

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – February 1, 2016
Ag-Science Community Room
Lyman Hall High School**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 6:05 p.m.

BOARD MEMBERS PRESENT

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

STAFF MEMBERS PRESENT

K. Daly, J. Greaves, M. Iles, R. Kovi, C. Laudadio, C. Lavalette, B. McCully, K. McLaughlin, S. Menzo, S. Parkhurst

II. PRESENTATION

A. The College and Career Center's Community Connection Program

Melissa Iles, School Counselor Coordinator, Kimberly McLaughlin, Career Center Coordinator and Jane Greaves, Career Center Coordinator all spoke about the Career Center's Community Connection Program. Mrs. Iles stated the Wallingford School District is pleased to offer mentorships, job shadows and off-campus internship opportunities for interested students. Career exploration is vital for all students regardless of their individual interests, aspirations and capabilities. These experiences are offered to provide students the opportunity to explore possible career interests. Students who simply want a glimpse into a particular profession may opt to explore a mentorship or job shadow opportunity. Those who wish to gain a more in depth understanding of a particular field may choose to pursue an internship. None of these opportunities are graded or offered for credit; but are wonderful avenues to assist students as they make decisions about their post-high school lives.

Mrs. McLaughlin noted this year there have been thirty-six students (combined from both high schools) who have requested internships. Masonicare in Wallingford has been working with students to provide internships in the area of information technology. MidState Medical Center in Meriden has also provided internships for our Wallingford students in healthcare. These off campus internships are unpaid and must provide an educational experience with a specific learning focus. They are offered two times a year with start dates in October and February. Each set of internships will be eight to ten weeks in length with a 4-5 hour commitment required every week. The total length of the internship experience will be 32-50 hours and must take place during after school hours.

Mrs. Iles stated eligibility for off campus internships are the following: Students must be a junior or senior, age 16 years or older, must have a minimum overall average of 70 based on the previous semester's final grades, and must be passing all courses in which currently enrolled. The Habits of Work score must be 2 or above, the student must demonstrate appropriate school behavior and attendance, and must be successfully meeting graduation requirements. The internship must be approved by the College and Career Specialist and the student's parent/guardian.

Off campus internships must be sponsored and directly supervised by a responsible adult who possesses expertise in the student's area of interest and may not be the student's parent, guardian, relative or a Wallingford high school faculty member. Students are required to keep a journal during the duration of the internship and will be required to reflect upon the internship experience.

All internship hours must be kept in a log, which is signed by the site supervisor. Twice a month the student will meet with the College and Career Specialist and midway through the internship the student, the site supervisor and the College and Career Specialist will meet to ensure the learning goals are being met. Site supervisors will provide a final evaluation of the student upon completion of the internship.

To obtain an internship the student must visit the College and Career Center and complete a Community Connection Interest form. Requests must be made no later than the first week in September for the fall session and no later than the first week in January for the spring session. In addition, students may be required to attend a resume workshop (outside school hours) and submit a professional resume, successfully complete a State of Connecticut Health and Safety course prior to placement, and all students must work with the Career Specialist to complete all required paperwork as well as outlined goals and objectives prior to the start date. Mrs. Iles noted the State Department of Education has mapped out what an intern can do in a business environment – there are goals and all internships must provide a learning opportunity for students.

III. POLICY

A. Proposed Adoption of Revised Policy : Use of Beepers (Paging Devices) and Cellular Telephones – 5131.81

Shawn Parkhurst, Assistant Superintendent for Curriculum and Instruction, stated the only revision to this policy is the addition of the following wording, *Wristphones/Other Devices with Similar Functions*. No action was taken by the Board on this policy and they requested a regulation be written which addresses the use of beepers (paging devices), cellular telephones and wristphones/other devices with similar functions to be reviewed at a future Board of Education Instructional Committee Meeting.

B. Proposed Adoption of New Policy: Cellular Telephones – 4118.6

Mr. Parkhurst stated this proposed new policy addresses the use of personal cellular telephones, the personal use of district-provided communication devices, reimbursement by employees of any overages related to personal calls made on district equipment, and the use of cellular telephones by employees while operating dangerous equipment or while in dangerous environments.

The unanimous consensus of the Board was to send the proposed adoption of new policy: Cellular Telephones – 4118.6 to the Board of Education for action at its next meeting.

C. Proposed Adoption of Revised Policy: Use of Tobacco/Substitute Devices – 1316 to Policy: Smoking - 1316

Mr. Parkhurst stated this proposed revised policy addresses the use of all tobacco products including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product.

The unanimous consensus of the Board was to send the proposed adoption of revised policy: Use of Tobacco/Substitute Devices – 1316 to Policy: Smoking - 1316 to the Board of Education for action at its next meeting.

D. Proposed Adoption of New Policy: Concussion Management for Student Sports – 5141.7

Mr. Parkhurst stated this proposed new policy addresses concussions and head injuries in students who participate in sports and other recreational activities. The policy was written using guidelines included in the “Concussion Education Plan and Guidelines for Connecticut Schools” which were developed by the State Board of Education.

The unanimous consensus of the Board was to send the proposed adoption of new policy: Concussion Management for Student Sports – 5141.7 to the Board of Education for action at its next meeting.

E. Proposed Adoption of New Regulation: Concussion Management for Student Sports – 5141.7a

Mr. Parkhurst stated this proposed new regulation addresses the duties of the athletic director or administrator in charge of athletics, the training of coaches, and the coach's responsibility for action on what should be done if a concussion occurs or is suspected. It includes protocol on concussion treatment, student return to play following concussions or head injury, and suggested return-to-play progression for student athletes. The Board made several suggested revisions to this regulation.

The unanimous consensus of the Board was to send the proposed adoption of new regulation: Concussion Management for Student Sports – 5141.7a to the Board of Education for action at its next meeting.

F. Proposed Adoption of Revised Regulation: Field Trips – 6153a

Mr. Parkhurst stated the only proposed revision to this regulation is under the Insurance section. The following sentence has been added: *Insurance: Out of country field trips require the highest level of travel insurance to be purchased by the participant.*

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

IV. CURRICULUM

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

Carrie Laudadio, Humanities Curriculum Coordinator, spoke about the grade 9 Literary Themes and Genres – Unit: Justice. The unit runs for nine weeks and is comprised of three stages. Stage 1 is Desired Results, stage 2 is Evidence and stage 3 is Learning Plan. Students enrolled in this nine week course 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. Stage 1 includes Enduring Understandings, a listing of what students should understand after the nine weeks and Essential Questions, which is a listing of what students should continue to consider when the unit is completed. There is also a unit entitled Acquisition, which details what students should know and be skilled at in the area of reading and writing. In stage 2 students will be given a performance task and must show they really understand the unit by evidence of a summative assessment. In stage 3 teachers will use a pre-assessment to check student's prior knowledge, skill levels and any potential misconceptions. Mrs. Laudadio noted the the Literary Themes and Genres course is broken into four units: Search for Identity, Choices & Consequences, Power, and Justice.

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 New 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 New H.S. Grade 10 World Literature – Unit 4: Science and Technology

Mrs. Laudadio stated students enrolled in this nine week course 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. This course is broken into four units: Culture & Myth, War & Revolution, Oppression, and Science & Technology.

The unanimous consensus of the Board was to send the proposed adoption of New 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 New H.S. Grade 11 American Literature – Unit 4: Reclaiming the American Dream

Mrs. Laudadio stated students enrolled in this nine week course 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. This course is broken into four units: A Nation is Born, Evolution of American Culture, The Rise of the Individual, and Reclaiming the American Dream.

The unanimous consensus of the Board was to send the proposed adoption of New 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 Addition of New H.S. Course: Pre-Engineering and Advanced Manufacturing

Robert Kovi, Career and Technology Education Coordinator, stated this proposed new course is part of an industry led initiative to provide students with a flexible opportunity to learn authentic skills valued by local manufacturers. In addition, students may be eligible to earn industry led certificates and/or college or university credits. Pre-Engineering and Advanced Manufacturing is a one credit course and will be offered at an academic level to high school junior and seniors.

This course focuses on 21st century employability skills and career explorations in engineering and manufacturing. The emphasis is to provide students an introduction to concepts relevant in a modern manufacturing and engineering environment. These concepts include workplace: Safety, Quality Practices & Measurement; Lean Principles; Manufacturing Processes & Production, and Soft Skills. Students will participate in an approved supervised job shadowing/internship experience where they may work up to 120 hours and gain firsthand knowledge of the work environment and the opportunities available to them.

The unanimous consensus of the Board was to send the proposed adoption of new high school course: Pre-Engineering and Advanced Manufacturing to the Board of Education for action at its next meeting.

E. Proposed Modification of H.S. Course: Computer Repair

Mr. Kovi stated the proposed modification is to offer Computer Repair as a half year, half credit course (it is currently a full year, one credit course) at an academic level to high school junior and seniors. Changes in the computer field no longer warrant computer repair being a full year one credit course. More computer issues are plug and play; meaning when they fail they simply are replaced rather than repaired. Students will learn to install and maintain computer hardware and software systems. They will learn to diagnose and repair components and functions and learn how to solve failures when they occur. All students will have the opportunity to practice these skills in a series of hands-on lab activities.

The unanimous consensus of the Board was to send the proposed modification of high school course: Computer Repair to the Board of Education for action at its next meeting.

F. Proposed Modification of H.S. Courses: Computer Programming and Advanced Computer Programming

Mr. Kovi stated the The College Board recently created an AP Computer Science Course and Exam. Our current programming courses are not adequate to prepare students for this rigorous college-level class. The goal is to develop a computer science program that includes an Advanced Placement option and this would require a full year introductory course. The first step in this preparation is to combine the two half-year Computer Programming and Advanced Computer Programming courses into one full year, one credit course. Curriculum will be revised to prepare students for an AP level course.

In this full year course, students will cover the same coursework from the former Computer Programming and Advanced Computer Programming Courses. Students will develop a working knowledge of programming in visual basic in order to solve specific problems. The goals are to develop logical thought processes and problem solving skills through computer programming and to foster computer literacy. In the second half of the course, students will further their computer skills by programming in the C++ language and theory and will continue to expand their logical thought processes and problem solving skills.

The unanimous consensus of the Board was to send the proposed modification of high school courses: Computer Programming and Advanced Computer Programming to the Board of Education for action at its next meeting.

There being no further business, Chairperson Cei adjourned the meeting at 8:30 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary