Curriculum Committee

Thursday, April 30, 2015 4:30 PM
Curriculum Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **Graduation Requirements--Review AR 5123.1**
4. **French 1 Textbook "Bien Dit"**
5. **Early Childhood Education--Grades 10-12**
6. **Fashion Clothing III--Grades 10-12**
7. **Introduction to Health Care Services--Grades 9-12**
8. **Adjournment**

Section: **Students**

Subject: **PROMOTION / RETENTION** **AR-5123.1**
Windsor High School Graduation Requirements

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I. Introduction

To graduate from Windsor High School a student must have earned a minimum of 23 credits **(25 credits effective with the Class of 2017),** must have met the credit distribution requirement, and must have completed **20 hours of verified community service beginning with the class of 2017**. Students also must meet performance standards in reading, writing, mathematics and science.

II. Credit Distribution Requirement

The following courses must be passed:

English	4 credits
Science	3 credits (biology, a physical science, and 1 additional credit in: chemistry, physics, integrated science 2, and/or 2 of the following: astronomy, aviation and flight, forensics, anatomy and physiology, marine biology, medical emergencies 1, microbiology, meteorology, or zoology)
Mathematics	3 credits **4 credits beginning with the class of 2017**
Social Studies	3.5 credits (early global studies, modern global studies, U.S., and civics history, world history)
Fine Arts	.5 credits (art or music)
Vocational/Tech Edu.	.5 credits (business, human and personal services, or technology education)
Physical Education/Health	1.5 credits (PE/Health 9, PE/Health 10, and one elective)
World Language	**2 credits beginning with the class of 2017**

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10 5.5 credits (6.0 credits beginning with the class of 2017)

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Grade 10 to 11	11.5 credits	(12.0 credits beginning with the class of 2017)
Grade 11 to 12	17.0 credits	(18.5 credits beginning with the class of 2017)

IV. Performance Standards: Reading, Writing, Mathematics and Science

A. Definition

1. Reading: Students will demonstrate the ability to read a short piece of fiction and develop a valid and supported written initial response, interpretation, connection and evaluation.

2. Writing: Students will demonstrate the ability to read a non-fiction article and respond critically in writing to a question called a prompt by producing an essay that is focused, organized, elaborated, and edited for Standard English conventions.

3. Mathematics: Students will demonstrate the ability to use mathematics to solve algebraic and or geometric multi-step problems. The student will be provided any required formulas and may use a calculator in completing the task. Also, the student will explain in writing either how s/he arrived at each answer or justify each answer in writing.

4. Science: Students will demonstrate the ability to use the process of scientific inquiry (describe, explain, and predict natural phenomena, use questioning, collect, analyze and interpret data, and assess the relevance, validity, and credibility of scientific information) to investigate scientific problems. The student will be provided with any required formulas and some information to complete the tasks. The student can explain, in writing, the process of scientific inquiry by analyzing and interpreting data, and using supporting content knowledge to identify and justify the answer.

B. Exemptions

1. Students will be exempt from the district performance standard if they have

    a. Achieved proficiency, that is, 3 or higher on the Connecticut Academic Performance Test (CAPT) Science Assessment. Achieved proficiency on the

Smarter Balanced Assessment Consortium assessment in Mathematics and English/Language Arts.

OR

b. Achieved a minimum score of 500 on the SAT II in writing and mathematics.

OR

c. Achieved at least 1000 on the SAT I, with a minimum score of 500 on both the verbal and math sections.

OR

d. Achieved a minimum composite score of 20 on the ACT.

OR

e. Achieved a minimum score of 47 on the PSAT.

2. Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

3. Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

C. Implementation

1. Students who do not demonstrate proficiency on the CAPT Science assessment or through one of the alternative standards must retake the Science CAPT in their Junior year.

2. Students who do not demonstrate proficiency on the SBAC English/Language Arts assessment will be required to take and pass a remediation course during their Senior year.

3. Students who do not demonstrate proficiency on the SBAC Mathematics assessment will be required to pass a District Performance Assessment during their Senior year.

4. Students will have opportunities within their English, social studies, mathematics and science courses to practice department developed and approved practice performance assessments.

D. Notification

1. Of students:
   - The school counseling department will write to the to-be-juniors who do not meet the district performance standard through CAPT Science achievement or by achieving one of the exemption standards to remind them of the performance standard requirements for graduation.

2. Of parents:
   - Parents of 10th graders will be notified of their child's CAPT results in the fall of their junior year.
   - The school counseling department will notify in writing the parents of students who do not demonstrate proficiency in the CAPT Science, SBAC English/Language Arts, and/or SBAC Mathematics and inform them of the performance standard requirements for graduation.
   - The school counseling department will also notify in writing the parents of to-be seniors who have not met the performance standard goal in any area and thus must pass one or more of the remedial courses.

E. Administration of Performance Standard Assessment

1. Mathematics

   a. Mathematics teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

   b. Students who do not score proficient or higher on the SBAC Math assessment by the beginning of their senior year must take and pass a District Performance Assessment during their Senior year.

2. Science

    a. Science teachers will administer performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

    b. All students who did not score proficient or higher on the CAPT Science assessment as sophomores must retake the test during their junior year.

    c. Students who do not score proficient or higher on the CAPT Science assessment by the beginning of their senior year must take and pass a District Performance Assessment during their Senior year.

F. Appeals

1. Reading and Writing

    a. A student whose score in the remedial class is at least 50% may appeal the grade by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement explaining why the grade is incorrect. The principal or his/her designee will conduct an audit of the student's performance to assess their mastery of essential skills.

2. Mathematics and Science

    b. A student whose score on the assessment(s) is at least 50% may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in mathematics or science assessment scoring.

The outcome of the review will be sent to the principal, who will communicate the result of the review to the student and the parents.

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V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 23 **(25 effective with the Class of 2017)** credits to graduate but have not met the district performance standard on one or more of the reading, writing, mathematics and science performance assessments must:

1. Enroll in summer school courses that if successfully completed would meet the standard, or

   Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

2 If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

Note: if the student has not met the district performance standard on one or more of the performance assessments, the student can sit for a retake of the performance assessment in the summer (See Section V. A. number 2 and 3).

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C. Seniors who are short 3 or more credits toward graduation:

1. May return to Windsor High and carry a full load of courses. If, in addition, they have not met one or more of the district performance assessment standards, they will be required to participate in a structured remediation course. Students must pass the course to meet the standard.

Note: Any senior returning for another year of school must meet the graduation standard of the class with which they will graduate. In other words, if the standards have changed, a returning senior must comply with the new standards.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:
P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 - Graduation Requirements, Standards of Proficiency
Legal Reference - Connecticut General Statutes:
PA 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Approved:
Craig Cooke, Ph.D.
Superintendent of Schools

TEXTBOOK ADOPTION PROPOSAL

OPTION **A** B C
(Circle 1)

Textbook Title **Bien Dit**

Publisher **Holt McDougal** Copyright date **2013**

Persons on Selection Committee **G. Afantchao, D. Hunter, K. Michalak**

Principal **Russell Sills**

State major advantages of this choice:

- ACTFL 5Cs
- 5 skills: Grammar and Vocabulary, Listening, Speaking, Reading, and Writing
- Designed with Dual-Pace in mind (Middle School and High School)
- Homework online
- Internet component
- Seamless transition from our current series since the layout is similar
- Vocabulary layout is clear and well organized
- Illustrated vocabulary in the beginning of chapter and glossary at end of chapter
- Has a pronunciation component to cover French phonology
- Has a culture section built into each unit
- Pace is neither slow, nor too fast
- Cultural diversity portrayed in the illustrations
- Index is well organized and aligned with chapters
- 50 minutes plans (chapter breakdown: 16 per chapter)
- 90 minutes plans (chapter breakdown: 8 per chapter)
- Short comic strip (soap opera) in each chapter
- Formal reading with some illustration in each chapter

State disadvantages of this choice:

We do not feel that there are any disadvantages. It is the newer version of the textbook we are currently using. Therefore, it was a logical choice even after comparing it with the other textbooks we examined.

Cost: **90.50 per book** (100 books x $90.50 = $9,050)

Curriculum Council Comments _____