

# High School Technology Integration The Future is Universal Access

A student enters his social studies classroom, collects a Chromebook from the cart, takes his seat, and accesses the primary source documents that he will use during the lesson. Groups of students analyze the text they are reading in English class. Conversations among the students occur both verbally and online through shared documents. Each student's responses are color-coded, which allows the teacher to see each student's contributions and note whether students are responding to one another's posted comments. In a physics lab, Vernier sensors connect to Chromebooks, allowing the students to quickly collect and graphically represent data, while in geometry, students log into GeoGebra, an online application, which makes math tangible in a new, visual way.

Today's classroom is not what parents may remember. Students use electronic devices, such as Chromebooks, on a regular basis in all classroom settings. They can even check out a Chromebook from the school's library media center as easily as they can a contemporary novel. High school students use computers to research topics, share work with their teachers, and access specific sites during class and meetings with their school counselor. Over 85% of the combined high school faculty use Google Classroom to support classroom instruction.





Due to the high demand for Chromebooks, the high school principals and information technology director proposed to the Board of Education a financially prudent response - a phase-in program beginning with the class of 2022 (current eighth graders) - that will provide each high school student with a Chromebook with universal access achieved in four years. The infrastructure to support this move is in place, a request for additional Chromebooks is included in the district technology budget, and on-going conversations concerning professional development and policy needs are happening. By providing universal access, technology will be available equally to all students.

Reliable and consistent access to Chromebooks will allow teachers to change their approach to teaching and create a paradigm shift in instructional practice. Teachers will guide students to use technology to benefit their learning. Chromebooks provide a mechanism to promote personalization, support anytime/anywhere learning, enhance collaboration through Google Apps, differentiate instruction, and implement student-led activities. In the very near future, students will routinely utilize technology across all curricular areas to support, enhance, and demonstrate their learning.

## The Wellness Connection



Why a picture of a pie? What does that have to do with "Wellness?" Individuals who achieve "Wellness" maintain a balance of these four important "slices" of life:

-  **P:** Physical Well-Being
-  **I:** Intellectual Well-Being
-  **E:** Emotional Well-Being
-  **S:** Social Well-Being

Wallingford Public Schools has embraced a wellness model that supports an interactive process of practicing healthy choices to achieve this much needed balance. Enjoy your PIES!!!

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The Education Connection  
Your Wallingford Public Schools Community Newsletter  
Spring 2018

100 South Turnpike Road  
Wallingford, CT 06492

## Thank You!

*Holiday Cinemas - Screenagers*  
*Wallingford Elks Club: Ray Lozano*  
*Durham Bus Services: Donating buses for TOY celebration*  
*Sheehan Band: representing Wallingford for TOY celebration*

## Wallingford Public Schools Mission Statement and Vision

**Mission:** To inspire through innovative and engaging experiences that lead all learners to pursue and discover their personal best.

**Vision:** Wallingford Public Schools, in partnership with our families and community, will provide a safe, healthy, and supportive environment that ignites an enduring passion for excellence in every learner, so that each becomes a life-long contributor to the local, national and global communities.

## Superintendent's Message

Dear Wallingford Community Members

As some of you may recall, last spring the school district conducted a survey of staff, students, and parents around the concept of "life fatigue." We then convened two meetings bringing together a wide range of stakeholders to discuss possible opportunities to increase balance in all of our personal and professional lives.

This fall, community leaders met to further discuss this initiative. One key outcome from this meetings was our goal to encourage everyone to take a daily personal and professional "RESET." This initiative has now gone town-wide and has resulted in the launch of the Twitter hashtag #EatPlayUnplug.

In addition, organizations across the town, under the direction of the Health Department, have implemented a variety of initiatives to further the community's mission around the central concept of kindness. "Choose Kindness" is a town-wide theme that the school district is also focusing on this year. This focus is directly connected to the Community Core Values established in 2012, values that will continue to guide our work moving forward.



**We, the members of the Wallingford Community, Believe that to sustain our community fiscally, enviromentally, and educationally, we must P-E-R-S-V-E-R-E.**

As a community we value...

- RESPECT**
- BELONGING**
- INTEGRITY**
- HEALTH, WELLNESS & SAFETY**
- COMMUNITY INVOLVMENT & ENGAGEMENT**
- EMBRACING DIVERSITY**
- PERSONAL RESPONSIBILITY**
- LIFE-LONG LEARNING**
- CREATIVITY**

We embrace these core values and believe they will empower every member of our community to face each challenge as an opportunity for continued growth





## Dearborn, Michigan, Here We Come!

On Thursday, May 31st, over 200 inventors from around the United States will converge on the Henry Ford Museum in Dearborn Michigan for the third annual National Invention Convention. For the third year in a row, Wallingford will proudly be sending some of its most innovative young inventors to take part in the competition. Representing all four of the 3-5 schools as well as Lyman Hall, seven young innovators will make the long trek by plane and by car to pit their ideas against their peers from as far away as California.

Nationals is the 4th step in a long process of competitions, so how did the lucky seven get to this point? It all started way back in December! Students in the Elementary STEP program as well as independent inventors from all four 3-5 schools, totalling over 120, took part in the local Wallingford Invention Convention. Here their innovative ideas were reviewed by judges from area businesses, faculty and administration. Twenty four students were then selected from the "judging circles" to move on to the next level- Southern Regionals where the process was repeated, this time students being adjudicated against their peers from schools in our southern region. Students eagerly awaited the decision making process after Regionals for the big event, the State Finals, held at Gampel Pavilion in Storrs, CT. Here, students from all over CT gathered and the competition is tighter and tighter and the awards more precious. It is at States that the National finalists are selected. Everyone wants to do their best!



Wallingford was so fortunate to send 15 students to the State Finals this year! For an individual town, that is a large number of students! Even more impressive, out of those 15, seven received recognition and awards and all seven were invited to attend the Nation Convention in Michigan! I couldn't be more proud of all of them! Please join me in congratulating Patrick Giamattei-3rd grade independent inventor of the Groom Door from Parker Farms, Katie Russell- 4th grade independent inventor of the Power Sole from Mary Fritz, Grace Moriarty- 5th Grade STEP inventor of the W.I.N.D from Mary Fritz, Ty Holloway-5th grade STEP inventor of the Boys Hockey P.A.D . from Pond

Hill, Ella Cranmer-4th grade STEP inventor of the Laundry Lifter from Rock Hill, Thomas Barron-5th grade STEP inventor of Casco Inteligente from Rock Hill and Audrey Larson-9th grade independent inventor of the Safe K.I.D.S from Lyman Hall. We wish them all the best of luck at Nationals and who knows, maybe one of them will even make it to the last level...Globals!



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## Mindfulness

*"Mindfulness is simply being aware of what is happening right now without wishing it were different; enjoying the pleasant without holding on when it changes (which it will); being with the unpleasant without fearing it will always be this way (which it won't)." – James Baraz*

The concept of mindfulness has recently become part of our mainstream culture. But what does it really mean and how can it be woven effectively into our daily routines? Simply stated, mindfulness is the act of being consciously connected to the present moment unhampered by judgment or distraction. Those who effectively incorporate mindfulness into their lives, enjoy reduced levels of stress, increased focus, greater empathy for others, and improved regulation of emotions. Clearly, incorporating mindfulness into our lessons will have a lasting, positive impact on our students. Personal issues, the growing rigor of our curriculum, the increased impact of technology, and the events in today's world are invading our classrooms at an expanding rate and are taking a toll on the success of our students. To counter these distractions, the mindfulness techniques that we will be teaching will help students remain in the present and better manage their emotions as they work to remain focused and be more attentive to their learning. In addition, many of the techniques will help children to more effectively relate to themselves and one another, ultimately creating improved connections among students and staff through a cultivation of a sense of community and gratitude for others. According to renowned educational researcher Robert J. Marzano, "Stress is the hidden antagonist is everyone's life. Fortunately, there are a variety of mindfulness techniques that educators can teach students, including breathing techniques, classroom adaptations of yoga, virtual field trips, and the like...Arguably, these essential learnings are as valuable as the strategies themselves because they help students gain an understanding of the connected nature of mind and body and how that connection affects their experiences moment to moment. Thus, the strategies students use in the classroom become a conduit to self-understanding and personal agency that extends far beyond the classroom." (Cultivating Mindfulness in the Classroom, 2017)

## Retirements

### A Fond Farewell to Our Retiring Staff Members

Jane Amenta	Lyman Hall High School	Agricultural Education
Marty Barracato	Lyman Hall High School	Social Work
William Baxter	Lyman Hall High School	Information Technology
Linda Binnix	Dag Hammarskjold Middle School	Social Studies
Mark Boughton	Maintenance Department	Groundskeeper
Karen Brown	Dag Hammarskjold Middle School	Library Media
Carol DeDominicis	Dag Hammarskjold Middle School	Family Consumer Science
Cherie Dominelli	Moses Y. Beach Elementary School	Grade 2
Cindy Lavalette	Central Office	Assistant Superintendent
Renee Liu	Moses Y. Beach Elementary	School Interventionist
Nancy Manning	Mary Fritz Elementary School	Grade 5
Marjorie Martin	Moses Y. Beach Elementary	School Nurse
Steve Munzi	Lyman Hall High School	Social Studies
Marcia Novicelli	Mary Fritz Elementary School	Food Service
Debra Poach	Mary Fritz Elementary	School Nurse
Karen Ripa	Elementary Schools	Grades 3-5 STEP
Thomas Ruggiero	Sheehan High School	Custodian
Kimberly Shoemaker	Lyman Hall High School	Family Consumer Science
Peter Sirois	Dag Hammarskjold Middle School	Technology Education
Deborah Trelewicz	Moses Y. Beach Elementary School	Social Work
Sharon Wrzosek	Lyman Hall High School	World Language
Victoria Zolkiewicz-MacInnis	Highland Elementary School	Kindergarten

### Teacher/Administrator/Paraeducator of the Year - Nominees

School	Teacher of the Year	Paraeducator of the Year
Cook Hill Elementary School	Alexa Bessette	Mary Brail
Dag Hammarskjold Middle School	Brian Tracey	Michelle Riccio
Highland Elementary School		
Lyman Hall High School	Sharon Drossopoulos	Brunilda Santa-Sanchez
Mary Fritz Elementary School	Jennifer Piccirillo	Monique Fazzino
Moran Middle School	Scott Robinson	Lesley LeClair
Moses Y. Beach Elementary	Jessica Harris	Heather Beverage
Parker Farms Elementary	Alison McWeeny	Rosa Solis
Pond Hill Elementary	Dana Marone	Alison Blythe
Rock Hill Elementary	Katrina Torres	
Sheehan High School	Erica Forselius	
Stevens Elementary School	Renee Jerzyk	Catherine Sullivan
Wallingford Pre-School	Reilly Braunstein	

### Teacher/Administrator/Paraeducator of the Year

- Administrator of the Year - Kristine Friend - Cook Hill Elementary School
- Paraeducator of the Year - Rosa Solis - Parker Farms Elementary School
- Teacher of the Year - Jessica Harris - Moses Y. Beach Elementary School