

**WALLINGFORD BOARD OF EDUCATION  
INSTRUCTIONAL COMMITTEE MEETING  
Monday – December 5, 2016  
Board of Education Conference Room**

**MINUTES**

**I. CALL TO ORDER**

Chairperson Cei called the meeting to order at 6:45 p.m.

**BOARD MEMBERS PRESENT**

K. Castelli, J. Cei, A. Doerr, S. Glidden, K. Hlavac, P. Reynolds

**STAFF MEMBERS PRESENT**

J. Andreson, D. Bellizzi, G. Bikakis, C. Lavalette, R. Mancusi, C. Melita, S. Menzo, K. Moore, K. O'Donnell, K. Ripa, S. Parkhurst

**II. ACCEPTANCE OF MINUTES**

Revised minutes of Special Instructional Committee Meeting of November 2, 2016 were accepted as presented.

**III. CURRICULUM**

**A. Proposed Modification of High School Course: Food Service Production and Management 1**

Dr. Salvatore Menzo, Superintendent of Schools, stated this modification is basically a name change of the course to Culinary Arts and Hospitality Management 1. The course title change is to better align the course with the established hospitality pathway.

The unanimous consensus of the Board was to send the proposed modification of high school course: Food Service Production and Management 1 to the Board of Education for action at its next meeting.

**B. Proposed Modification of High School Course: Food Service Production and Management 2**

Dr. Menzo stated this modification is basically a name change of the course to Culinary Arts and Hospitality Management 2. The course title change is to better align the course with the established hospitality pathway.

The unanimous consensus of the Board was to send the proposed modification of high school course: Food Service Production and Management 2 to the Board of Education for action at its next meeting.

**C. Proposed Modification of High School Course: Hospitality Business Management**

Dr. Menzo stated this modification is basically a name change of the course to Culinary Arts and Hospitality Management 3. The course title change is to better align the course with the established hospitality pathway.

The unanimous consensus of the Board was to send the proposed modification of high school course: Food Service Production and Management 3 to the Board of Education for action at its next meeting.

**D. Proposed Deletion of High School Course: Advanced Placement Spanish 5**

Kimberly Moore, World Language Curriculum Resource teacher, stated this course is being proposed for deletion now that the new high school World Language trajectory is fully underway. During the interim year of 2016-2017 this course was needed for the senior class (who began their World Language study at level 2 in high school) so they could reach the AP/ECE level after level 4. For next year's senior class, the trajectory will move from level 4 honors, level 5 honors and level 6AP/ECE so there will no longer be a need for a level 5 AP/ECE course. She stated there are currently three sections of Spanish 5 at Lyman Hall H.S. and four sections at Sheehan H.S.

The unanimous consensus of the Board was to send the proposed deletion of high school course: Advanced Placement Spanish 5 to the Board of Education for action at its next meeting.

**E. Proposed Deletion of High School Course: Advanced Placement French 5**

Mrs. Moore stated this course is being proposed for deletion now that the new high school World Language trajectory is fully underway. During the interim year of 2016-2017, this course was needed for the senior class (who began their World Language study at level 2 in high school) so they could reach the AP/ECE level after level 4. For next year's senior class, the trajectory will move from level 4 honors, level 5 honors and level 6AP/ECE so there will no longer be a need for a level 5 AP/ECE course. She stated there is one section of French 5 currently running at each high school.

The unanimous consensus of the Board was to send the proposed deletion of high school course: Advanced Placement French 5 to the Board of Education for action at its next meeting.

**F. Proposed Addition of High School Course: Advanced Placement Spanish 6**

Mrs. Moore stated this course is being proposed for addition now that the new high school World Language trajectory is fully underway. Freshmen now have the ability to enter level 3 upon their arrival to high school, which has necessitated the development of a level 6 course to offer this cohort of students during their senior year.

The unanimous consensus of the Board was to send the proposed addition of high school course: Advanced Placement Spanish 6 to the Board of Education for action at its next meeting.

**G. Proposed Adoption of New H.S. Spanish 5 Unit 4: Beauty and Aesthetics**

Mrs. Moore stated this is one of the final units for Spanish 5 honors. The course is currently running and this unit will run in the spring of 2017. Students enrolled in this course will understand that ideals of beauty have a strong influence on daily life, that there are many cultural factors which affect the norms of style and also the perceptions of beauty and the definition of beauty varies within different cultures. Students will consider how perceptions of beauty and creativity are established, how the ideals of beauty aesthetics influence daily life, what similarities and differences there are between cultures with respect to beauty, how clothing affects one's perception of identity, and what cultural factors affect the norms of style. The Wallingford graduation standards are embedded into this unit.

The unanimous consensus of the Board was to send the proposed adoption of new high school Spanish 5 Unit 4: Beauty and Aesthetics to the Board of Education for action at its next meeting.

#### **H. Proposed Adoption of New H.S. Spanish 5 Unit 5: Science and Technology**

Mrs. Moore stated this is one of the final units for Spanish 5 honors. The course is currently running and this unit will run in the spring of 2017. Students enrolled in this course will understand that ethics plays a role in the advancement of science and technology, scientific discoveries and inventions affect the daily lives of people around the world, and that current scientific advances will affect future generations in many ways. Students will also consider what impact the development of science and technology has on our lives, how technological advancements influence contemporary life, and what will the social, political, and environmental challenges of the development of technology pose for future generations.

The unanimous consensus of the Board was to send the proposed adoption of new high school Spanish 5 Unit 5: Science and Technology to the Board of Education for action at its next meeting.

#### **I. Proposed Revision to World Language Leveling Guidelines for Incoming Ninth Graders**

Mrs. Moore stated these guidelines were developed three years ago and logistically they no longer work. The midyear assessment (for grade 8 students) will no longer be the high school exam; but rather a replacement exam that will be more appropriate for the time frame involved. There is no action required on this item since there will be a revised version of the guidelines presented to the Board at the January 2017 Instructional Committee Meeting.

### **IV. POLICY**

#### **A. Proposed Adoption of Revised Policy 5113 – Attendance, Absences, Tardiness/Dismissals and Truancy**

Dr. Menzo stated the only revision to this policy states the district is no longer allowed to file a Family with Service Needs (FWSN) regarding attendance after June 2017. There is a new state statute which requires a different process to be adhered to in the future.

The unanimous consensus of the Board was to send the proposed adoption of revised Policy 5113 – Attendance, Absences, Tardiness/Dismissals and Truancy to the Board of Education for action at its next meeting.

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

Dr. Menzo stated the only revision to this policy is the removal of the note section under item E. – Physical Education which states the following: *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.* He noted the state is informing districts it is no longer the recommended practice to substitute another subject for any student who is excused from the physical education requirement.

The unanimous 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.

#### **C. Proposed Adoption of Revised Regulation 6153a – Educational Field Trips**

Dr. Menzo stated the revisions to this regulation provide the district with an opportunity to include field trip guidelines for chaperones/volunteers and concerns to be considered on field trips to this regulation.

The unanimous consensus of the Board was to send the proposed adoption of revised Regulation 6153a – Educational Field Trips to the Board of Education for action at its next meeting.

#### **D. Proposed Adoption of Revised STEP Entrance and Exit Criteria**

Robert Mancusi, Director of Pupil Personnel Services, stated the Board requested the management team, which revised the STEP entrance and exit criteria (presented at the November 2, 2016 Instructional Committee Meeting), to have another meeting and make additional changes/revisions to the STEP identification and exit criteria. Robert Mancusi, Pupil Personnel Director, stated the committee met four times for two hours at each meeting to discuss the proposed changes to the criteria. Danielle Bellizzi, Pond Hill Elementary School principal, stated all students in grade three are tested using the OLSAT (Otis-Lennon School Ability Test) as the assessment tool and they are serviced in grades four and five. In grade five these students are tested again using the OLSAT and are then serviced in grades six and seven. The students are tested again in grade seven and are serviced in grade eight.

Ms. Bellizzi stated the current eligibility process - Stage 1 is an OLSAT score of the 90<sup>th</sup> percentile or higher, which qualifies a student to move onto stage 2. For an OLSAT score of 89<sup>th</sup> percentile or lower, the process stops. The proposed change for the eligibility process - Stage 1 is students must score at the 94<sup>th</sup> percentile or higher on the OLSAT to qualify for STEP. After reviewing the OLSAT scores from the last four years, the average number of students who scored at the 94<sup>th</sup> percentile are as follows. At Moran Middle School there were 42 students in grade six and in grade eight there were 41 students. At Dag Hammarskjold Middle School there were 38 students in grade six and in grade eight there were 35 students. In grade four at Yalesville Elementary School there were 7 students, at Parker Farms Elementary School there were 7 students, at Pond Hill Elementary School there were 5 students and at Rock Hill Elementary School there were 9 students.

Mr. Mancusi stated the current eligibility process - Stage 2 is that all students who score at the 90<sup>th</sup> percentile or higher on the OLSAT are administered the GRS (Gifted Rating Scale) completed by a minimum of two raters, are administered a performance task, use of Smarter Balanced results and parent surveys are collected. The proposed change for the eligibility process – Stage 2 is for all students who score at the 94<sup>th</sup> percentile or higher on the OLSAT will have the GRS administered by at least two teachers and STEP teachers will gather all available STAR (assessment program) reading and math results from the current school year. This data will be weighted and combined to create an index score which will be used to rank order the candidates. Based on available vacancies, then eligible students on the list will fill these vacancies. Students who don't qualify for STEP will be added to a waitlist. At the elementary level, STEP enrollment will be capped at 12 students per grade, per school. At the middle school level, STEP enrollment will be capped at 36 students per grade, per school. A final letter will be sent home to the parents indicating the team's decision as to whether or not their student is in the STEP program. (Weights used to develop the index score are as follows: OLSAT Age Percentile: 60%, GRS Average T-Score: 15% and STAR Average Reading & Math: 25%).

Ms. Bellizzi stated the current eligibility process – Stage 3 is all data is collected, reviewed and weighted. A decision is made for each child as to their eligibility for STEP. A final letter is sent home to the parents indicating the team's decision as to whether or not their student is in the STEP program. (Weights used for eligibility are as follows: OLSAT Score: 50%, GRS Score: 30%, Performance Task: 10% and Standardized Testing: 10%). A parent survey is used to inform instruction for students eligible for STEP. The proposed change for the eligibility process – Stage 3 is to eliminate Stage 3.

The current process for students new to this district from another Connecticut school is any student formally identified in a previous district will be reported to the state as gifted. They are enrolled in STEP if space permits. Students without a formal identification who come from a public school in Connecticut will wait until the next testing cycle. Students new to this district from a private school or a public school outside of Connecticut adhere to the following: After at least one marking period, with principal or teacher recommendation, an CogAT (Cognitive Abilities Test) will be administered and a score of 90<sup>th</sup> percentile or higher qualifies a student to move on in the process.

The process for students new to this district from another Connecticut school in the proposed changes will remain the same. However, proposed changes for students new to this district from a private school or a public school outside of Connecticut are the following: After at least one marking period, with principal or teacher recommendation, a CogAT (Cognitive Abilities Test) will be administered. A CogAT score at the 94<sup>th</sup> percentile or higher calls for the GRS to be completed and STAR testing to be reviewed. The students will be enrolled in STEP if space permits or added to the waitlist, depending on the index score.

Mr. Mancusi stated the current exception process is as follows: In extraordinary circumstances, a student may be considered for identification, despite falling short of the criteria. (Example – student hospitalization during the school year or a death in the immediate household). Steps in the exception process are the following: The parent does not agree with the decision and contacts their student's STEP teacher. The STEP teacher emails out a Parents Exceptions form to be completed and returned. This completed form is reviewed by the STEP Management subcommittee along with additional data (GRS, OLSAT scores, Performance Task results and standardized scores). The subcommittee is comprised of three members of the management team who are off-level from the student in question.

The only proposed change for the exception process is the sub-committee will make the final decision on what is to be done after the Parent Exceptions form along with additional data are both reviewed.

The current exit criteria is as follows: Based on the STEP evaluation rubric, a score of one in three or more categories is a cause for concern which will trigger a contact with the parent and a conversation with the student about improving performance. A student who scores three ones in two or more marking periods in a single year, is subject to a review of eligibility for STEP for the following year. That student will be re-evaluated using the Gifted Rating Scale completed by two raters, a performance task and the Smarter Balanced results when available. A final decision is made by the STEP management team. If or when a student is exited from the STEP program and if there are students who exist on a waiting list for that grade, the first student on that waiting list will be moved into the available slot, regardless of the time of year. The parent and student are notified by mail of their status.

Criteria for requalifying students currently in STEP is as follows: A student who scores 90<sup>th</sup>-99<sup>th</sup> percentile on OLSAT will stay in STEP, a student who scores 85<sup>th</sup>-89<sup>th</sup> percentile on OLSAT must go through STEP qualification process and a student who scores 84<sup>th</sup> percentile or below on OLSAT no longer qualifies for STEP.

The proposed changes for exit criteria are as follows: Based on the STEP evaluation rubric, at the end of a marking period, a score of one in three or more categories is a cause for concern and will trigger a contact with the parent and a conversation with the student about improving performance. A student who scores three ones in two or more marking periods in a single year, is subject to review of eligibility for STEP for the following year by the STEP management team, who will make a final decision regarding eligibility. If or when a student is exited from the STEP program and if there are students who exist on a waiting list for that grade, the first student on that waiting list will be moved into the available slot, regardless of the time of year. The parent and student will be notified of their status. Proposed criteria for requalifying students currently in STEP is as follows: A student who scores at the 94<sup>th</sup> percentile on the OLSAT will remain in STEP, students scoring below the 94<sup>th</sup> percentile on the OLSAT will enter the process for identifying new students and the GRS will be done by the STEP teacher and at least one other teacher who has that child as a student.

The unanimous consensus of the Board was to send the proposed adoption of revised STEP Entrance and Exit Criteria to the Board of Education for action at its next meeting.

## **V. INFORMATION ITEM**

### **A. 2016-2017 School Improvement Plans**

Dr. Menzo stated he is sharing the 2016-2017 School Improvement Plans with the Board as purely an informational item. These plans will be available to view on the district website.

**VI. ADJOURNMENT**

There being no further business, Chairperson Cei adjourned the meeting at 8:00 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary