

**WALLINGFORD BOARD OF EDUCATION  
INSTRUCTIONAL COMMITTEE MEETING  
Monday – March 13, 2017  
Board of Education Conference Room**

**MINUTES**

**I. CALL TO ORDER**

Chairperson Cei called the meeting to order at 7:10 p.m.

**BOARD MEMBERS PRESENT**

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

**STAFF MEMBERS PRESENT**

J. Corso, C. LaTorre, C. Madancy, S. Menzo, B. McCully, K. Neelon

**II. ACCEPTANCE OF MINUTES**

Instructional Committee Meeting minutes of February 6, 2017 were accepted as presented with corrections.

**III. DISCUSSION AND POSSIBLE CONSENSUS**

**A. Proposed Approval of Lyman Hall and Sheehan High School Trip to Montreal and Quebec, Canada on April 11-14, 2017**

Carrie LaTorre, Assistant Superintendent for Curriculum and Instruction, stated the French Club from Lyman Hall and Sheehan High Schools are requesting Board approval to travel to Montreal and Quebec, Canada from April 11<sup>th</sup> to 14<sup>th</sup>, 2017. Thirty students will travel via a coach bus to experience French culture. Dr. Menzo noted this is not the first time the French Club has traveled to Canada.

The consensus of the Board was to send the proposed Lyman Hall and Sheehan High School trip to Montreal and Quebec, Canada on April 11-14, 2017 to the Board of Education for action at its next meeting.

**IV. CURRICULUM AND POSSIBLE CONSENSUS**

**A. Proposed Adoption of New M.S. Spanish 6 Unit 1: Global Challenges**

Dr. Menzo stated these are significant revisions to the unit previously taught; therefore this unit is considered a new unit which contains a greater depth of knowledge. In this unit the goal is for students to critically think about complex global issues, and develop and express their own values and opinions about those issues, while listening to and respecting other people's points of view. Students will learn about the issues other countries face and how it affects the United States. Students will be asked to consider what economic, social, and political challenges do societies around the world face, how human rights are defined and what constitutes a violation of those rights as well as how war affects a society and its children.

The consensus of the Board was to send the proposed adoption of new M.S. Spanish 6 Unit 1: Global Challenges to the Board of Education for action at its next meeting.

**B. Proposed Adoption of New M.S. Spanish 6 Unit 2: Personal and Public Identities**

Dr. Menzo stated these are significant revisions to the unit previously taught; therefore this unit is considered a new unit which contains a greater depth of knowledge. In this unit the goal is for students to analyze the different factors that contribute to both personal and public identities, as well as how personal and public identities affect a person's view of the world around them. Students will learn about outside factors which influence the way a person's identity develops and the many factors which influence the change in national/public identity over time. Students will be asked how people express different aspects of personal identity in various situations, how does language and culture influence the identity of a person and how personal and national identities develop over time.

The consensus of the Board was to send the new M.S. Spanish 6 Unit 2: Personal and Public Identities to the Board of Education for action at its next meeting.

**C. Proposed Adoption of New H.S. Probability and Statistics Unit 7: Introduction to Inference**

Christie Madancy, Mathematics Curriculum Coordinator, stated in this unit the goal is for students to independently use their learning to read, understand, and create findings from research. Students will learn how to apply confidence intervals and how margin of error can help interpret data sets. Significance testing allows explanation of sampling distributions. Students will be asked how confidence intervals and significance tests are used to make inferences about a sample. Mrs. Madancy noted new textbooks for Probability and Statistics were purchased in July 2016. Mr. Cei asked if any of this unit covers predictive analytics and artificial intelligence. He added it is now being used extensively in the area of engineering and material sciences. Mrs. Madancy stated there is a small introduction into this area in the AP Statistics course.

The consensus of the Board was to send the new H.S. Probability and Statistics Unit 7: Introduction to Inference to the Board of Education for action at its next meeting.

**D. Proposed Adoption of New H.S. Probability and Statistics Unit 8: Inference in Practice**

Mrs. Madancy stated in this unit the goal is for students to independently use their learning to read, understand, and create findings from research. Students will learn that chi-square statistics measure how far from the expected value an observed value is.

The consensus of the Board was to send the new H.S. Probability and Statistics Unit 8: Inference in Practice to the Board of Education for action at its next meeting.

**E. Proposed Adoption of New H.S. Algebra 2 with Financial Applications Unit 7: Income Taxes**

Mrs. Madancy stated this is one of the last two units written for a new course introduced this past year, Algebra 2 with Financial Applications. In this unit the goal is for students to independently use their learning to better understand tax tables and the progressive tax system to prepare students to file for taxes in the future. Students will learn paying taxes grants citizens certain benefits, learn the difference between income and taxable income, that take-home pay is lower than your salary, there is a difference between state, local, and federal taxes and there are different tax forms that apply to different tax types. Students will be asked why people pay taxes, what benefits are received from paying taxes, what the difference is between income and taxable income, the different types of taxes and the different types of tax forms.

The consensus of the Board was to send the new H.S. Algebra 2 with Financial Applications Unit 7: Income Taxes to the Board of Education for action at its next meeting.

