

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – November 9, 2015
Ag-Science Community Room
Lyman Hall High School**

MINUTES

I. CALL TO ORDER

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

BOARD MEMBERS PRESENT

M. Brooder, K. Castelli, J. Cei, K. Hlavac, J. Marrone, R. McKay, C. Shortell, M. Votto

STAFF MEMBERS PRESENT

S. Gomes, C. Laudadio, C. Lavalette, C. Madancy, R. Mancusi, B. McCully, S. Menzo, S. Parkhurst, P. Pursell

II. DISCUSSION

A. Approval of James H. Moran M.S. Jazz Band and Varsity Choir Trip to the, Lincoln Center for the Performing Arts and a Broadway Theater in New York City on November 18, 2015

Shawn Parkhurst, Assistant Superintendent for Curriculum and Instruction, stated this request comes before the Board for approval of the James H. Moran Middle School Jazz Band and Varsity Choir trip to New York City on November 18, 2015. Thirty students will be chaperoned by six adult chaperones (two are faculty members) and all required documentation has been completed. In the morning the Jazz Band will attend a two hour workshop at Lincoln Center while the Varsity Choir will attend a workshop with a Broadway professional. In the afternoon, all students will attend the Broadway musical, *School of Rock*.

The unanimous consensus of the Board was to send the proposed James H. Moran M.S. Jazz Band and Varsity Choir Trip to Lincoln Center for the Performing Arts and a Broadway Theater in New York City on November 18, 2015 to the Board of Education for action at its next meeting.

III. PRESENTATION

A. Physical Education/Health & Wellness Audit

Dr. Menzo stated the Wallingford School District is in compliance by offering physical education (K-12) which is taught by certified staff. The program of instruction is planned, ongoing and systematic. Wallingford is also in compliance with the statute requiring elementary students to have 20 minutes a day of physical activity, not counting physical education, since our district offers daily recess. Wallingford's health curriculum is offered in grades K-8 and in grade 10. Although there are not a designated number of health minutes by state statute, there is a requirement that the health education program of instruction is planned, ongoing and systematic. Also required is drug education be offered every year in grades K-12. In addition, AIDS, family life and CPR must be taught sometime within the K-12 years.

Patty Pursell, retired Wallingford physical education teacher and member of the Wallingford District Wellness Committee, stated "areas in need of growth" in Wallingford are as follows: Instruction may not always be planned in an ongoing and systematic manner. At the elementary level, health is taught using a Coordinated School Health model, which is recommended by the CSDE and the Wallingford District's Wellness Committee.

Because health education is delivered by several different groups, oversight is needed to be sure all groups understand and fulfill their responsibilities. Evidence suggests that materials for health classes are not being utilized at some of the schools. High school students only get one semester of drug education in 10th grade as part of the district's health curriculum. Also, evidence suggests inconsistent approaches to meeting the requirement of drug education every year in grades K-12.

Paul Flinter, Director of Adult Education and a member of the Wallingford District's Wellness Committee, stated growth recommendations for consideration are to hire a wellness coordinator to oversee that all written health curriculum is being taught and to ensure that all groups understand their responsibilities as it relates to the curriculum. The district should investigate offering additional health education at the high school to include drug education that is ongoing and progresses from grade to grade. Health lessons for students in 9th, 11th and 12th grade should be taught the same at both high schools.

Dr. Menzo noted other areas in this audit addressed were student hours in physical education and health at all levels, health instruction analysis, fitness score data, risky behavior data, K-12 physical education and health curriculum, the current structure of physical education and health programs, responsibilities of department heads, the district wellness management team, community wellness partnerships, teaching staff and PE/Health certifications, teaching loads, schedules and class sizes, teacher surveys, wellness programming, professional development, facilities, budgets and inventory, facilities, and climate.

Recommendations for the areas addressed in the audit are as follows. *Student hours in physical education and health at all levels:* Investigate alternate possibilities for Kindergarten schedules for physical education, offering more health classes at the high school level, investigate a wellness model where physical education and health are linked throughout the four years of high school and encourage high school teachers to visit districts that have wellness models in place. *Fitness score data:* Hire a wellness coordinator to oversee and provide professional development in the areas of fitness, collaborate across district on best practices and units that address the standards for fitness and analyze data to review school discrepancies. *Risky behavior health data:* Hire a wellness coordinator for oversight and training in the areas of need, consider offering additional health classes at the high school, investigate implementing more health instruction at the alternative high school and emphasize fitness in the units offered since four of the items of concern deal with fitness and obesity. *Curriculum:* Hire a wellness coordinator to oversee the physical education/health programs, update the elementary physical education curriculum, update the high school curriculum, create a fitness center at second middle school, write another PEP grant and investigate other funding sources for a fitness center for the second middle school. *Structure of physical education and health programs:* Hire a wellness coordinator for oversight, coordination, and evaluation and to work with partnerships as part of the Wallingford Health Initiatives Program. *Teaching staff and PE/Health Certifications:* Hire teachers for PE/Health that have certification in both physical education and health and plan accommodations for those that lack health certification if a wellness model is adopted.

Teaching loads, schedules and class sizes: Review K-12 schedule for opportunities to add five minutes in between when a grade level changes and schedule physical education classes to equally divide students for physical education between first and second semesters. *Teacher surveys:* Hire a wellness coordinator for oversight, evaluation, professional development and coordinating curriculum horizontally and vertically, investigate increasing the number of hours of health at the high school level without taking time from physical education, investigate the possibility of going to a wellness model, review allocations in the budget to determine if redistribution is an option and create additional grade level opportunities for meetings and professional development.

Wellness programming: Hire a wellness coordinator to get all levels involved and allocate department meeting time to discuss wellness events. *Professional development:* Hire a wellness coordinator to provide district PD for K-12 teachers and provide professional development opportunities for high school PE/Health teachers.

Facilities: Hire a wellness coordinator to oversee facilities issued for physical education/health, increase communication amongst physical education staff, administration, and maintenance regarding maintenance of the hardwood floors to increase use by physical education classes, continue the work that was designated in the 2012 facilities audit and is in the strategic plan, address equipment storage and use issues regarding the Lyman Hall weight room and arrange for collaboration amongst a variety of constituents at Lyman Hall (principal, AD, football coach, cheerleading coach and PE staff) to determine the best plan for storing equipment.

Budget and Inventory: Hire a wellness coordinator to complete the district budgets for PE/Health, investigate the reallocation of the equipment budget for K-12 physical education to accommodate class sizes and the number of classes taught instead of the total number of students in the building, investigate the feasibility of implementing funding for one-time buying that can be rotated between the different buildings and address the equipment storage issue at Lyman Hall. *Climate:* Hire a wellness coordinator to organize K-12 professional development and to provide staff opportunities to build collegiality and collaboration.

B. Yale Robotics Research Project – EfiT, The Robot Companion That Motivates Early Teenagers to Increase Physical Activity

Mr. Parkhurst stated Yale University's Social Robotics Lab is conducting a study with students which involves EfiT, the adaptive robot companion that motivates early teenagers to engage in physical activity. This is a communication study and the end goal of the project is to develop and evaluate an adaptive human robot interaction system (robot companion) that keeps early adolescents engaged in physical activity over long periods of time. The focused scenario for this study is that of a robot companion interacting and helping adolescents succeed at achieving daily physical activity goals. The robot does so by modeling the user and adapting motivational strategies best suited for each user. The robot will be placed in homes with adolescents over the course of one month.

The unanimous consensus of the Board was to send the Yale Robotics Research Project – EfiT, the Robot Companion That Motivates Early Teenagers to Increase Physical Activity to the Board of Education for action at its next meeting.

C. Textbook Inventory Update/Recommendation of Textbook Expenditures

Mr. Parkhurst reviewed the inventory of textbooks currently in use in the K-12 content areas of English Language Arts, Social Studies and Mathematics. As the district moves towards a greater use of chrome books, it is critical that the foundational resources are there to support equity of accessibility of instructional materials for all students. The total recommended funds to be expended from contingency funds to purchase textbooks and electronic versions during the current year is \$88,458. Recurring costs for yearly subscriptions is \$43,281 and are for Grades 6, 7, 8 and 11. There are some three and six year licenses which do not have a yearly recurring cost. Textbooks are only one resource available for students to learn. Anchor books and e-versions of supplemental materials are also available for all learners.

The unanimous consensus of the Board was to send the Textbook Inventory Update/Recommendation of Textbook Expenditures to the Board of Education for action at its next meeting.

IV. CURRICULUM

A. Proposed Adoption of Revised H.S. Agricultural Science – Wildlife Biology Unit 1 – Environmental Science

Mr. Parkhurst stated Rebecca Rose, Agriculture Education director at Lyman Hall and Emily Picard, Agriculture Education teacher at Lyman Hall, both worked on the revision of the Wildlife Biology Unit 1 – Environmental Science unit.

This course is for grade 12 students and is designed for students to gain an understanding of major environmental systems and issues at the local and global level, to gain an appreciation and knowledge of various disciplines in natural resource conservation and to understand how professionals in the field are involved in coping with and solving anthropogenic problems that affect the environment. This unit will be taught over 25 weeks.

The unanimous consensus of the Board was to send the proposed adoption of revised H.S. Agricultural Science – Wildlife Biology Unit 1 – Environmental Science to the Board of Education for action at its next meeting.

B. Proposed Adoption of New H.S. Course: French 6 AP/ECE

Mr. Parkhurst stated Kim Moore, World Language Curriculum Resource Teacher, worked on writing this course with the high school World Language teachers. In 2015-2016 the high schools will need to offer an additional course to French students. Next year, juniors will predominantly enroll in Level 5 Honors (and then Level 6 AP/ECE as seniors). However, there is a cohort of juniors at Lyman Hall that started French 3H as freshmen; a year before the district-wide move towards recommending appropriate freshmen for French 3. These students were appropriate candidates for the course and the LHHS administration felt they met the criteria coming out of 8th grade and are ready for French 6 AP/ECE in the 2016-2017 school year; a year before most of their peers will be ready.

French 6 AP/ECE provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. French is used exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. The course includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events. It will engage students in a variety of activities to foster a better understanding of the language and culture. Students will study global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. It is a one credit course.

The unanimous consensus of the Board was to send the proposed adoption of new H.S. Course: French 6AP/ECE to the Board of Education for action at its next meeting.

C. Proposed Adoption of New H.S. Course: French V Honors

Mrs. Moore stated five years ago the district began daily world language instruction at the middle school level. Three years later, when the cohort that was the first to start daily instruction in 6th grade reached the high school, a large percentage of that class (about 50%) were recommended to move onto L3 language at the high school. Prior to that cohort, students had either been recommended for L1 or L2 after middle school (with the exception of some native speakers) due to only having language every other day at the middle school. This cohort of students are now sophomores in L4. The junior class is also predominantly enrolled in L4 this year, given they were the last cohort of students that were recommended only for L2 as freshmen.

In 2016-2017 the district will need to offer another course. Next year's juniors will enroll in Level 5 Honors (and then Level 6 AP/ECE as seniors). Next year's seniors, conversely, will need to take French 5 AP/ECE. The curriculum for French 5 Honors for next year's juniors will be developed to serve as a precursor to the eventual French 6 AP/ECE.

French V Honors provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. French is used almost exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. French V Honors includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events and will engage students in a variety of activities to foster a better understanding of the language and culture. It is a one credit course.

The unanimous consensus of the Board was to send the proposed adoption of new H.S. Course: French V Honors to the Board of Education for action at its next meeting.

D. Proposed Adoption of New H.S. Course: Spanish V Honors

Mrs. Moore stated five years ago the district began daily world language instruction at the middle school level. Three years later, when the cohort that was the first to start that daily instruction in 6th grade reached the high school, a large percentage of that class (about 50%) were recommended to move onto L3 language at the high school. Prior to that cohort, students had either been recommended for L1 or L2 after middle school (with the exception of some native speakers) due to only having language every other day at the middle school. This cohort of students now sophomores, participate in L4. The junior class is also predominantly enrolled in L4 this year, given they were the last cohort of students that was recommended only for L2 as freshmen.

In 2016-2017 the district will need to offer another course. Next year's juniors will enroll in Level 5 Honors (and then Level 6 AP/ECE as seniors). Next year's seniors, conversely, will need to take Spanish 5 AP/ECE. The curriculum for Spanish 5 Honors for next year's juniors will be developed to serve as a precursor to the eventual Spanish 6 AP/ECE.

This course provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. Spanish is used almost exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. Spanish V Honors includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events and will engage students in a variety of activities to foster a better understanding of the language and culture. It is a one credit course.

The unanimous consensus of the Board was to send the proposed adoption of new H.S. Course: Spanish V Honors to the Board of Education for action at its next meeting.

E. Proposed Deletion of H.S. Course: Trigonometry

Christie Madancy, Mathematics Curriculum Coordinator, stated this course is being deleted in order for the district to align with the Common Core State Standards and Secondary School Reform. The topics covered in this course are also taught in previous courses offered by the mathematics department.

The unanimous consensus of the Board was to send the proposed deletion of H.S. Course: Trigonometry to the Board of Education for action at its next meeting.

F. Proposed Adoption of New H.S. Course: Topics in Mathematics

Mrs. Madancy stated this new course will provide students with the opportunity to solidify their college readiness with math skills while engaging in interdisciplinary applications. The objective of this course is to further prepare students for post high school mathematical challenges while enlightening students to mathematical applications through interdisciplinary exploration. Topics covered may include College Algebra concepts, Math for Food Service, Physical Education, the Sciences, and Technology Education, post-high school test preparation, and Math for Software Implementation.

The unanimous consensus of the Board was to send the proposed new H.S. Course: Topics in Mathematics to the Board of Education for action at its next meeting.

G. Proposed Adoption of New H.S. Course: Probability and Statistics

Mrs. Madancy stated to support upcoming changes in the graduation requirements; the district needs to offer options for students to complete four years of mathematics. The current course is a half credit course and offers an introduction to Probability and Statistics.

Changing this to a full year course will offer students a more in-depth study. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation and Introduction to Statistical Inference: Estimate population parameters and testing hypotheses.

The unanimous consensus of the Board was to send the proposed new H.S. Course: Probability and Statistics to the Board of Education for action at its next meeting.

H. Proposed Adoption of New H.S. Course: Advanced Algebra with Financial Applications

Mrs. Madancy stated this course is ideal for 3rd or 4th year math students who may otherwise find Algebra 2 inaccessible. Advanced Algebra with Financial Applications applies mathematical concepts in practical business and personal finance contexts. Financial Algebra encourages students to be actively involved in applying mathematical ideas to their everyday lives and makes mathematics relevant for post-secondary and career success.

Advanced Algebra with Financial Applications is an algebra-based, applications-oriented, technology dependent course that requires Algebra 1 and Geometry as a prerequisite. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Financial Algebra adheres to the following basic assumptions regarding mathematics education: All students will have access to calculators and computers, classroom activities will be student-centered, all units will have increased emphasis on algebraic representations, graphical representations, and verbal representations, and the interrelationships of these three approaches, there is an emphasis on estimation, number sense, problem solving, and the role that reading comprehension plays in problem solving. Evaluation will include alternative methods of assessment.

The unanimous consensus of the Board was to send the proposed new H.S. Course: Advanced Algebra with Financial Applications to the Board of Education for action at its next meeting.

I. Proposed Adoption of New H.S. Geometry Unit 3 – Polygons

Mrs. Madancy stated this unit on Polygons is taught over a five week period. She provided a brief overview of the unit.

The unanimous consensus of the Board was to send the proposed new H.S. Geometry Unit 3 – Polygons to the Board of Education for action at its next meeting.

J. Proposed Adoption of New H.S. Geometry Unit 4 – Similarity and Trigonometry

Mrs. Madancy stated this unit on Similarity and Trigonometry is taught over a five week period. She provided a brief overview of the unit.

The unanimous consensus of the Board was to send the proposed new H.S. Geometry Unit 4 – Similarity and Trigonometry to the Board of Education for action at its next meeting.

K. Proposed Adoption of New H.S. PreCalculus Unit 3 – Solving Trigonometric Functions

Mrs. Madancy stated this unit on Solving Trigonometric Functions is taught over a five week period. She provided a brief overview of the unit.

The unanimous consensus of the Board was to send the proposed new H.S. PreCalculus Unit 3 – Solving Trigonometric Functions to the Board of Education for action at its next meeting.

L. Proposed Adoption of New H.S. PreCalculus Unit 4 – Solving Triangles

Mrs. Madancy stated this unit on Solving Triangles is taught over a five week period. She provided a brief overview of the unit.

The unanimous consensus of the Board was to send the proposed new H.S. PreCalculus Unit 4 – Solving Triangles to the Board of Education for action at its next meeting.

M. Proposed Adoption of New H.S. Algebra 2 Unit 3 – Polynomial Functions

Mrs. Madancy stated this unit on Polynomial Functions is taught over a six week period. She provided a brief overview of the unit.

The unanimous consensus of the Board was to send the proposed new H.S. Algebra 2 Unit 3 – Polynomial Functions to the Board of Education for action at its next meeting.

There being no further business, Chairperson Cei adjourned the meeting at 8:05 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary