

**WALLINGFORD BOARD OF EDUCATION  
INSTRUCTIONAL COMMITTEE MEETING  
Monday – May 9, 2016  
Board of Education Conference Room  
100 South Turnpike Road**

**MINUTES**

**I. CALL TO ORDER**

Chairperson Doerr called the meeting to order at 8:20 p.m.

**BOARD MEMBERS PRESENT**

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

**STAFF MEMBERS PRESENT**

R. Duthie, J. Francese, C. Lavalette, R. Mancusi, S. Menzo, S. Parkhurst, P. Pursell,

**II. DISCUSSION**

**A. Reading Part II - Retention**

Dr. Salvatore Menzo, Superintendent, stated the district goal is to have 100% of students reading on grade level by the end of grade three. Current data shows 81% of our grade three students are reading on grade level, 10% are on target to meet an end of the year benchmark and 9% of our grade three students are at risk for not reaching an end of the year benchmark. He stated if a student is reading on grade level at the end of grade three, that student will be promoted to grade four.

Students not reading on grade level and who have never been retained, do not have an IEP (individualized education plan) that indicates receipt of intensive reading interventions and specialized instruction, who do not exhibit (ELL) limited English proficiency and who started Kindergarten at age five will be required to participate in a summer reading success program (free of charge) or participate in a private reading tutoring program (paid for by the families). Students still reading below grade level with support programs during the summer, will be pulled out for intense 90 minute weekly reading instruction. Additional interventions will be provided to the student with a teacher selected based on area of need. It was also noted that any student who is reading below grade level at the end of the school year (at any grade level) will be provided summer reading programming.

**B. Proposed Approval of Social Studies Graduation Standards/Performance Indicators**

James Francese, Social Studies curriculum coordinator, stated the Social Studies curriculum management team worked collaboratively on these K-12 graduation standards/performance indicators. They are as follows: Standard 1: Applications of Social Studies Knowledge & Skills - (Students access, synthesize and evaluate information to communicate and apply Social Studies knowledge). Standard 2: Civic Understanding and Engagement - (Students will apply an understanding of the operation of government to evaluate how people create and change structures of power, authority and governance). Standard 3: Geography - (Students will analyze the physical, human and environmental geography of the local region, the United States and various regions of the world to evaluate the relationships and challenges facing societies in the past, present and future). – Standard 4: History – (Students will understand and analyze the effects of time, continuity and change on historical and current perspectives and relationships). Standard 5: Economics – (Students will analyze and evaluate the economic principles of production, distribution, exchange and consumption – historically, locally and/or globally).

The unanimous consensus of the Board was to send the proposed adoption of Social Studies Graduation Standards/Performance Indicators to the Board of Education for action at its next meeting.

**C. Proposed Approval of Health Education Standards and Indicators**

Patricia Pursell, retired Wallingford physical education teacher, stated the Wellness curriculum management team worked collaboratively on these K-12 Health Education standards and indicators. They are as follows: Standard 1: Core Concepts – (Students will learn to comprehend concepts related to health promotion and disease prevention). Standard 2: Accessing Health Information – (Students will demonstrate the ability to access valid health information and health-promoting products and services and will demonstrate the ability to advocate for personal, family and community health). Standard 3: Self-Management and Healthy Behaviors – (Students will demonstrate the ability to practice health-enhancing behaviors to reduce health risks). Standard 4: Analyzing Internal and External Influences – (Students will analyze the influence of culture, media, technology and other factors on health). Standard 5: Communication Skills – (Students will demonstrate the ability to use interpersonal communication skills to enhance health). Standard 6: Decision-Making Skills – (Students will demonstrate the ability to use decision-making skills to enhance health). Standard 7: Goal Setting – (Students will demonstrate the ability to use decision-making skills to enhance health). Standard 8: Advocacy – (Students will demonstrate the ability to access valid health information and health-promoting products and services and will demonstrate the ability to advocate for personal, family and community health).

The unanimous consensus of the Board was to send the proposed adoption of Health Education Standards and Indicators to the Board of Education for action at its next meeting.

**D. Proposed Approval of Physical Education Standards and Indicators**

Mrs. Pursell stated the Wellness curriculum management team worked collaboratively on these K-12 Physical Education standards and indicators. They are as follows: Standard 1: Motor Skill Performance – (The physically literate individual demonstrates competency in a variety of motor skills and movement patterns). Standard 2: Applying Concepts, Principles, Strategies and Tactics – (The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance). Standard 3: Engaging in Physical Activity to Achieve Physical Fitness – (The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4.) Responsible Personal and Social Behavior – (The physically literate individual exhibits responsible personal and social behavior that respects self and others). Standard 5.) Benefits of Physical Activity – (The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction).

The unanimous consensus of the Board was to send the proposed adoption of Physical Education Standards and Indicators to the Board of Education for action at its next meeting.

**E. Proposed Approval of High School Music Department (Band/Chorus/Jazz/Strings) Trip to Walt Disney World Resort in Orlando, Florida on April 5-10, 2017**

Rosemary Duthie, Sheehan High School principal, stated music teachers David Giardina and Paige Sperry will travel with Sheehan students to Walt Disney World in Orlando, Florida from April 5 to 10, 2017. This group of band/chorus/jazz/string students will perform as part of *Disney's World's OnStage Music Performance* program. Eight additional faculty members will also accompany the group as chaperones. She noted all guidelines in the BOE Field Trips policy have been adhered to regarding this request.

The unanimous consensus of the Board was to send the proposed approval of High School Music Department (Band/Chorus/Jazz/Strings) trip to Walt Disney World Resort in Orlando, Florida on April 5-10, 2017 to the Board of Education for action at its next meeting.

### III. CURRICULUM

#### A. Proposed Adoption of New Textbook for Grade 8 United States History – *Discovering Our Past: A History of the United States*

Mr. Francese stated the existing textbook is approximately fifteen years old and online resources are no longer available. There is also a need to add an anchor text to supplement and support Chromebook based instruction. This request is for 125 textbooks at a cost of \$93.39 per textbook, which includes a 6 year online resource subscription for 125 students. Additional online subscriptions for 400 students are at a cost of \$70.77 per student. Teacher resources are provided at no charge for 18 teachers. These textbooks are for Dag Hammarskjold MS and Moran MS.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Grade 8 United States History – *Discovering Our Past: A History of the United States* to the Board of Education for action at its next meeting.

#### B. Proposed Adoption of New Textbook for Grade 9 United States Government and Politics (Basic & Academic Levels) – *Magruder's American Government*

Mr. Francese stated the United States and Politics course satisfies state and district graduation requirements for instruction in Civics and as such represents an important instructional opportunity. There is also a need to add an anchor text to supplement and support Chromebook based instruction. This request is for 330 textbooks at a cost of \$87.97 per textbook, which includes a 6 year online resource subscription for 330 students. Additional online subscriptions for 195 students are at a cost of \$77.47 per student. (The district will pay the cost for 155 students and the textbook company will cover the cost for 40 students). Teacher resources are provided at no charge for 15 teachers. These textbooks are for Lyman Hall HS and Sheehan HS.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Grade 9 United States Government and Politics (Basic & Academic Levels) – *Magruder's American Government* to the Board of Education for action at its next meeting.

### IV. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:30 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary