

**WALLINGFORD BOARD OF EDUCATION  
SPECIAL INSTRUCTIONAL COMMITTEE MEETING  
Monday – February 6, 2017  
Board of Education Conference Room**

**MINUTES**

**I. CALL TO ORDER**

Vice Chairperson Doerr called the meeting to order at 6:07 p.m.

**BOARD MEMBERS PRESENT**

K. Castelli, A. Doerr, S. Glidden, K. Hlavac, R. McKay, P. Reynolds, M. Votto (arrived @ 6:25)

**STAFF MEMBERS PRESENT**

C. LaTorre, S. Menzo, B. McCully

**II. ACCEPTANCE OF MINUTES**

Instructional Committee Meeting minutes of October 3, 2016, November 14, 2016, January 3, 2017 and Special Instructional Committee Meeting minutes of January 18, 2017 were accepted as presented with corrections.

**III. CURRICULUM AND POSSIBLE CONSENSUS**

**A. Proposed Adoption of Middle School Textbook – *The Nyston World Atlas***

Dr. Salvatore Menzo, Superintendent of Schools, stated this request for replacement atlases is for grade six and seven classes at both middle schools. In these grades, Social Studies is a study of world geography, with an emphasis on the eastern hemisphere in grade six and the western hemisphere in grade seven. The current atlases are old (2002), out of date, and in poor condition. Through frequent student use they are falling apart and missing pages. This text provides the most updated information and online enrichment. Of all the texts reviewed, it has the most extensive and useful online supplementary materials for teachers and students. These online resources include the capability to individualize instruction by allowing teachers to select appropriate reading levels for different students. The district would like to purchase 240 copies (copyright date 2015) at a cost of \$18.90/each with shipping and handling at a cost of \$544.32 for a total expenditure of \$5,080.32. The atlases are intended to be used as classroom sets in each of these grades.

Mrs. Hlavac noted the only weakness of this text states that pages fall out after long student use. She asked if there can be a little more research regarding this issue. Dr. Menzo stated he will ask James Francese, Social Studies Curriculum Coordinator, if the 2015 version is the latest version and if there are updates which can be found on the website. He will ask why the pages would fall out so easily and also would purchasing this atlas through Barnes and Noble be less expensive. If so, he would like to know if the electronic version would still be provided to students.

The consensus of the Board was to send the proposed adoption of Middle School textbook – *The Nyston World Atlas* to the Board of Education for action at its next meeting.

#### **IV. POLICY AND POSSIBLE CONSENSUS**

##### **A. Proposed Adoption of Revised Policy: 6146 – Graduation Requirements/Standards of Mastery**

Dr. Menzo stated the revision in this policy is the removal of the following language under the credits section - Physical Education: Note: A student who presents written documentation from a doctor stating that participation in physical education is not advisable shall be excused from the physical education requirement; however another subject must be substituted. This is no longer a viable option for a student. The second revision is in the last paragraph of the policy. It states the following: For students who have not successfully completed the assessment *and/or portfolio* criteria to reach a satisfactory level of competency prior to graduation, the district shall identify a plan of action in order to assist those students in achieving a satisfactory level of competence prior to graduation. The above italicized wording is the addition to this policy.

The consensus of the Board was to send the proposed adoption of revised policy: 6146 – Graduation Requirements/Standards of Mastery to the Board of Education for action at its next meeting.

##### **B. Proposed Adoption of Revised Regulation: 6146a – Graduation Requirements/Standards of Mastery**

Dr. Menzo stated the revision in this regulation addresses acceptable means of demonstrating performance standards. A student may demonstrate the standard in English/language arts, mathematics and science by achieving at or above the proficient level (Level 3) on the CAPT in science and achieving at or above a Level 3 on the state mastery examination in English/language arts and mathematics **or** satisfactorily completing the district's assessment and/or portfolio in the content area. In the past students had to achieve at or above a Level 2 on the state mastery examination in English/language arts and mathematics. Students also have the option of satisfactorily completing the district's assessment and/or *portfolio* in the content area.

The second revision addresses district assessments and/or portfolio. It states satisfactory completion of the graduation assessments and/or portfolio will be determined by the content area Curriculum Coordinator. Each assessment and/or portfolio will now be reviewed independently by two teachers in collaboration with the Curriculum office. If the two teachers accept the work submitted as satisfactory, the student's submission will be considered passing. If the two teachers disagree on the acceptability of the work, the Curriculum Coordinator will complete a final review.

The last revision states students who have not satisfactorily demonstrated the districts' performance standard in mathematics and or science by the end of the junior year will be require to enroll in a course in the deficient area during their senior year. Computer courses will not satisfy this requirement. The addition of the subject area mathematics is the revision to this area of the regulation.

The consensus of the Board was to send the proposed adoption of revised regulation: 6146a – Graduation Requirements/Standards of Mastery to the Board of Education for action at its next meeting.

#### **V. PRESENTATION**

##### **A. Presentation by ACES Executive Director, Dr. Thomas Danehy**

Dr. Danehy stated ACES (Area Cooperative Educational Services) has endeavored on developing a new design plan (formerly a strategic plan). There were thirty-two staff members from ACES on the design team along with a facilitator from Montana involved in this project. ACES is truly a regional education service center which exists to improve public education through high quality, cost effective programs and services.

It is the Regional Educational Service Center (RESC) for twenty-five school districts in south central Connecticut which meets the educational needs of its member districts by acting as both a local education agency (LEA) and as a regional service agency. As a LEA, ACES operates schools designed to meet the specific needs of the region; currently special education and interdistrict magnet schools. Revenue sources include tuition and fees for services from LEA's, state and federal funds, and private sources; including grants and fees for services. Local school districts appoint a representative to the ACES Governing Board and work collectively to set a strategic direction for the organization based on the educational needs of the region. Karen Hlavac is Wallingford's Board representative at ACES. ACES is a fee for services, not-for-profit agency.

Dr. Danehy stated there were sixteen different focus groups involved in the creation of the new design plan broken down into three component areas: 1.) the content of the work, 2.) the process of the work and 3.) the structure of the work. Through these three components, nine different themes evolved as follows. ACES will be agile, will enhance & expand their core business, will develop innovative products & services, will recognize how critical the staff members are to the organizations success through professional development opportunities, will develop a clear & effective work process, will provide a robust system to manage knowledge, will have a clearly defined internal system to research design, redesign, promote, deliver, evaluate new and expanded services, will enhance the current internal and external communication processes to apprise employees, community members and districts of what is happening at ACES and finally will provide a regional voice before state legislators create any new laws. These nine themes are ACES goals for the next five to ten years.

The process has now moved forward and from which six bold steps for ACES to take in calendar year 2017 were defined. The first step is to advocate for magnet school funding, implement a new internal communication process, develop a comprehensive system for employee development, recognition & voice, develop a consistent referral program during the contract process, develop & test three new lines of revenue generating work & savings on services and lastly establishing platforms, leaders, functions and processes involving fiscal support and human resource support. The new platform will involve the ACES institute (partnership management, grant writing, program development and talent development.)

Dr. Danehy stated ACES provides services for special education students. Currently there are nineteen Wallingford students who attend different special education schools at ACES. Fifty-one Wallingford students attend Wintergreen Interdistrict Magnet School, fifteen students attend Thomas Edison Magnet School and twelve students attend Education Center for the Arts School. He noted about 76% of ACES funding comes from the LEA's (twenty-five towns) and 24% comes from the State of Connecticut. ACES is now looking at how to replace lost income from the state magnet school funding which has run in deficit every year. ACES annual report includes the entire budget.

Dr. Menzo asked if it might be feasible to credit districts for example with a rebate to fund professional development opportunities through ACES. He noted WIMS is reducing nine school days from their calendar and asked why the tuition would not be reduced. The class sizes at WIMS are K-3, twenty-two students in each class and grades 4-8, twenty-four students in each class. Dr. Danehy explained the savings to ACES from WIMS shortened student days is \$220,000. The 6% reduction in funding from the State of Connecticut is \$700,000 this year with another 6% reduction is expected next year; creating a \$1.4 million dollar reduction from just one magnet school. Dr. Menzo questioned the increases included in the teacher contracts at the magnet schools. Dr. Danehy finished his presentation informing the Board once the platforms are fully established this summer, there will be more data available in each of the six major bold steps. Each magnet school will still have its own budget with tuition increases reflected in each of these budgets.

**VI. ADJOURNMENT**

There being no further business, Vice Chairperson Doerr adjourned the meeting at 7:25 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary