

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

(*Attachments are available upon request from the Superintendent's Office.)

Committee of the Whole

November 18, 2019

A special meeting of the Committee of the Whole of the Groton Board of Education was held on November 18, 2019 in Room 11 of the School Administration Building.

1. CALL TO ORDER

The meeting was called to order by Mrs. Kim Watson, Chairperson, at 6:08 p.m.

PRESENT

Mrs. Kim Shepardson Watson, Chairperson
Dr. Andrea Ackerman, Vice Chairperson
Mrs. Katrina Fitzgerald
Mrs. Jane Giulini
Mrs. Gretchen Newsome
Mrs. Rita Volkmann
Mr. Jay Weitlauf (arrived at 7:07 p.m.)
Mrs. Lee White

ABSENT

Mrs. Rosemary Robertson

Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Sam Kilpatrick, Director of Buildings and Grounds
Miss Addie Clark, Student Representative
Mr. Xavion Quito, Student Representative

1. Approval of the COW meeting minutes of November 12, 2019

MOTION: White, Giulini: To approve the COW meeting minutes of November 12, 2019.
PASSED – UNANIMOUSLY

2. Update re: MYP and Career-related Program [ATTACHMENTS #1]

Ms. Shelley Donovan and Mrs. Anne Keefe-Forbotnick gave an overview of the different aspects of the Career-related Program.

MYP - Ms. Kathy Wilson noted that there will be a visit by 3 consultants, December 5 and 6, 2019 at CMS and December 9, 10, 11, 2019 at WSM; they are meeting once a month; they will have a full day PD, there are teachers going to Washington, DC to make connections; and there will be a big culture shift.

3. Robotics Update

Josh Miller, Robert Tompkins, Martin Cloudas, and Oscar Russell addressed the request by a child from another district wanting to participate in Robotics in Groton. It was noted that they took specific steps to come into alignment by revising the application, and under the Mentor App, it was noted that the bylaws did not distinguish between mentor and student; therefore, the bylaws have been modified. Non-resident students are able to be mentor interns but cannot participate in Robotics.

4. Elementary Report Card Process

Ms. Austin reviewed updates to the standards-based elementary report card. While it is still based on CCSS, it is written in language easily understood by parents and is on PowerSchool teacher gradebook. All teachers reviewed and calibrated the report card. The revised elementary report card will be on a trimester bases, and parents will be able to access the report card on line.

This item will be on the Board agenda for November 25, 2019 for a vote.

5. Discussion of middle school administrative staffing in other CT districts [ATTACHMENT #2]

Ms. Austin shared an outline of the middle school administrative staffing including the staffing in several CT districts.

This item will be on the Board agenda for November 25, 2019 for a vote.

6. Discussion of Central Office Salaries

In preparing for the 2020-2021 budget, Ms. Austin spoke about the need for the Board to decide on Central Office salaries. She shared that the other unions are looking at a 2% increase.

It was the consensus of the Board that this item should be reviewed by the Finance Committee at its December 2, 2019 meeting.

7. Suggested Future Topics

NONE

8. Adjournment

MOTION: Ackerman, White:

To adjourn at 7:45 p.m.

PASSED – UNANIMOUSLY



What you need to know about the Career-related Programme (CP)



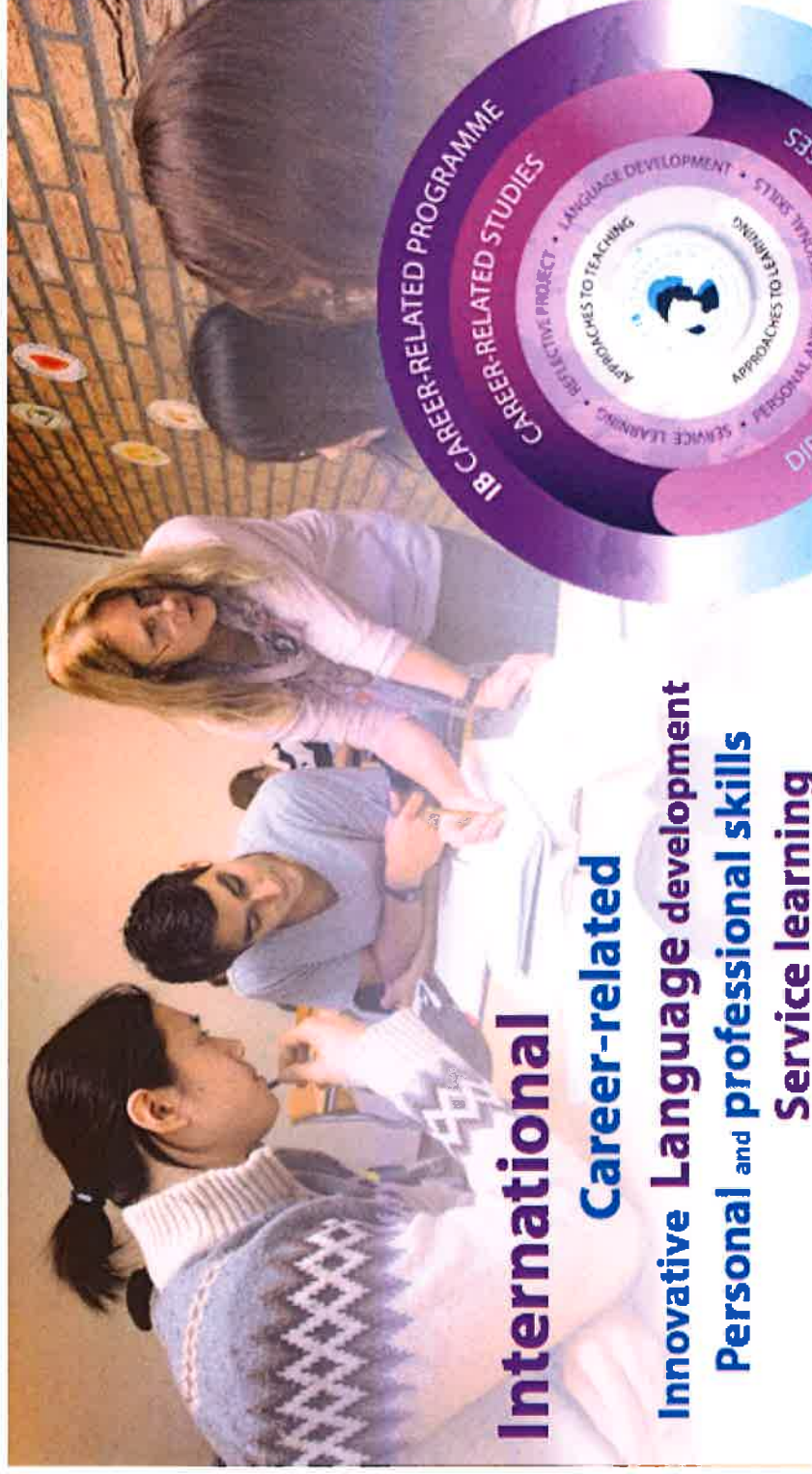
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IB programmes

Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





International

Career-related

Innovative Language development

Personal and professional skills

Service learning

Academic courses from

Diploma Programme



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The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the “academic vs practical” divide.

CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships.

“The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations.”

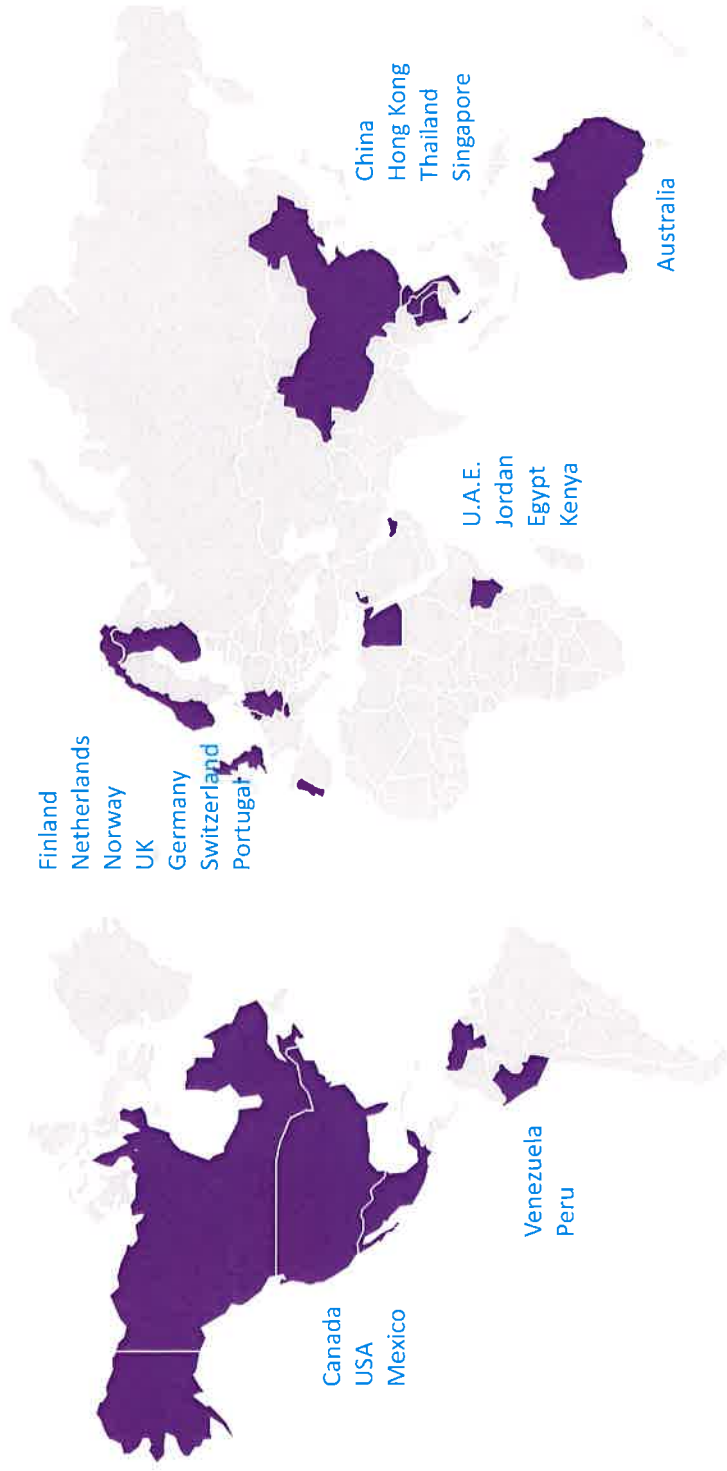
Stan Carr, Head of School
Skinners' Kent Academy, UK

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The CP in 21+ countries



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Core components of the CP

All CP students are required to complete the career-related courses associated with their selected career pathway and take at least two Diploma Programme (DP) courses. Additionally, they must complete the CP core in order to receive the International Baccalaureate Certificate of the Career-related Programme.



Language development: A central tenet of an IB education, language development ensures students have access and are exposed to a second language in order to increase their understanding of the wider world and enhance their skillsets within a highly competitive global workforce.

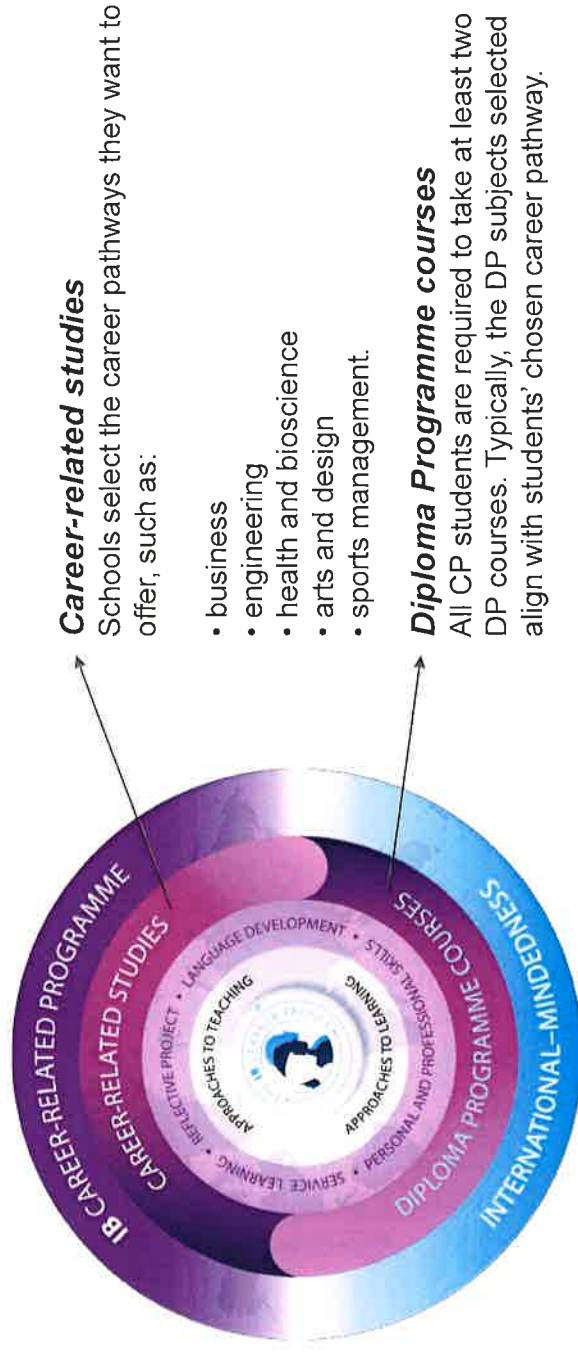
Personal and professional skills course: This course aims to develop responsibility, practical problem-solving, ethical understanding, perseverance and an appreciation of identity and perspective, as well as understanding of the complexity of the modern world.

Service learning: Practical application of knowledge and skills towards meeting an identified community need enables students to develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability.

Reflective project: The reflective project is an in-depth body of work submitted towards the end of the programme. Students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

A flexible educational framework

With the CP, schools are able to create their own distinctive version of the programme and select career pathways that suit their local community needs. By meeting the needs, backgrounds and contexts of their student population, schools can offer an education that is relevant to their students.



Career-related studies

Schools select the career pathways they want to offer, such as:

- business
- engineering
- health and bioscience
- arts and design
- sports management.

Diploma Programme courses

All CP students are required to take at least two DP courses. Typically, the DP subjects selected align with students' chosen career pathway.

Identifying and collaborating with career-related studies providers

The IB works with a variety of career-related studies (CRS) providers around the globe. Schools seeking to develop career pathways with professional communities can benefit from our existing collaborations.

All CRS providers undergo a rigorous curriculum evaluation to ensure that their courses align with the CP pedagogy and meet IB quality standards.



National Academy Foundation (NAF)



Business & Technology Education Council (BTEC)



Project Lead The Way (PLTW)



Coming Soon

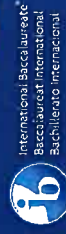
Savannah College of Art & Design (SCAD)



Chartered Institute for Securities & Investment (CISI)



Institute of Chartered Accountants in England and Wales (ICAEW)



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Aligning the CP with a selected career pathway

Example 1: Engineering

Career-related studies

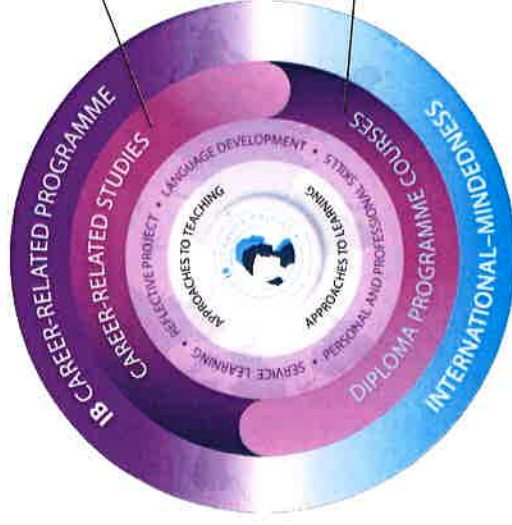
Schools work with career-related-studies providers in engineering, such as PLTW

Types of subjects that may be offered include:

- Introduction to Engineering Design
- Principles of Engineering
- **Possible Future Classes** – Computer Integrated Manufacturing and/or Engineering Design and Development

Students choose from the recommended DP courses that align with their selected career pathway.

- Computer science
- Design technology
- Mathematical studies
- Chemistry

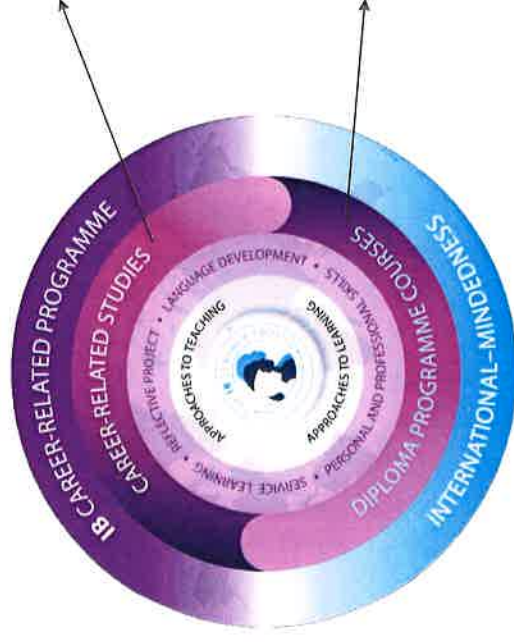


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Aligning the CP with a selected career pathway

Example 2: Nursing



Career-related studies

Schools work with career-related studies providers in nursing, such as State of Connecticut. Types of subjects that may be offered include:

- Diversified Health Occupations
- Honors Nursing

Diploma Programme courses

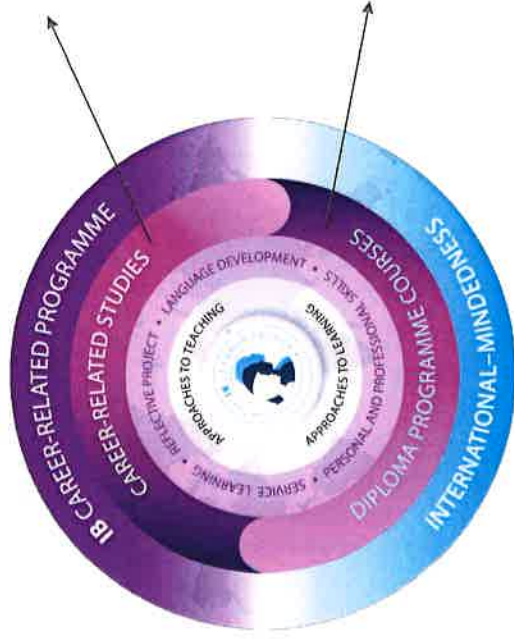
Students choose from the recommended DP courses that align with their selected career pathway.

- Biology
- Chemistry
- Sports, Exercise and Health Science
- Psychology
- Physics



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Aligning the CP with a selected career pathway



Example 3: Culinary

Career-related studies

Schools work with career-related studies providers in culinary, such as ServeSafe. Types of subjects that may be offered include:

- Foods 1
- Falcon Cafe
- Culinary Arts 1

Diploma Programme courses

Students choose from the recommended DP courses that align with their selected career pathway.

- Business Management
- Visual Arts

Future Career Pathways

Arts, A/V Technology & Communications

- Audio-Video Technology & Film
- Graphic Communications
- Graphic Design

Health Science

- Emergency Medical Responder
- Sports Medicine

Information Technology

- Game Design

Government & Public Administration Careers

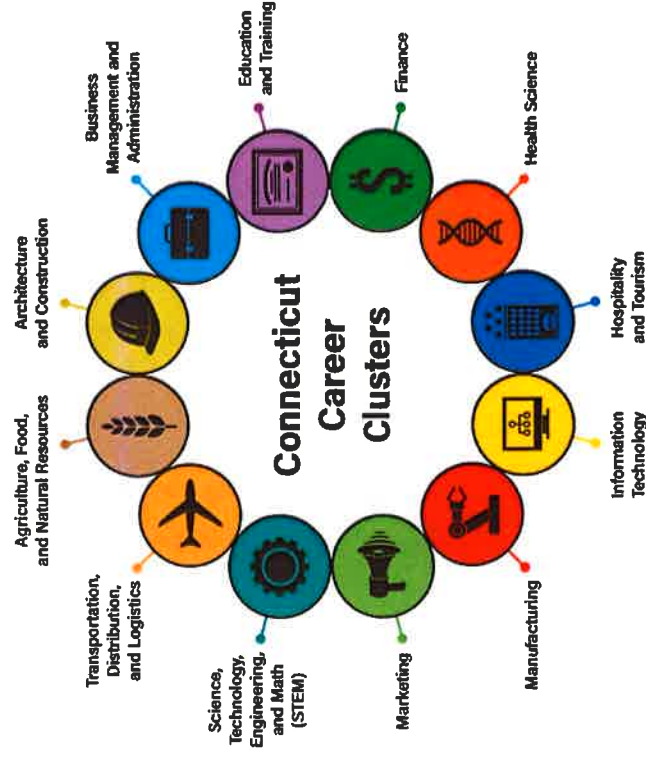
- Military/ROTC

Marketing

- Marketing Communications & Promotions

Human Services

- * Nutrition & Food Science



CONNECTICUT STATE DEPARTMENT OF EDUCATION

What makes CP students unique?

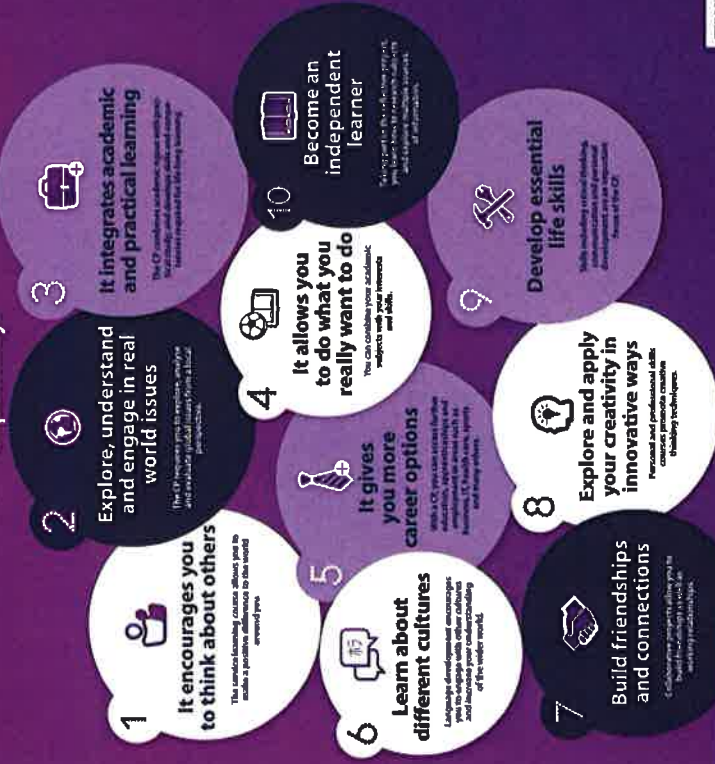
- They can apply their knowledge to real-world scenarios and situations
- They have a strong foundation of academic and career-related skills
- They can think critically and creatively
- They develop superior research and presentation skills
- They communicate clearly and effectively
- They consider new perspectives and other points of view
- They are internationally minded and globally aware



10 Reasons



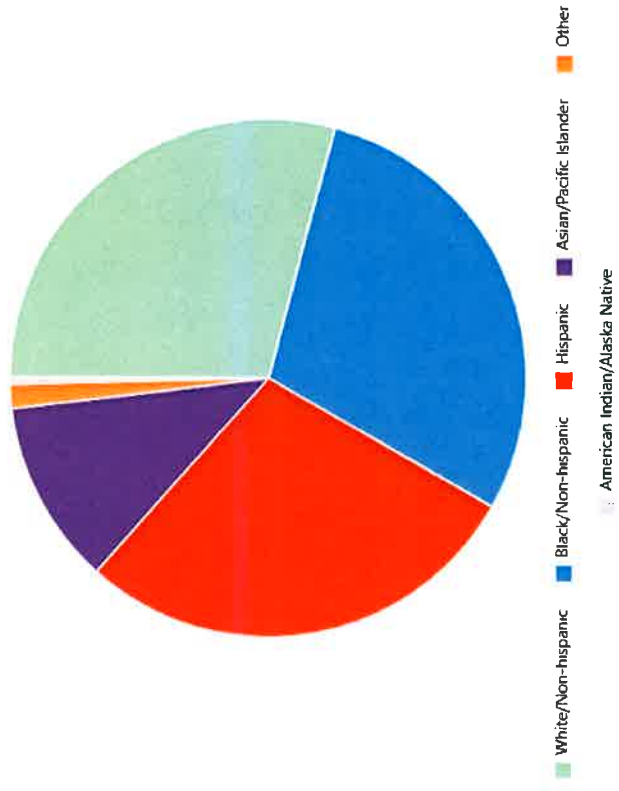
why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways



www.ibo.org/cp

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US CP graduates are diverse



US CP grads represent 31 different nationalities.



44% of CP grads were considered low-income in the US.



US CP graduates speak 21 different languages.

CP student university enrollment

US CP graduates enrolled in university at a higher rate than US students nationally. 81% of CP graduates enrolled in university by March 2016 (anytime enrollment), and 76% enrolled immediately after high school.



Proportion of enrollment at 4-year institutions

Of the CP graduates who immediately enrolled in higher education, a majority chose 4-year institutions over 2-year institutions.



For those who chose 4-year institutions, more than half (55%) enrolled in a university ranked as "very competitive" or better by Barron's Selectivity Index.

Accountability
Personable
Dedication
Experience
Self-Motivated
Maturity
Accurate
HardWorking
StrongWorkEthic
AttentiontoDetail
Caring
Teamwork
Adaptability
PassionforBrand

Punctual
Timeliness
InterestinJob
Honesty
Loyalty
Dependable
InterpersonalSkills
CustomerCentric

Knowledgeable
Flexibility
Professionalism
GoodAttitude
GoodCommunication
Reliable
Engagement
Responsible
PresentableAppearance

Outgoing
Honest
Related
Organized
ProblemSolving
HighIntegrity
GetsAlongWellWithOthers
Kind
Working
Collaborative

Skills gained during the CP

Graduates explained how they had developed personal attitudes such as professionalism, work ethic and collaborative skills, and had gained confidence, particularly in public speaking.

Percent of study participants who agreed they had developed the following skills:

Communication skills	Employment skills	Higher education skills
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75% of students felt the CP had prepared them well for higher education, and 83% reported faring well in their university studies.

Where Do We Go Next.....

- May 1, 2019 – CP Candidacy Approved/Approved to apply for authorization
- August 29, 2019 – Coordinators began coordinate the required professional development, meetings with the assigned IB CP consultant
- February 1, 2020 – IB CP's consultant review submitted
- March 1, 2020 – Submit authorization application to IB
- May/June, 2020 – Coordination of IB visit, which will probably be in Fall 2020
- August 2021 – Full implementation of the IB CP at Fitch High School

QUESTIONS?



Career-related
Programme

Middle School Administrative Structure

Recommendation for Groton Middle School

Students – approximately 950

1 Principal – Head of school

3 Assistant Principals (includes Associate for grade 8 and transition to HS, grade 7 AP, and grade 6 AP)

*Each AP will loop with students to the next grade level with counselors in order to personalize the experience for middle school students and families. Will also assist in the evaluation process at their designated grade level.

*Head of School will oversee all grade levels, special education with support of sped coordinators, evaluate new teachers or teachers needing assistance. Principal monitors crisis intervention, data teams, school climate, transition process, and MYP and MSAP grant with support from the team, etc.

Below are some examples of other large middle schools and the supports they have in place.

Middlesex Middle School, Darien

Grades 6 - 8

Students – 1133

Principal – Administrator for 8th Graders

Asst. Principal – Admin. for 7th Graders

Asst. Principal – Admin. for 6th Graders

Dept. Chair of Special Education – Admin. for SPED

Middlebrook School, Wilton

Grades 6 - 8

Students – 950

1 Principal, 3 Deans (Asst. Principals) and all other leaders teach

Rogers Park Middle School, Danbury

Grades 6 - 8

Students – 950

1 Principal, 2 Asst. Principals, 2-3 Department Heads who work with all of the schools.

Smith Middle School, Glastonbury

Grades 7 - 8

Students – 1010

7th & 8th grade – 1 Principal

2 Asst. Principals

Supervisor of Secondary English, L.A. and Library Media Center (one position for *6– 8)
*6th grade is Gideon Wells School with 477 students.

Schaghticoke Middle School, New Milford

Grades 6 - 8

Students – 1025

1 Principal, 2 Full time Asst. Principals for grades 6 and 8, 1 Part time Asst. Principal for grade 7

All other administrative positions also teach.

West Side Middle School, Waterbury

Grades 6 - 8

Students – 1017

1 Building Principal, 3 House Vice Principals, 3 Teaching Vice Principals,

1 Attendance Councilor, 2 Intervention Specialists