**F. Proposed Adoption of New H.S. Algebra 2 with Financial Applications Unit 8: Independent Living and Preparing a Budget**

Mrs. Madancy stated this is the other of the last two units written for the new course introduced this past year, Algebra 2 with Financial Applications. In this unit the goal is students will be able to independently use their learning to evaluate monetary constraints to create a budget and find an affordable place to live. Students will learn how to find an affordable and appropriate place to live, the difference between renting and buying a home, the additional costs of ownership including utilities, cable, internet, taxes and the importance of accurately gauging their monetary constraints. Students will be asked how do they go about finding a place to live, how do they decide to rent or to purchase a home, the importance of creating a budget and the extra expenses involved in purchasing a home.

The consensus of the Board was to send the new H.S. Algebra 2 with Financial Applications Unit 8: Independent Living and Preparing a Budget to the Board of Education for action at its next meeting.

**V. POLICY AND POSSIBLE CONSENSUS**

**A. Proposed Adoption of Revised Policy: 5141.21 – Administering Medication to Students**

Kathy Neelon, the district nurse coordinator, stated the State of Connecticut revised the medication regulations during this past year. These changes added more definition to our current policy and to our regulation. She stated in the policy the important revisions include the addition of qualified staff in the area of definitions. Qualified staff now include advanced practice registered nurse, licensed athletic trainer, defining who is a qualified medical professional and qualified personnel/school employees for schools who can administer medications. The area of self-testing now includes addressing Glucose level testing and administration of Glucagon as well as administration of antiepileptic medications.

Mr. Votto questioned how a school nurse decides if a student is capable of self-medicating themselves. Mrs. Neelon stated by state law if the parent and the physician agree the student can self-medicate, then they can self-medicate. The school nurse has the right to evaluate that decision and if the school nurse has concerns, she/he has the right to evaluate and discuss any concerns with the physician and the parent. The parent and the physician can override any decisions made. The other additions to this policy include language on administering medication by paraprofessionals, by coaches and by licensed athletic trainers (during intramural and interscholastic events). The last section of the policy addresses the emergency administration of epinephrine cartridge injectors as emergency first aid to students who do not have prior written authorization.

Mrs. Hlavac asked when assessment and training components are provided for staff, is there an opportunity for a return demonstration for the staff. Mrs. Neelon noted there is always return training/demonstration provided for any staff member requesting another training session. She also questioned what the district's liability is when it comes to the administration for example, of an epi-pen when that student does not have an order for this particular emergency medication and may be in a life threatening situation. School nurses have standing orders they function by and if they identify an unknown reactor for a life threatening allergy (such as bee stings), they have the ability by that order to recognize that and act appropriately. There are extra epi-pens kept on hand; however it is not recommended by the State of Connecticut (part of the regulation) to supply an epi-pen to students who do not have one specifically for them in the nurse's office. The problem with this situation is when a true emergency may arise, the epi-pen may not have been returned by the student.

The proposed adoption of revised policy 5141.21 – Administering Medication to Students will be presented to the Board of Education for action at its next meeting.

**B. Proposed Adoption of Revised Regulation: 5141.21a – Administering Medications to Students**

Mrs. Neelon stated the important revisions in the regulation include self-administration, administration of medications by qualified school personnel, emergency administration of epinephrine cartridge injectors as emergency first aid to students who do not have prior written authorization, addressing the handling and storage of medications and the administration of emergency medication under Connecticut General Statute 10-212a.

The proposed adoption of revised regulation 5141.21a – Administering Medication to Students will be presented to the Board of Education for action at its next meeting.

**VI. REVIEW AND POSSIBLE CONSENSUS**

**A. 2015-2016 School Profile and Performance Reports**

Dr. Menzo stated this is the first time that the new calculation is being shared with districts; so therefore there is no benchmark. There are 13 indicators that contribute to a school and district score. The great news is that none of our schools are category 4 or 5 (Turnaround or Focus Schools). Yalesville Elementary School was identified as a school of Distinction (category 1). The other schools were classified as follows as either a category 2 or 3. This means they have made progress, but still have areas for growth. The remaining school ratings are Pond Hill Elementary School, Moran Middle School, Lyman Hall High School are category 2 and Parker Farms Elementary School, Rock Hill Elementary School, Dag Hammarskjold Middle School and Sheehan High School are category 3. The distinction between categories is based on the performance of the school across 13 indicators.

Dr. Menzo noted the initial findings are as follows: Our graduation rate continues to rise to 93.2% from 91.4% last year, the on-track for graduation exceeds our target – 95.4%, chronic absenteeism is significantly lower than the State average for all students and high needs students, all performance index indicators are above the State average for all students and high needs students and academic growth, physical fitness, and arts access areas need to be reviewed at a deeper level. Mrs. LaTorre added the arts access areas look at the percentage of students in grades 9-12 participating in at least one dance, theater, music or visual arts course in the school year. Also noted is that absenteeism has gone down throughout the district. Mrs. Hlavac noted that 11.9% of our student population is identified as students with disabilities (have IEP's and does not include students with 504's). This is a significant percentage of students who require special education services.

**VII. ADJOURNMENT**

There being no further business, Chairperson Cei adjourned the meeting at 8:10 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary