angle (using sine and cosine).

The unanimous consensus of the Board was to send the proposed adoption of new H.S. PreCalculus Unit 6 – Vectors to the Board of Education for action at its next meeting.

H. Proposed Adoption of New H.S. PreCalculus Unit 7 – Parametric

Mrs. Madancy stated this unit runs for three weeks and high school students will learn Cartesian equations can be rewritten as a pair of parametric equations, parametric equations are useful in describing movement along a curve, rectangular and vector equations can be converted into parametric equations, the motion of a projectile can be modeled with parametric equations, parametric equations contain a third variable – the parameter, when modeling projectile motion the parameter is time, t and parametric equations are used to determine when and where two objects meet. Essential questions for students include: Why are functions and relations represented by parametric equations? What are the

applications of parametrics? Students will be asked to write the parametric equation for a line containing two points, convert from a rectangular or vector equation to a parametric equation, convert from a parametric equation to a rectangular or vector equation, graph a parametric equation by hand and by using a graphing utility, determine whether a given point lies on a line given its parametric equation, determine where and when two equations intersect, create parametric equations to model projectile motion, calculate an objects horizontal/vertical values based on time parameters and use parametric and vector equations to model problems involving directional force.

The unanimous consensus of the Board was to send the proposed adoption of new H.S. PreCalculus Unit 7 – Parametric to the Board of Education for action at its next meeting.

I. Proposed Adoption of New Kindergarten Information Technology Units 1, 2 and 3

Robert Kovi, CTE Coordinator, stated this unit runs for twelve weeks and Kindergarten students will learn technology is a tool for problem solving, listening to the teacher is important, technology is a powerful tool for communication and coding involves problem-solving. Essential questions for students include: What technology tools can I use to demonstrate my learning? What are my responsibilities for proper use of the computer? How can I show my teacher I am listening? How do I use basic mouse skills? What technology tools increase my ability to communicate and organize ideas? What are the best tools to use to solve problems? Where do I go for help? What computer tools can I use to create a new product?

The unanimous consensus of the Board was to send the proposed adoption of new Kindergarten Information Technology Units 1, 2 and 3 to the Board of Education for action at its next meeting.

J. Proposed Adoption of New Grade 1 Information Technology Units 1, 2 and 3

Mr. Kovi stated this unit runs for twelve weeks and Grade 1 students will learn technology is a tool for problem solving and communication, it must be used properly, sentences include capitalization at the beginning, punctuation at the end and proper spacing and products can be saved with technology. They will also learn information can be shared digitally and coding involves problem-solving. Essential questions for students include: What type of technological tools will students use? What skills do I need to create a computer script? What tools can I use to create a product that expresses my understanding of my computer skills?

The unanimous consensus of the Board was to send the proposed adoption of new Grade 1 Information Technology Units 1, 2 and 3 to the Board of Education for action at its next meeting.

K. Proposed Adoption of New Grade 2 Information Technology Units 1, 2 and 3

Mr. Kovi stated this unit runs for twelve weeks and Grade 2 students will learn technology is a tool for problem solving and communication and be used to promote creativity. They will learn how to get on the internet and the safe use of technology. Essential questions for students include: Where do I go for help? What tools can I use to create a simple computer program? What are the best computer skills to use to solve a problem?

The unanimous consensus of the Board was to send the proposed adoption of new Grade 2 Information Technology Units 1, 2 and 3 to the Board of Education for action at its next meeting.

L. Proposed Adoption of New Physical Education Units – Grades Pre-K to 5

This item was tabled for a future meeting.

M. Proposed Adoption of World Language Graduation Standards

Kim Moore, World Language Coordinator, stated there are four World Language Graduation Standard Standards. They are as follows: Graduation Standard 1: Interpretive Communication - Students will comprehend and derive meaning from any source that is heard, read, or viewed in the target language. Graduation Standard 2: Interpersonal Communication - Students will effectively interact, seeking and/or providing clarification as needed, in order to maintain communication in the target language. Graduation Standard 3: Presentational Communication - Students will present information, concepts, and ideas to inform, explain, persuade and/or narrate on a variety of topics to various audiences in the target language. Graduation Standard 4: Global Awareness – Students will make connections and comparisons among world cultures and their own communities or lives in order to develop culturally-informed behaviors and worldviews.

The unanimous consensus of the Board was to send the proposed adoption of World Language Graduation Standards to the Board of Education for action at its next meeting.

N. Proposed Adoption of Science Indicators and Graduation Standards

Kate O'Donnell, Science Curriculum Resource teacher, stated there are six Science Graduation Standards (Earth Science, Life Science and Physical Science). They are as follows: Graduation Standard 1: Scientific Questioning – Students are asked questions based on observed phenomena and patterns, that can be answered empirically and distinguish a scientific question from a non-scientific question. Graduation Standard 2: Systems in Science – Students will define systems under study in order to investigate the flow of energy and matter within them, examine how their structure affects their function, and explain why they undergo change over time. Graduation Standard 3: Laboratory and Field Investigations – Students will plan and conduct experimental procedures, identifying relevant variables and collecting appropriate data in order to identify causal relationships and make predictions. Graduation Standard 4: Students will analyze data using mathematics and statistics to look for patterns or to test whether data are consistent with a hypothesis. Graduation Standard 5: Scientific Explanations – Students will use scientific evidence and models to construct explanations of phenomena or solve engineering problems. Graduation Standard 6: Communicating About Science – Students will read, evaluate and produce scientific texts and construct scientific arguments to communicate about science.

The unanimous consensus of the Board was to send the proposed adoption of Science Indicators and Graduation Standards to the Board of Education for action at its next meeting.

V. DISCUSSION

A. Proposed Revisions to STEP Entrance and Exit Criteria

Robert Mancusi, Pupil Personnel Services Director, stated the STEP program is for academically gifted students and participation criteria is based upon academic achievement, standardized testing and task commitment. There are three stages in the STEP entrance criteria (nomination process) – Stage 1: An OLSAT score of the 90%ile or higher, qualifies a student to move onto stage 2. Any OLSAT score of 89%ile or lower, the process stops. Stage 2: All students who score the 90%ile or higher on the OLSAT will be administered the Gifted Rating Scale completed by two raters, the performance task and standardized test results will be collected in place of report card grades. Stage 3: When all data is collected, reviewed and weighted, a decision is made for each student as to their eligibility for STEP. A letter is sent home to parents informing them of the entrance decision. These four areas are weighted in the scoring process: OLSAT Scores – 50%, GRS Scores – 30%, Performance Task – 10% and Standardized Testing – 10%. Mr. Mancusi stated the maximum number of students at the middle school level in this program is 144 students (no more than 48 students per grade) and in the grades 3-5 elementary schools it is 83 students. He also noted districts in our DRG (District Reference Groups) identify gifted and talented students; however many of them do not offer a STEP program. No action was taken to revise the STEP entrance and exit criteria at this meeting. Dr. Menzo suggested revisiting this proposal in November 2016.

B. Discussion Re: Transportation Notification

This item was tabled for a future meeting.

VI. POLICY

A. Proposed Adoption of Revised Policy : Suspension and Expulsion - 5114

Shawn Parkhurst, Assistant Superintendent, stated the highlights of the revisions in this policy are mandated from the state. Revisions include the addition of language in the following areas – length of suspension, conduct leading to expulsion, weapons on school grounds, selling or distributing a controlled substance, on or off school grounds, grounds for expulsion and modification of expulsion. Language was removed in the policy which addresses areas under record of suspension.

The unanimous consensus of the Board was to send the proposed adoption of revised policy: Suspension and Expulsion - 5114 to the Board of Education for action at its next meeting.

B. Discussion of Policy: Attendance, Absences, Tardiness/Dismissals and Truancy - 5113

Mr. Parkhurst stated it was requested by a Board member to review the areas of excused absences and truancy addressed in this policy. There were no revisions made to the policy following a brief discussion.

VII. PRESENTATION

A. Next Generation Accountability Reports for 2014-2015

Dr. Menzo stated this CSDE Next Generation Accountability Report for 2014-2015 is tabulated using baseline data. The statistics within the report are the first results from the Next Generation Accountability Model for districts and schools. The model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff and many others. This model was formally approved in August 2015. He briefly reviewed the report and noted Wallingford's graduation rate is up and there are still achievement gap indicators.

VIII. ADJOURNMENT

There being no further business, Vice Chairperson Doerr adjourned the meeting at 9:15 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary