



THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
NOTICE OF MEETING

ACADEMIC COMMITTEE
AGENDA

Date: Monday, September 14, 2020
Time: 5:30 p.m.
Location: Zoom and the Fireside Room on South Campus

Option #1: Join Zoom Meeting (use the link to the conference):

<https://us02web.zoom.us/j/2360687302?pwd=SWJLaic2MVpmdWcyR2NYZzhCN3E3QT09>

Meeting ID: 236 068 7302

Password: WA1801

—OR—

Option #2: Join Zoom Meeting by Phone

Dial: (646) 558 8656

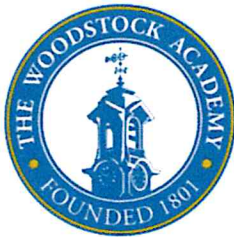
Meeting ID: 236 068 7302

Password: 862710

1. Call to Order
2. Community Participation—please email your comments before 4:30 p.m. to jwoodland@woodstockacademy.org
3. Secretary's Report – Minutes of June 8, 2020
4. Welcome new members
5. Academic report
6. Opening Days PD Report
7. 20-21 School Goal/Academic Committee Goal
8. Other
9. Adjournment

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

**MINUTES OF THE MEETING
THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
ACADEMIC COMMITTEE
June 8, 2020**



These minutes are for
informational purposes only.

PRESENT: Child, Barbara; Paquette, Philippa; Harten, Michael; May, Val; Musko, Jason; Walley, David; Arends, Alyssa (alternate); Ignacio, Joey; Pan, Jingy (Jane); Sandford, Chris (6:33); Singleton, Holly; Woodland, Julie

ABSENT WITH NOTIFICATION: Young, Scott

1. Call to Order

The meeting was called to order by Committee Chair Paquette at 5:33 p.m.

2. Community Participation – None.

3. Secretary's Report—Minutes of March 9, 2020

MOTION: (Harten/May) To approve the minutes of March 9, 2020. All voted Yes except for Committee Chair Paquette, who abstained. Motion passes

4. Approve Committee Charter

MOTION: (Singleton/Musko) To approve the Academic Committee Charter as presented. Unanimous

5. Select Two New Student Members

Joey Ignacio (grade 11), Jane Pan and Alyssa Arends (both, grade 12) were thanked for their contributions to the Academic Committee. After review and discussion, the following students were selected to be invited to serve on the Academic Committee in 2020-2021: Joey Ignacio (full member, grade 11), Alina Michalski (alternate member, grade 11), and Leah Castle (full member, grade 10). Dr. Harten planned to notify and welcome the new committee members.

6. Review Grading Policy and Procedures Adjustments

Associate Head of School Singleton and Dr. Harten explained and reviewed the second semester final grading options offered to students in good standing as a result of eLearning during second semester. Students will be able to (1) keep their current grade; (2) choose their 3rd quarter grade as a final grade; or, where their average is 60 or above, (3) select "Pass" for the final assessment (not calculated into GPA). Strategies and guidelines for students with incompletes or late assignments were also discussed. There is a possibility that not 100% of students in grade 12 will graduate this year.

7. Review Task Force's Proposed Schedules and Learning Guidelines

Associate Head of School Singleton and Dr. Harten presented information generated by the Reopening Task Force. From the faculty perspective during the recent eLearning experience, the organizational requirements and self-care opportunities were challenging. Students were praised for making eLearning successful through extra effort and patience. A "blended learning" proposal was discussed, where student education takes place from home and/or from school for at least two days each week. In-person classes are believed to better meet the needs of the "whole child's" social and emotional health in addition to academics. The class schedules proposed by the task force were positively received noting the extra class length and extra break periods. The Academy's investment in Canvas was commended as a versatile and comprehensive tool. As an independent high school, The Academy should be able to offer much more than a typical public high school—unless the state forces all schools to offer the same experience in the interest of equity. In-depth discussion included transportation challenges (financial/physical distancing/staggered

arrivals/etc.) from sending towns, ventilation in classrooms, travel between classes, shuttle busing, speculation about what the state might mandate, and the financial strain to provide adequate safety measures campus wide. Jane Pan made some suggestions about class scheduling times and how best to help students taking classes from other countries/time zones meet academic requirements. Alyssa Arends thanked the group for all the extra effort to provide a quality experience this past spring—particularly when she compared her experiences to those of friends in other area schools. Val May expressed concern that if students from only certain grades attended class on specific days, the possibility exists for only one or two students to be taking an in-person class. Creating equitable student schedules will be a challenge over the summer and conversations will continue as more information comes available.

8. Other

Academic Committee members thanked seniors Jane Pan and Alyssa Arends for their hard work and insight and wished them great success in their future endeavors.

9. Adjournment

MOTION: (Harten/Child) To adjourn the meeting at 6:45 p.m.
Unanimous

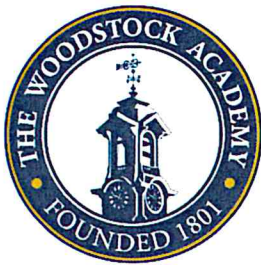
Respectfully submitted,

Julie Woodland

Julie Woodland

Board Clerk

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ACADEMIC REPORT

SEPTEMBER 2020

MICHAEL HARTEN,
DEAN OF ACADEMICS

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

Academic Highlights

- Near-100% Graduation Rate for Class of 2020
- Over 87% college placement

College Attendance Highlights, Class of 2020

- | | | |
|------------------------|----------------------------------|-----------------------------------|
| ▪ Brown | ▪ Univ. of Illinois | ▪ Univ. of Rhode Island |
| ▪ Univ. of Alabama | ▪ Johnson & Wales | ▪ Rochester Inst. of Tech. |
| ▪ Arizona State | ▪ Keene State | ▪ Wentworth Inst. of Tech. |
| ▪ Assumption | ▪ Univ. of Maine | ▪ Worcester Polytechnic Institute |
| ▪ American | ▪ UMass—Amherst | ▪ Sacred Heart |
| ▪ Bay Path | ▪ Merrimack | ▪ Salve Regina |
| ▪ Becker | ▪ Montserrat Coll. of Art | ▪ Simmons |
| ▪ Bryant | ▪ Savannah Coll. of Art & Design | ▪ Springfield |
| ▪ UC-Riverside | ▪ School of Visual Arts | ▪ SUNY—Stony Brook |
| ▪ UC-San Diego | ▪ Univ. of New England | ▪ Syracuse |
| ▪ Carleton | ▪ Univ. of New Hampshire | ▪ Univ. of Texas |
| ▪ Clark | ▪ Univ. of New Haven | ▪ Three Rivers |
| ▪ Connecticut College | ▪ Nichols | ▪ Tufts |
| ▪ Univ. of Connecticut | ▪ UNC—Wilmington | ▪ Univ. of Virginia |
| ▪ Depaul | ▪ Northeastern | ▪ Univ. of Wash.—Seattle |
| ▪ QVCC | ▪ Oregon State | ▪ West Virginia |
| ▪ Eastern | ▪ Pace | ▪ Western CT |
| ▪ Endicott | ▪ Penn. State | ▪ Western New England |
| ▪ Fairfield | ▪ Purdue | ▪ Univ. of Wisconsin |
| ▪ George Washington | ▪ Quinnipiac | ▪ Worcester State |
| ▪ Univ. of Hartford | ▪ Rhode Island College | |
| ▪ Hofstra | | |
| ▪ Howard | | |

Advanced Placement (AP)

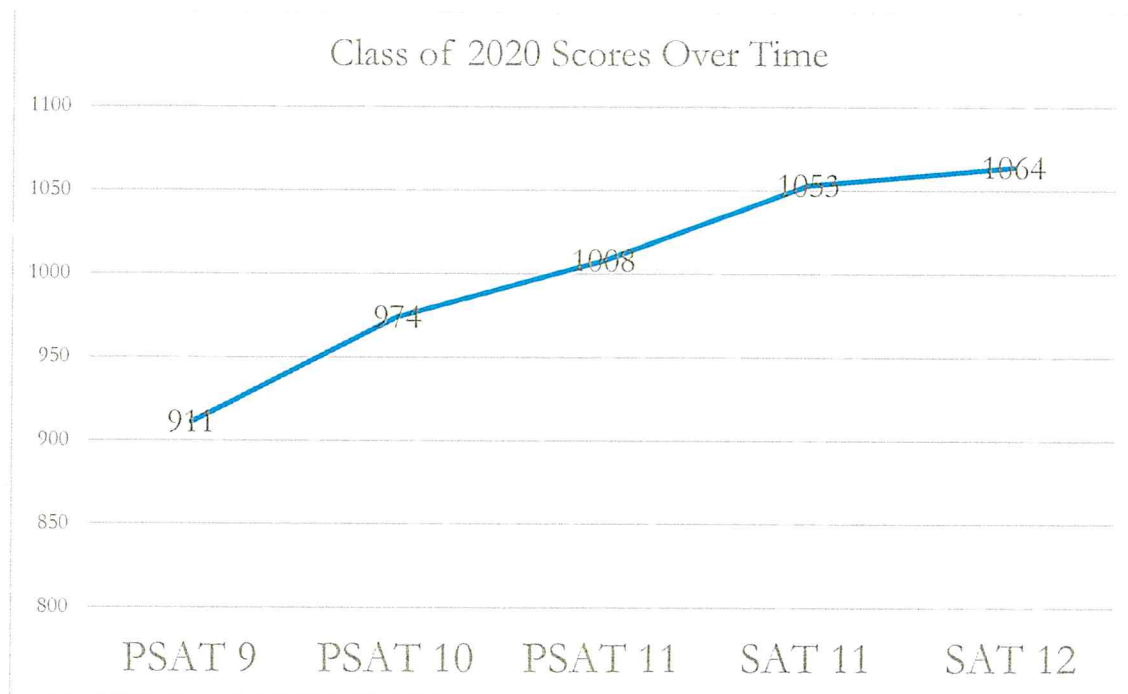
- 231 students took 410 exams
 - 82% scored a 3 or higher
- 77 AP Scholars, including 2 National Scholars

	2016	2017	2018	2019	2020
Total AP Students	189	206	227	238	231
Number of Exams	308	331	379	415	410
AP Students with Scores 3+	154	165	173	192	189
% of Total AP Students with Scores 3+	81.5	80.1	76.2	80.7	81.8

Early College Experience (ECE)

- 24 WA courses eligible for concurrent enrollment at UConn
 - Added Italian in 2019-20
- 203 WA students took 365 courses for credit
- 1342 credit hours earned
- Top Ten in CT (7th)
- 10 students earned credit in Math for Liberal Arts through Eastern
- Almost \$800,000 in tuition saved

PSAT/SATs



State Testing

No state testing in Spring 2020 (SAT, NGSS for Juniors).

Next Generation Science Standards (NGSS) Grade 11 Assessment

- NGSS replaced CAPT beginning in 2017
- Pilot in 2018

2019 Results

	Participation Rate	Scored Level 3 or 4
The Woodstock Academy	98%	53.4%
State of Connecticut	97.9%	47.7%

Next Generation Accountability Standards (2017-18)

No	Indicator	2017-18	2016-17	2015-16	Target	Points 17-18	Points 16-17	Points 15-16	Max Points
1a	ELA Perf. Index--All Students	61.8	65.3	62.3	75	82.5	87.1	83.1	100
1b	ELA Perf. Index--High Needs	.	47.3	47	75	.	63.1	62.7	100
1c	Math Perf. Index--All	60.5	61.3	61.9	75	80.7	81.8	82.6	100
1d	Math Perf. Index--High Needs	.	43.5	40.4	75	.	58	53.9	100
1e	Science Perf. Index--All	.	59.6	64.5	75	.	79.5	86	100
1f	Science Perf. Index--High Needs	.	49.8	43.8	75	.	66.4	58.4	100
4a	Chronic Absenteeism--All	7.00%	6.70%	6.30%	<5	46	46.6	47.4	50
4b	Chronic Absenteeism--High Needs	16.00%	15.30%	14.50%	<5	28.1	29.4	31	50
5	Prep. for CCR % Courses	59.00%	64.40%	46.80%	75	39.4	42.9	31.2	50
6	Prep. for CCR % passing exams	55.80%	56.90%	46%	75	37.2	37.9	30.7	50
7	On-Track to Graduation	97.20%	96.90%	3.50%	94	50	50	1.9	50
8	4-Year Graduation All (2017)	94.10%	98.40%	98.60%	94	100	100	100	100
9	6-Year Grad. High Needs (2014)	100.00%	94.70%	86.50%	94	100	100	92	100
10	Postsec. Entrance (2017)	79.80%	81.10%	76.80%	75	100	100	100	100
11	Physical Fitness (Part. Rate/fitness rate)	42%/79.8%	82.7%/81.1%	54.9%/72.6%	75/75	0	25	12.1	50
12	Arts Access	56.10%	59.80%	44.40%	60	46.8	49.8	37	50
	Accountability Index					710.6/850	1017.6/1250	910/1250	1250
	Overall % Points Earned					83.60%	81.40%	72.80%	

October 2019 Test Day Results

Test	Grade	Overall	ERW	Math
SAT	13	1021	515	506

SAT	12	1064	531	533
PSAT	11	1000	510	490
PSAT	10	948	483	465
PSAT 8/9	9	921	471	450

Year-to-Year Growth

Grade	Oct. 2019 Score	Year-to-Year Growth
12	1062	+56
11	1000	+38
10	948	+31

eLearning 2020

- eLearning began on March 13, 2020
- No loss of instructional days to COVID-19
- Synchronous Learning 4 days a week—4 hours of direct, live instruction per day through student iPads/Microsoft Teams/Canvas Learning Management System
- Mornings, afternoons, and every Friday Office Hours for individual support to those who need it (IEP, 504, counselor/teacher recommendation)
- Extra-curriculars, Advisory, Staff Committees continue to meet virtually

Priorities for 2020-21

- Enhanced eLearning: Extended instructional time by 1 hour each day
- Wednesday office hours, plus **on-campus** support, help, and enrichment
- Continued professional learning focus
 - Social Emotional Learning
 - Best Practices for eLearning
 - Equity & Inclusion

Opening of School 2020

Monday, August 24

All Faculty & Staff

7:30-8:00 Breakfast on your own

8:00-9:45 Loos Center for the Arts Auditorium (park in Loos or Annhurst Lots)

- Welcome (BOT rep, Sandford)
- Welcome/Intro (Singleton)
- Enrollment (A. Favreau)
- School Safety (Rich)
- Facilities (B. Favreau)
- COVID-19 Health Update (Saucier)
- Break
- Social Emotional Learning (Support Services Staff)

9:45-10:00 (Break/Travel)

10:00-12:00 Department Meetings (Various Locations)

12:00-1:00 Lunch on your own

1:00-3:00 Departmental/Individual PD

Tuesday, August 25

Faculty Required, Staff Optional

7:30-8:00 Breakfast on your own

8:00-8:55 Let's Talk: Difficult Conversations Discussion Groups

Facilitator	Group members (by first names)	Location
Amy Couture	A-Brad	Field House
John Rigney	Brenden-Danielle G.	Field House
Danielle Gosselin	Danielle O.-Holly	A200
Joe Musumeci	Ian-Jonathan	B120
Katie Burns	Joshua-Lauren C.	Library
Mike Harten	Lauren G.-Michael M.	Founders Court
Rich Telford	Michael S.-Samantha R.	Auditorium
Sara Dziedzic	Sara-Z	Commons

9:00-12:00 Edu-Cademies (Faculty must attend three)

Time	Auditorium	B120	Library
9:00-9:25	Equity/Inclusion: Building A Social Presence in your Assignments: (Despres)	e-Learning: Classkick (Monahan)	
9:30-9:55	e-Learning: Groups in Teams (Mizak)	e-Learning: EdPuzzle (May)	
10:00-10:25	e-Learning: Tips for student engagement during e-Learning (Chase)	Equity/Inclusion: Running Classroom Discussions (Dziedzic)	SEL: Executive Functioning (Coleman)
10:30-10:55	SEL: Social Emotional Wellbeing during e-Learning (Despres)	Equity/Inclusion: Culturally Responsive Literacy Instruction (Harten)	
11:00-11:25	SEL: Relationships in Classroom/Student Stress & Anxiety (LeBlanc)	e-Learning: Nearpod (Geyer)	
11:30-11:55	e-Learning: Building Relationships (Gronski)	SEL: Self-Care: Addressing 'Compassion Fatigue' in the Age of a Pandemic (Edwards)	

12:00-1:00 Lunch on your own

1:00-3:00 Individualized PD

Wednesday, August 26

Materials Pickup for Seniors in Field House 9:00-4:00

Thursday, August 27

Materials Pickup for Juniors in Field House 9:00-4:00

RESIDENTIAL LIFE STAFF ORIENTATION

Friday, August 28

Materials Pickup for Sophomores in Field House 9:00-4:00
RESIDENTIAL LIFE STAFF ORIENTATION

Monday, August 31

Materials Pickup Makeup in Field House (10-12), 6:00-8:00 p.m.

Tuesday, September 1

New Student Day (Students Last Name A-L)

7:30-8:00: Bates Auditorium (all students), Sandford, Singleton, Video

8:00-8:05 Transition

(Students split into 5 groups of approx. 25, rotate through 6 stations, 25 min. each):

(Faculty should be either in the Field House or the Activity Fair)

Rotation Times	Stations
8:05-8:30 Rotation 1	<ul style="list-style-type: none"> • School Photos in B121 • iPad Pickup in the Student Commons • iPad Orientation in the Auditorium • Meet Teachers & Counselors/Pick up Supplies in the Field House • Activity Fair in The Founder's Court • Welcome from the Student Council and School Climate Activists outside near flag pole
8:30-8:35 Transition	
8:35-9:00 Rotation 2	
9:00-9:05 Transition	
9:05-9:30 Rotation 3	
9:30-9:35 Transition	
9:35-10:00 Rotation 4	
10:00-10:05 Transition	
10:05-10:30 Rotation 5	
10:30-10:35 Transition	
10:35-11:00 Rotation 6	

11:00-11:20 Dismissal

11:00-12:00 Lunch on Your Own

12:00-3:00 Individualized PD

Wednesday, September 2

New Student Day (Students Last Name M-Z)

7:30-11:00—Same Schedule as Tuesday

11:00-12:00 Lunch on Your Own

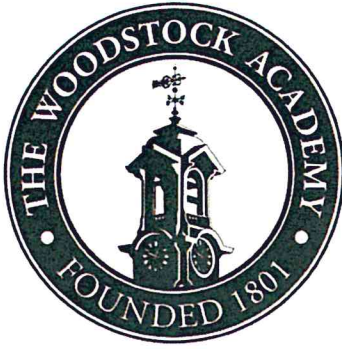
12:30-3:00 New Student Day for Residential Life Students

Thursday, September 3

Day A, First Day of E-Learning (All Students)

Friday, September 4

Day B, Second Day of E-Learning (Advisory Day Schedule)



2020-21 School-wide Goal: Equity and Inclusion

School Goal (2020-21): By employing a growth mindset, the faculty and staff will work together to gather data and expand our knowledge in order to develop a plan to improve equity and inclusion and reduce bias.

Procedure:

- Professional Learning Communities (PLCs) will meet twice a month to guide and anchor the work.
- The Woodstock Academy Leadership Team (WALT), with input from faculty and staff, will oversee the topics and materials for the PLCs.
- PLC topics and discussions will include, but not be limited to:
 - Completing personal inventories/written self-reflection
 - Participating in conversations within and across departments
 - Learning about the history of systemic bias in the U.S.
 - Developing strategies to proactively communicate in a culturally responsive way
 - Developing instructional strategies and curriculum to improve equity and inclusion and to reduce bias for all WA students and staff
- Individual faculty members will reflect in writing on their progress towards the school goal as part of their mid-year and final evaluation meetings.
- The focus on the year will be gaining individual and collective knowledge around these topics.

Academic Committee Goals 2019-2020

- 1) Continue to monitor the achievement gap.
- 2) Encourage cross-departmental collaboration.
- 3) Monitor mental support systems for students and collect data.
- 4) Encourage BOT members to visit The Academy.

Update on Goal 2:

Recent Collaborations:

- Caitlin Alger (Art) and Sue Lovegreen (Biology), February 2018
 - Biology students & electronic design students worked in pairs to create a panel, within a timeline poster of the evolution of life on this planet from the big bang to the future.
- Rich Telford (English) and Caitlin Alger (Art), October 2019
 - The two classes created illuminated manuscripts in the style of those created by English Romantic poet William Blake in the late 1790s/early 1800s.
- Jeff Boshka (P.E.) and Sam Resnick (Campus Safety), Nov. 2019
 - Collaboration on self-defense in P.E. classes.
- Jerry Zolobkowski (Career, Family, & Tech), and Eric Collelo (CFT), Nov. 2019
 - A video production project around leadership, collaboration between Nichols College, STEAM Foundations, and Multimedia.
- Jerry Zolobkowski (CFT) and Caitlin Alger (Art), December 2019
 - A collaboration between STEAM Foundations & Graphic Design where we invited in 2 local businesses to meet our students. Student teams created and pitched, in a Shark Tank style event, a personal and unique marketing/branding package for business owners.
- Prescott Powers (Art) and Yiantying Liaw (Mandarin), January 2020
 - Art and Mandarin classes worked together to create a sculpture celebrating the Chinese New Year. The work is on display in the Loos Center.

Planned Collaborations:

- Amanda Zolobkowski (Spanish) and Emily Nester (CFT), March 2020
 - Students will be learning about Spanish cuisine and culture and will have the opportunity to cook and eat a typical Spanish dish: paella.
- Melany Gronski (Senegal Exchange) and Caitlin Alger (Art), Feb./March 2020

- Digital Drawing class will be illustrating an alphabet book in French for the Senegal Exchange trip in April.
- Melita Monahan (Italian), Emily Nester (CFT), Ian Jackson (Music), March 2020
 - A joint lesson on a 3-course meal in Italy and the culture surrounding that location. A joint lesson on both opera music appreciation and Italian food culture. Field trip to see the Opera Norma and enjoy a dinner at a restaurant in Boston for pasta alla norma.
- Yiantying Liaw (Mandarin) and Emily Nester (CFT), March 2020
 - Foods and Mandarin classes will mix together; half the students will down in the Bakery cooking/ preparing, and the other half will be doing a lesson about the country/culture.
- Jason Musko (German)and Emily Nester (CFT), February 2020
 - German 5 and International Foods class will be preparing some authentic German dishes throughout the week while also learning about German culture, especially as it relates to food and eating.
- Jason Musko (German), Jason Wiggin (Music), Prescott Powers (Art), April 2020
 - German 3 students will sing a German pop song, Music Tech 2 students will provide the instrumental accompaniment track, as well as engineer the recording of the singers in the studio/edit and mix the audio. Meanwhile, Painting class will explore "album cover artwork" ideas, and/or more abstract responding to the lyrics/music through colors/painting techniques, etc. The end result will be a fully produced recording with accompanying album artwork.
- Justin Fox (Spanish) and Joann Johnson (CFT), April 2020
 - Spanish and Foods class will be collaborating to make Spanish and Mexican food in the culinary lab.