

Curriculum & Student Development
Committee
Tuesday, November 30, 2021 5:30 PM

Polson Library Media Center / Zoom
302 Green Hill Road
Madison, CT 06443

Agenda

- I. DHHS Program of Studies
- II. NEASC Preparations
- III. School Externship & Counseling Plan
- IV. Public Comment
- V. “The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town’s ADA/Human Resources Director Debra Milardo at 203-245-5603 or by email to milardod@madisonct.org at least five (5) business days prior to the meeting.”

Daniel Hand High School

2022 - 2023 Program of Studies

Overview of Changes

- ❖ Core Values and Beliefs Statement
- ❖ Department Specific Updates
 - Art
 - CTE
 - English
 - Mathematics
 - Social Studies



Core Values & Beliefs Statement

Our primary purpose is to graduate enthusiastic life-long learners who are responsible citizens in local, national, and global communities. Daniel Hand High School students, in collaboration with educators, parents/guardians, and the community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.



Core Values & Beliefs Statement

The Daniel Hand High School community will provide a safe, supportive, and respectful environment for students as they are given the opportunity to think critically, problem solve creatively, and communicate effectively. We strive to create an inclusive community that affirms the diverse contributions, strengths, and talents of all its members. Our students will act with tolerance, respect, courtesy, and empathy, and will take responsibility for their words and actions. We bear a responsibility to ourselves and to the school community to develop in all students the skills and the desire necessary to become contributing members of a just society. We will achieve this goal by helping students to blend their curiosity, effort, and integrity with creativity, collaboration, and compassion.



Core Values & Beliefs Statement

We are committed to the following:

- All students will meet or exceed standards in all programs.
- All school community members will value the teaching and learning process.
- The school will provide appropriate and adequate support and services for student learning.
- All staff and students will operate in a safe and secure school facility.
- All staff and students will respond with reflection and resilience to their successes and failures.
- School facilities and instructional resources will support learning and enhance educational experiences for all students.
- All staff and students will be supported in learning environments that foster a climate of safety and respect.
- All staff and students will be encouraged to participate in activities that foster lifelong health and wellness.
- All students and staff will benefit from collaboration and partnership with civic, business, higher education, and other community groups and resources.



Art Department Update

New Humanities Course Designation

Printmaking



CTE Department Update

Updated Course Descriptions

Boat Building and Navigation

Career Exploration

Foundations of Engineering

Interior Design

Personal Finance



English Department Update

New NCAA Course Designation

AP English (Literature & Composition)



Mathematics Department Update

Prerequisite Updates

Any previously written Pre-Algebra A and Pre-Algebra B prerequisites have been rewritten as a Pre-Algebra prerequisite due to no longer offering the A & B options in 8th grade.



Social Studies Department Update

New Course Levels

African American/Black and Puerto Rican/Hispanic Studies:
Change from Level 2 to Level 1

Expanded offering from grade 11 to grades 10-12

Economics: Change from Level 2 to Level 1

World Traveler: Change from Level 1 to Level 2



THANK YOU!

*The following slides contain the new
Course Description details.*



Boat Building and Navigation

Boat Building and Navigation explores all stages of boat building from layout and lofting to hull assembly and finishing techniques. Students in this course have an opportunity to construct their own boat with available plans ranging from small plywood canoes to a 14' skiff. Light design sketching, modeling, and full scale boat construction will be part of this “hands-on” course. Many forms of boating and navigation will also be explored including boating basics, knot tying, legal requirements, water sports, safety, and GPS (Global Positioning Systems). Students who successfully complete the course and pass the CT Safe Boating Exam will have the opportunity to receive the State of Connecticut Safe Boating Certificate. This certificate is mandatory for all persons wishing to operate a vessel upon state waters.

Career Exploration

Students will have the opportunity to explore a range of education careers within Madison Public Schools that facilitate development of the whole child, including: Teacher (elementary and secondary), Special Services (e.g., speech pathologist, occupational therapist), Social Worker, School Psychologist, School Counselor and School Nurse. This exploration will be grounded in understanding of what they do, qualifications and training necessary, school community and vision of the program, and earning income potential. Every student is expected to do a job shadowing experience ideally based on the area of interest.

Foundations of Engineering

Foundations of Engineering is an introductory course designed to introduce students to the fundamentals of Engineering. This hands-on, project-based course emphasizes the engineering design process, and the skills and habits of mind that engineers find most essential in their work. A key approach will be the employment of an iterative design and development process to solve a variety of different challenges and/or problems. Group and individual lessons will engage students in creating ideas, developing innovations, conducting experiments, gathering and analyzing data, and constructing practical solutions in solving problems. An understanding of the engineering design process will prepare students for other courses within the Engineering & Technology career pathway.

Interior Design


This course provides a foundation for students who are interested in pursuing a possible career in architecture, interior design or art. Students will be able to identify various housing, furniture, and window styles. They will learn how to draw floor plans using traditional architectural tools and symbols. Using the principles of design, color, furnishings, fabric, and fixtures, students will design a variety of interior spaces on design boards and in 3D CAD software.

Personal Finance

This course will prepare students to take an active role in their future finances. Students will learn to become financially responsible and learn that financial success is not about how much money you make, but about how much money you can save. Units of study will include financial planning, budgeting, paying taxes, understanding banking, managing credit, and identity theft protection. Students will also become familiar with stock market concepts and terminology by participating in an online stock simulation competition.

Personal Finance projects will be scored Pass/Fail using corresponding rubrics. All components of the project must meet passing requirements, but multiple attempts may be made as needed. Similar to Independent Project, a Mastery Based Diploma assessment is increasingly popular nation-wide; consequently, colleges and universities are accustomed to seeing Pass/Fail grades for similar courses.

Note: Credit in this course will count toward the Mastery Based Diploma Assessment and does not count towards CTE credit requirements.



New England Association of Schools and Colleges (N.E.A.S.C.)

NOVEMBER 30, 2021

Ten-Year Cycle for 2024 Protocol

- ▶ **DHHS Current Status: Accredited**
- ▶ **Self-Reflection 2021-2022**
- ▶ **Collaborative Conference Visit - Fall 2022**
- ▶ **Development and Implementation of Growth Plan 2022-2023**
- ▶ **Decennial Accreditation Visit 2024**
- ▶ **New/Revised Growth Plan 2025**
- ▶ **Progress Updates 2027-2030**
- ▶ **New Cycle begins 2031**

Accreditation Coordinators

- ▶ Jennifer Aguzzi
- ▶ Paul Mezick

Steering Committee Members

- ▶ Jen Aguzzi
- ▶ Brian Bodner
- ▶ Celina DaSilva
- ▶ John Gage
- ▶ Sue Greenvall
- ▶ Sue Groll
- ▶ Catherine Kennedy
- ▶ T.J. Salutari

Responsible for the oversight of the Accreditation Process and determines how the Self-Reflection phase will progress

Self-Reflection Committee Members

Standard 1 LEARNING CULTURE	Jen Hawley (Standard Chair) Erica Browne (Chair 1.1a) Justin Kaeser (Chair 1.2a)
Standard 2 STUDENT LEARNING	Katie O'Neil (Standard Chair) Jason Engelhardt (Chair 2.2a)
Standard 3 PROFESSIONAL PRACTICES	Pete Nye (Standard Chair) Bill Sommer (Chair 3.1a)
Standard 4 LEARNING SUPPORT	Kim Dunn (Standard Chair) Lindsey Fiondella (Chair 4.1a)
Standard 5 LEARNING RESOURCES	Dawn Fiorelli (Standard Chair) Dan Grenier (Chair 5.1a)

Determines the extent to which the school is aligned to the Standards of Accreditation through a reflective process based on evidence.

New England Association of Schools and Colleges (N.E.A.S.C.)

- ▶ **Standards of Accreditation (5)**
- ▶ **Principles of Effective Practice (32)**
 - ▶ **Descriptors of Effective Practice**
- ▶ **Foundational Elements (6)**

Themes in 2020 Standards:

- ▶ Profile of a Graduate
- ▶ Culture of Teaching to a Culture of Learning
 - ▶ What are the students doing?
 - ▶ Practices v. Beliefs
- ▶ Developing a Growth Mindset for all constituents
- ▶ Well-Being
 - ▶ (SEL needs due to pandemic)

2020 Standards of Accreditation

Standard 1 LEARNING CULTURE	Learning Culture promotes shared values and responsibility for achieving the school's vision.
Standard 2 STUDENT LEARNING	Student Learning practices maximize the impact of learning for each student.
Standard 3 PROFESSIONAL PRACTICES	Professional Practices ensure that practices and structures are in place to support and improve student learning.
Standard 4 LEARNING SUPPORT	Learning Support ensures that the school has appropriate systems to support student learning and well-being.
Standard 5 LEARNING RESOURCES	Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

Summary

- ▶ Each Standard includes **Principles of Effective Practice** (Principles replace indicators in the former Standards)
 - ▶ **Descriptors of Effective Practice** describe what each Principle looks like in practice in a school
- ▶ **32** principles have replaced the previous **52** indicators

Foundational Elements

- ▶ Each Standard contains **Foundational Elements**
- ▶ At a minimum, **accredited schools must align with each of the Foundational Elements**
- ▶ Foundational Elements **represent essential building blocks** for each Standard
- ▶ Schools that are not yet aligned with the Foundational Elements are **expected to prioritize work to ensure alignment with those Elements**

Foundational Elements

Standards for Accreditation	Foundational Elements
#1 Learning Culture	1.1a The school community provides a safe environment. 1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
#2 Student Learning	2.2a There is a written curriculum in a consistent format for all courses in all departments across the school.
#3 Professional Practices	3.1a The school has a current improvement/growth plan.
#4 Learning Support	4.1a The school has intervention strategies designed to support learners.
#5 Learning Resources	5.1a The school site and plant support the delivery of curriculum, programs, and services.

Standard 1: Learning Culture Principles

- ▶ 1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
- ▶ **1.1a Foundational Element - The school community provides a safe environment.**
- ▶ 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
- ▶ **1.2a Foundational Element - The school has a written document describing its core values, beliefs about learning, and vision of the graduate.**
- ▶ 1.3 The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
- ▶ 1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
- ▶ 1.5 The school's culture promotes intellectual risk taking and personal and professional growth.
- ▶ 1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
- ▶ 1.7 The school culture fosters civic engagement and social and personal responsibility.

Standard 2: Student Learning Principles

- ▶ 2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
- ▶ 2.2 There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- ▶ **2.2a Foundational Element - There is a written curriculum in a consistent format for all courses in all departments.**
- ▶ 2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
- ▶ 2.4 Instructional practices are designed to meet the learning needs of each student.
- ▶ 2.5 Students are active learners who have opportunities to lead their own learning.
- ▶ 2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
- ▶ 2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
- ▶ 2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
- ▶ 2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

Standard 3: Professional Practices

Principles

- ▶ 3.1 The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
- ▶ **3.1a Foundational Element - The school has a current school improvement/growth plan.**
- ▶ 3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
- ▶ 3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
- ▶ 3.4 Collaborative structures and processes support coordination and implementation of curriculum.
- ▶ 3.5 School-wide organizational practices are designed to meet the learning needs of each student.
- ▶ 3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Standard 4: Learning Support Principles

- ▶ 4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.
- ▶ **4.1a Foundational Element - The school has intervention strategies designed to support students.**
- ▶ 4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
- ▶ 4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
- ▶ 4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.
- ▶ 4.5 Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

Standard 5: Learning Resources

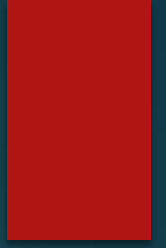
Principles

- ▶ 5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
- ▶ **5.1a Foundational Element - The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.**
- ▶ 5.2 The school/district provides time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
- ▶ 5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
- ▶ 5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
- ▶ 5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Summary

- ▶ All faculty members assigned to committees
- ▶ Surveyed Faculty, Students, Parents/Guardians
- ▶ Liaison visit – Tuesday, October 12, 2021
- ▶ Prepare for the 2-Day Collaborative Visit Scheduled in Fall 2022
 - ▶ **Complete Self-Reflection Process (2-6 months)**
 - ▶ Look Back
 - ▶ Current Conditions (Standards Reflection)
 - ▶ Capacity for Continuous Growth as a Learning Organization
 - ▶ Goals and Vision for the Future
 - ▶ Priority Areas for NEASC School Growth Plan
- ▶ Collaborative Conference Visit – Fall 2022
- ▶ Review Collaborative Conference Visit Report
- ▶ Update School Growth Plan (18-24 months for initial implementation)
- ▶ Plan and Prepare for the 4-Day Decennial Visit November 17-20, 2024

Questions?



Career & College School Counselor

Transition a School Counselor to College/Career Counselor

- Increased opportunities to explore career interests
- Exposure to career opportunities through field trips, speakers, job shadowing & internships
- Support with making deeper connections between interests & career paths
- Increased focus on individual instruction & support for career and post-secondary goals

School Counselor Caseloads

- Current counselor, transitioning to career and college counselor, will remain with their seniors next year to assist with the career/college process
- Counseling team will add students to their caseload for next year, only 20 total for each counselor
- Counseling numbers will remain at or below 200 for next year using this model

Anticipated Programmatic Impact

Career and College Counselor	School Counselors
<ul style="list-style-type: none">• Naviance lessons with each grade level• Individual Naviance support across grade levels to maximize benefits of the program• Grade level specific meetings focused on career and college exploration• Development of combined college and career fair• 1-on-1 meetings focused on Student Success Plan goals connected to college and/or career opportunities	<ul style="list-style-type: none">• Increased time to support Social and Emotional Learning needs• Small group counseling on various topics related to social and emotional wellness• Small group and 1-on-1 support specific to academic planning in grades 9 and 10• Small group and 1-on-1 meetings with seniors during trimester 1• Increased focus on Student Success Plan

Phase 1

2022-2023

- Begin to establish professional partnerships in the community
- Initiate opportunities for students to participate in internships & job shadowing
- Collaborate and consult with area schools on “best practices”
- Design activities and resources to support students with college/career search
- Review & revise existing career exploration lessons
- Commence the process of integrating Student Success Plans into the school counseling curriculum

Phase 2

2023-2024

- Establish database for internships, job shadowing, guest speakers
- Expand internship, job shadowing program and promote and recruit students to participate
- Initiate process to establish an Unpaid Experiential Learning Program
- Research Department of Labor Pre-Apprenticeship Program and begin process to develop at DHHS
- Create programs, presentations and workshops

Job Responsibilities

- Oversee job shadows & internships
- Coach students in resume writing & interview skills
- Attend conferences for career and vocational employment practices
- Develop, assign and assess SSP tasks and surveys through Naviance
- Maintain database for internships & shadowing
- Liaison with independent project teachers for contacts
- Provide students with individual instruction & support with college & career research
- Conduct presentations & workshops on financial aid, scholarships, and resume writing
- Compile student employment and summer program opportunities
- Establish community partnerships
- Collaborate with middle school counselors about career lessons, and connections with post-secondary

Questions?
