

**NORWALK BOARD OF EDUCATION
CURRICULUM & INSTRUCTION COMMITTEE
FEBRUARY 25, 2016**

ATTENDANCE: Artie Kassimis, Chair; Shirley Mosby (5:15 p.m.)
STAFF: Dr. Michael Cicchetti, Deputy Superintendent;
Italia Negroni, Curriculum Specialist; Joe Giandurco, Ponus Middle School;
Rob Pennington, Roton Middle School; Adam Reynolds, Norwalk High.

Call to Order

Mr. Kassimis called the meeting to order at 4:40 p.m. and stated that those in attendance were as listed above. Despite the presence of a quorum the meeting was held as an information session with no votes or actions taken.

Middle School Redesign

Dr. Cicchetti provided excerpts of the presentation to be made to the full Board next week. (It was noted that this will be included in the agenda packet to the Board Members). There was discussion on the plans for transition from fifth grade and an update on programs with Tier II interventions. Dr. Cicchetti described the performance theory based on district assessment plans, MAP (Measures of Academic Progress and MPG (Interim Growth Assessment). Dr. Cicchetti explained that a Middle School Redesign Committee is being formed to include seventeen members of middle school administrators, teachers and BOE liaison, Heidi Keyes. He noted that an outline of the process and timeline will be presented at next week's BOE workshop meeting.

Grades 6-8 Social Studies Pilot Textbook Adoption

Talia Negroni introduced Rob Pennington who delivered a power point presentation, with highlights and next steps as follows:

6-8 Social Studies Design Project

- ▶ **Committee formed 2014-15 School Year**
 - NHMS Amy Jones, Tanika Vellucci, Antoinett Giles
 - PRMS Michael Ferrari, Joseph Giandurco, Patrick Jeanetti
 - RMS Robert Pennington, Christi Robinson
 - WRMS Anita Chauvin, Pat Festa, Martha Zombar
- ❖ **ALL 6-8 SOCIAL STUDIES TEACHERS PARTICIPATED IN CURRICULUM ARTICULATION AND ALIGNMENT PROFESSIONAL LEARNING DAYS IN 2014-15 AND 2015-16**
- ❖ **February 2015** – CT C3 Social Studies Framework Adopted
- ▶ **Summer 2015** – developed unit focus areas in alignment with the CT C3 Elementary and Secondary Social Studies Framework
- ▶ **Jan. 2016 – June 2016** – Continue to work on curriculum re-alignment using the Rigorous Curriculum Design Template and explore/pilot new resources

6-12 World Languages Update

- ▶ **Level 1** piloted in 2014-15 and fully implemented 6-12 in 2015-16 with new resources purchased in July 2015 for Levels 1 and 2 and on-going professional learning
- ▶ **Level 2** piloted in 2015-16 to be fully implemented in 2016-17 with on-going professional learning support
- ▶ **Levels 3 and 4** curriculum revision to be completed with unit assessments, mid and end terms in June/July 2016; **need to purchase new resources** to align with Levels 1 and 2 Descubre and D'Accord
- ▶ **Heritage Language** Courses curriculum revision to begin in July 2016 and continue through the 2016-17 school year

Recommended Capital Projects Request

- ▶ **6-8 Social Studies:** To purchase textbooks and online resources to align 6-8 Social Studies curriculum with the new C3 Framework
- ▶ **Levels 3 and 4 World Languages:** To purchase textbooks and online resources for French, Italian, Spanish
 - **6-8 Social Studies** -1 set for each classroom, online access for all students
 - **Level 3-4 World Languages** – 1 set for each classroom, online access for all students
 - Funding request to be finalized March 18, 2016

Next Steps for 6-8 Social Studies

1. Complete the Pilot	March 18
2. Review Surveys and Assessment Data	March 18
3. Make Recommendations for Purchase Curriculum Committee	March 22
4. Make Recommendation to BOE	April ?
5. Approve 6-8 Social Studies Resource Recommendations	April ?
1. Present to Land Use	May
2. Present to Common Council	May/June
3. Purchase New Materials	June/July
4. Complete Unit Designs with APTs (Authentic Performance Tasks)	June/July

Ms. Mosby entered the meeting at 5:15 p.m. Mr. Kassimis announced that there now was a quorum.

Attendance Committee Update

Adam Reynolds gave an overview of the need for an updated attendance policy as a result of block scheduling and in view of the number of years since the policy was adopted (1985 and amended in 1995).

Denial of Credit

Students with absences (unexcused or excused) totaling 10 in a full-year course and 5 in a semester course may be denied credit for the course. Parents will be notified in writing of the denial of credit, and students will have a designated amount of time from the date of the letter to appeal to the attendance committee for restoration/rescind of credit. Students are expected to maintain their current academic progress and attend class during the appeals process. **A student who does not appeal for restoration/rescind, or whose appeal is denied, will still receive the appropriate course grade, which will be utilized for honor roll calculation, but will not receive credit toward graduation.** Depending on the course and the student's cumulative credit count, the course may need to be repeated.

Notification Process

Course	First Notice:	Second Notice:	Third Notice:	Denial of Credit
	Communication Home	Communication Home, Student Meeting with Counselor and Housemaster	Formal Meeting with Student and Parent as well as Counselor and Housemaster	Notified of Loss of Credit in Writing, Right to Appeal
Full-Year Course	3 rd Absence	6 th Absence	8 th Absence	11 th Absence
Semester Course	3 rd Absence	x	4 th Absence	6 th Absence

Right of Appeal

The Attendance Procedure is not designated to deny credit to students who, through no fault of their own, are unable to attend school or class due to legitimate illness or other conditions beyond the student's and/or parent's control. At the end of the **semester or year**, students will have an opportunity to appeal to have credit reinstated/rescinded. To be eligible for the appeal process, students must continue classroom responsibilities and attend class faithfully.

Appeals Committee and Process

The Attendance Appeals Committee is comprised of school administration and other staff, specifically: a teacher, administrator (not the student's housemaster), guidance counselor (not the student's counselor), support staff (nurse, psychologist, social worker, possibly a second teacher or counselor), and a responsible student. If the student or family making the appeal does not want a student on the committee they need to notify the school prior to meeting. The purpose of this committee is to hear from students and their families) to determine if credit should or should not be granted in situations where students have exceeded the number of absences in a class. Students wishing to appeal must complete the following (to be determined):

Appeals Process -- continued

- Within a designated amount of time that a student is notified of possible denial of credit, he or she should submit a completed Attendance Appeal Form to the main/house office in order to appeal denial of credit.
- An additional documentation (doctor's notes, etc.) that may help to verify absences should be supplied for consideration.
- The Attendance Appeals Committee will notify the student and his or her family if credit is or is not restored/rescinded.
- In some instances, credit may be restored/rescinded on a conditional basis, provided that consistent attendance is achieved.
- Students and/or their parents or guardians may be required to meet with the Appeals Committee to discuss the situation.

All cases will be considered on an individual basis, and when relevant, issues of confidentiality will be respected. The final decision is a majority vote of the Appeals Committee.

****The timeline and specific requirements regarding the Appeals Committee Procedure will be published at the start of each semester.***

Tardiness

Arriving to class on time is an expectation. A student who arrives during the first 10 minutes of class without written authorization from a staff member will be considered **tardy**. After 10 minutes, it will be considered an unexcused absence. Each time a student is **tardy** to class, he or she will receive a school consequence.

The following consequences will be assigned for tardiness:

- Incidents 1-3: Teacher Designated Intervention (Documented) For example: assigned detention, call home, student/parent meeting, lunch detention with teacher...etc.
- Incidents 4-5: Administrator Assigned Detention (Lunch or After School)
- Additional Incidents: Extended Detention, ISS, Tiered Interventions

There was discussion on the Appeals Committee and agreement to not include student membership until further work is done to clearly define the limits and structure of student member role on the committee.

It was agreed to forward this on to the Policy Committee for review and recommendation.

The meeting was adjourned at 6:15 p.m.

Respectfully submitted,
Marilyn Knox,
Telesco Secretarial Services