

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – November 14, 2016
Board of Education Conference Room**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 6:00 p.m.

BOARD MEMBERS PRESENT

K. Castelli, J. Cei, K. Hlavac, S. Glidden, R. McKay, P. Reynolds, M. Votto

STAFF MEMBERS PRESENT

M. Iles, C. Laudadio, C. Lavalette (arrived @ 8:00 pm), A. Loomis, B. McCully, S. Menzo, S. Parkhurst, D. Worth

II. ACCEPTANCE OF MINUTES

Special Instructional Committee Meeting minutes of November 2, 2016 were accepted as presented with Ms. Glidden abstaining.

III. CURRICULUM AND POSSIBLE CONSENSUS

A. Proposed Modification of High School Courses: Senior Seminar in English Language Arts and Mythology and Monsters – A/H Levels

Carrie Laudadio, Language Arts Curriculum Coordinator, stated this proposal is to modify the existing half year course Senior Seminar in English Language Arts and half year course Mythology and Monsters to be offered as one full year course. The primary reason is the issue of credit recovery for students. All seniors must be enrolled in one of the senior seminar courses in the fall semester of their senior year. The first half of this course will focus on a wide variety of both literary and informational texts. Major topics to be covered include an activity resume, personal narrative (college essay), research presentations (literature-based or current events) and literary analysis. The second half of this course will explore mythology from a variety of cultures. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills.

The unanimous consensus of the Board was to send the proposed modification of high school courses: Senior Seminar in English Language Arts and Mythology and Monsters – A/H levels to the Board of Education for action at its next meeting.

B. Proposed Modification of High School Courses: Senior Seminar in English Language Arts and Mythology and Monsters – B/G Levels

Mrs. Laudadio stated this proposal is to modify the existing half year course Senior Seminar in English Language Arts and half year course Mythology and Monsters to be offered as one full year course. The first half of this course will focus on reading skills and strategies, vocational exploration, as well as presentation and writing skills. In addition to composing a personal narrative, students will be engaged in research and informational writing.

The second half of this course will explore mythology from a variety of cultures. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills.

The unanimous consensus of the Board was to send the proposed modification of high school courses: Senior Seminar in English Language Arts and Mythology and Monsters – B/G levels to the Board of Education for action at its next meeting.

C. Proposed Modification of High School Courses: Senior Seminar in English Language Arts and Life, Love, Death and Immortality – A/H Levels

Mrs. Laudadio stated this proposal is to modify the existing half year course Senior Seminar in English Language Arts and half year course Life, Love, Death and Immortality to be offered as one full year course. The first half of this course will focus on a wide variety of both literary and informational texts. In addition to composing a personal narrative, students will be engaged in research and presentation, as well as argumentative and analytical writing. The second half of this course will explore the transient nature of life and love and the possibilities of rebirth, remembrance, renewal and the philosophical ideology of immortality. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills.

The unanimous consensus of the Board was to send the proposed modification of high school courses: Senior Seminar in English Language Arts and Mythology and Life, Love, Death and Immortality – A/H levels to the Board of Education for action at its next meeting.

D. Proposed Modification of High School Courses: Senior Seminar in English Language Arts and Life, Love, Death and Immortality – B/G Levels

Mrs. Laudadio stated this proposal is to modify the existing half year course Senior Seminar in English Language Arts and half year course Life, Love, Death and Immortality to be offered as one full year course. The first half of this course will focus on reading skills and strategies, vocational exploration, as well as presentation and writing skills. In addition to composing a personal narrative, students will be engaged in research and informational writing. The second half of this course will explore the transient nature of life and love and the possibilities of rebirth, remembrance, renewal and the philosophical ideology of immortality. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills.

The unanimous consensus of the Board was to send the proposed modification of high school courses: Senior Seminar in English Language Arts and Mythology and Life, Love, Death and Immortality – B/G levels to the Board of Education for action at its next meeting.

E. Proposed Deletion of High School Course: Introduction to Theater

Mrs. Laudadio stated this elective is being proposed for deletion so the new Theater 1 and Theater 2 courses can be proposed for adoption. These new courses would be written with Mastery-Based Learning in mind so students can explore topics related to the theater world that interest them in a hands-on and open-ended approach.

The unanimous consensus of the Board was to send the proposed deletion of high school course: Introduction to Theater to the Board of Education for action at its next meeting.

F. Proposed Deletion of High School Course: Dramatic Arts

Mrs. Laudadio stated this elective is being proposed for deletion so the new Theater 1 and Theater 2 courses can be proposed for adoption. These new courses would be written with Mastery-Based Learning in mind so students can explore topics related to the theater world that interest them in a hands-on and open-ended approach.

The unanimous consensus of the Board was to send the proposed deletion of high school course: Dramatic Arts to the Board of Education for action at its next meeting.

G. Proposed Deletion of High School Course: Reading Strategies and Study Skills

Carrie Laudadio stated this elective is being proposed for deletion since these skills are now integrated into all other English Language Arts courses and the course has not regularly run in the past. Mr. Votto asked if this course would still benefit freshman students who are considerably falling behind academically. Mr. Parkhurst stated these students would be offered intervention services.

The unanimous consensus of the Board was to send the proposed deletion of high school course: Reading Strategies and Study Skills to the Board of Education for action at its next meeting.

H. Proposed Adoption of High School Course: Theater 1

Mrs. Laudadio stated this new course is being proposed to replace the existing Introduction to Theater course. Theater 1 would provide a new and current curriculum and would be written with Mastery-Based Learning in mind so students can explore topics related to the theater world that interest them in a hands-on and open-ended approach. This proposed course along with Theater 2 will build on one another and provide students interested in the theater world an opportunity to continue their studies and craft.

The unanimous consensus of the Board was to send the proposed adoption of high school course: Theater 1 to the Board of Education for action at its next meeting.

I. Proposed Adoption of High School Course: Theater 2

Mrs. Laudadio stated this new course is being proposed to replace the existing Dramatic Arts course. Theater 2 would provide a new and current curriculum and would be written with Mastery-Based Learning in mind so students can explore topics related to the theater world that interest them in a hands-on and open-ended approach. This proposed course will provide students interested in the theater world an opportunity to continue their studies and craft.

The unanimous consensus of the Board was to send the proposed adoption of high school course: Theater 2 to the Board of Education for action at its next meeting.

J. Proposed Adoption of New High School Mythology and Monsters Unit: World Mythology - A/H Levels

Mrs. Laudadio stated in this unit students will learn to use a variety of strategies to make sense of key ideas and details presented in the unit. Themes and central ideas interact and build on one another to produce complex accounts of events and ideas. In addition, students will understand that archetypes provide a basis for analyzing myths and the people whose culture they reflect and archetypes are recurrent symbols or motifs in literature and art or mythology that are profoundly connected to the human psyche. Mythology helps humans to find meaning in their lives as a member in a larger society and provides a foundation for literary texts and cultural experiences.

The unanimous consensus of the Board was to send the proposed adoption of new high school Mythology and Monsters Unit: World Mythology - A/H levels to the Board of Education for action at its next meeting.

K. Proposed Adoption of New High School Mythology and Monsters Unit: World Mythology - B/G Levels

The unanimous consensus of the Board was to send the proposed adoption of new high school Mythology and Monsters Unit: World Mythology - B/G levels to the Board of Education for action at its next meeting.

L. Proposed Adoption of New High School Life, Love, Death and Immortality Unit: Why Are You Here? - A/H Levels

Mrs. Laudadio stated in this unit students will learn a person's view of life changes depending on the stage of life he/she is in and their perception of death may or may not give life meaning. The boundaries of love and sacrifice shift depending on the relationship and the situation. Students will understand the meaning of life is not the same for any one individual, one's quality of life is far more important than longevity and live is essential to life.

The unanimous consensus of the Board was to send the proposed adoption of new high school Life, Love, Death and Immortality Unit: Why Are You Here? – A/H levels to the Board of Education for action at its next meeting.

M. Proposed Adoption of New High School Life, Love, Death and Immortality Unit: Why Are You Here? - B/G Levels

The unanimous consensus of the Board was to send the proposed adoption of new high school Life, Love, Death and Immortality Unit: Why Are You Here? – B/G levels to the Board of Education for action at its next meeting.

N. Proposed Adoption of New High School Financial Algebra Unit 3: Banking Services

Mr. Parkhurst stated this course, Financial Algebra, is typically taken in a student's junior year. In this unit students will learn the differences between a checking and savings account, the difference between simple and compound interest, the effect of an interest rate when computing and the key component of a checking account.

The unanimous consensus of the Board was to send the proposed adoption of new high school Financial Algebra Unit 3: Banking Services to the Board of Education for action at its next meeting.

O. Proposed Adoption of New High School Financial Algebra Unit 4: Consumer Credit

Mr. Parkhurst stated in this unit students will learn the impact different variables have on a loan such as time and interest rates, the significance of establishing credit and its financial impact over a lifetime, the responsible use of credit cards as a financial tool to build credit, when it is appropriate to use credit and when it is not appropriate to use credit and the dangers of overusing credit and impulse buying.

The unanimous consensus of the Board was to send the proposed adoption of new high school Financial Algebra Unit 4: Consumer Credit to the Board of Education for action at its next meeting.

P. Proposed Adoption of New High School Probability and Statistics Unit 4: Sampling and Experiments

Mr. Parkhurst stated in this unit students will learn that the differences in data collection can alter the interpretation of the data.

The unanimous consensus of the Board was to send the proposed adoption of new high school Probability and Statistics Unit 4: Sampling and Experiments to the Board of Education for action at its next meeting.

IV. DISCUSSION AND POSSIBLE CONSENSUS

A. Review of WPS: Wellness Strategic Plan – Student Health Survey Impact

Dr. Menzo introduced Anthony Loomis, Health & Physical Education Resource teacher and Melissa Iles, School Counseling Coordinator who both worked with the Wellness Committee to address the wellness survey results. Mr. Loomis stated the goals created on the Wellness Committee Strategic Plan were created after reviewing the student health survey and after speaking to the Health & Physical Education community partners, to Youth and Social Services and to the Health Department. The 2016-2017 goals were established based on the district wellness priorities. These goals are as follows: 1.) Increase awareness of the many types and aspects of mental health for students, parents and staff members through programming both in and outside the school day. 2.) Increase opportunities for students, staff and families to be more physically active. 3.) Increase opportunities for students to learn and implement good nutritional practices. 4.) Promote positive relationships and environments in our schools and community. 5.) Continue offering multiple programs to students, parents, staff and community members on the topic of alcohol/substance abuse in order to enable students to make better choices. Mr. Loomis stated it is State law that every school district in Connecticut has a wellness plan.

Mrs. Iles reviewed the 2015 health survey results with the Board. Statistics were compared from the 2013 health survey results and the 2015 health survey results in the following areas: Motor vehicle safety, injury & violence, cigarette & alcohol abuse, substance use & abuse, sexual behaviors, obesity, overweight & weight control, nutrition & physical activity, gambling, family & environment connectedness and school environment & connectedness. There was discussion about each of these areas generated from the survey results.

Mr. Loomis reviewed the WHIP (Wallingford Health Improvement Plan) and the organizational chart created in October 2016. At the top of the chart is the Wallingford Health Department and the Wallingford Family YMCA. The next level concerns Healthy Housing (concerns with asthma, falls prevention and lead poisoning prevention), Mental Health (concerns with suicide prevention, isolated elderly, teen dating and transgender recognition) and Healthy Lifestyles (concerns with obesity, injury and violence prevention, COPD and substance abuse). After reviewing the 2013 health survey data and the 2015 health survey data, the three top areas of concern moving forward are mental health, obesity and violence & abuse.

B. Review of Mastery Based Learning Revised Timeline

Dr. Menzo stated he met with teachers, union representatives, administrators and parents to discuss the revised timeline for Mastery-Based learning. Wallingford's ten components of competency/Mastery-Based Learning are as follows: 1.) All learning expectations are clearly and consistently communicated to students and families including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience) and general expectations (such as the performance levels used in the school's grading and reporting system). 2.) Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported. 3.) Students are given multiple opportunities to improve their work when they fail to meet expected standards. 4.) All forms of assessment are standards-based and criterion-referenced and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons. 5.) Formative assessments measure learning progress during the instructional process and these results are used to inform instructional adjustments, teaching practices and academic support. 6.) Summative assessments evaluate learning achievement and these results record a student's level of mastery at a specific point in time. 7.) Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways. 8.) Academic grades communicate learning progress and achievement to students and families and grades are used to facilitate and improve the learning process.

9.) Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized learning options or alternative learning pathways. 10.) Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

Dr. Menzo presented the timeline to meet the district's priorities (2016-2020) and they are as follows: 1.) Revise and finalize standards and indicators in all content areas. 2.) Revise the scoring criteria as teachers look to analyze what students know and are able to do. 3.) Maintain reporting letter grades and GPA on transcripts. 4.) Draft definitions of mastery of standards and indicators based on student work. 4.) Develop increased understanding of assessment development and connection to learning standards and indicators. 5.) Provide professional development for all teachers. 6.) Assess and report Power Teacher at the middle and high school levels and elementary report cards. 7.) Continue to investigate alternative means of communicating to students and families. 8.) Develop a consistent policy for revisions and retakes. The timeline for 2020 and beyond includes informing class grading using standards and indicators (skill/standards-based grading), maintain letter grades to be reported to parents and colleges and develop pathways for student learning to increase student voice and agency. The district will continue to review the revised timeline in the event that additional modifications need to be made, provide regular updates at PTAC meetings on the underpinnings of Mastery-Based learning and provide opportunities for parent and student feedback.

V. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 8:45 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary