

**GROTON BOARD OF EDUCATION
SPECIAL CURRICULUM COMMITTEE MEETING
THURSDAY SEPTEMBER 18 @ 6:00 P.M.
REMOTE**

Members Present: Adrian Johnson, Mike Whitney, Andrea Ackerman

Also Present: Anne Marie Mancini, Carmita Hodge, Kathy Wilson, Christopher Morth, Jessica Dunican

Johnson called the meeting to order at 6:02 p.m.

1. Review September 3, 2025 Meeting Minutes

Minutes were reviewed and accepted.

2. Review MYP Personal Project

The Committee discussed the MYP Personal Project. Mancini, Wilson, Morth and Dunican presented an overview of the MYP Personal Project including the history of the project, the rationale of the project, and an explanation of how the MYP project is completed. This is the first year the projects will be scored. It is a requirement for the IB MYP Program. At the end of each school year there is a MYP Personal Project Expo-style format which showcases their projects.

3. Future Meeting Topics

Graduation requirements, new course proposal

4. Adjournment

The meeting adjourned at 7:50 p.m.



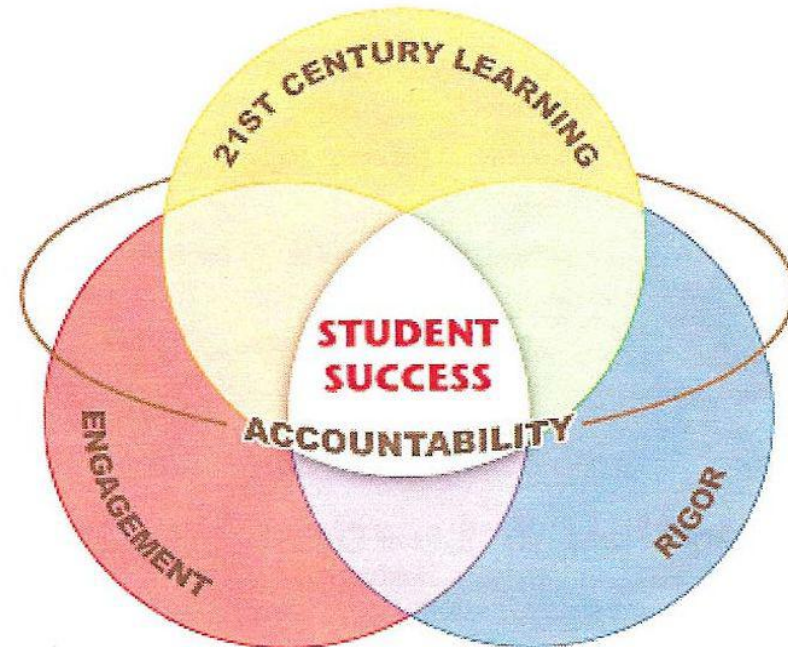
BOE CURRICULUM COMMITTEE MEETING
 THE MYP PERSONAL PROJECT
 SEPTEMBER 18, 2025



BACKGROUND/HISTORY

- In 2007, CSDE Commissioner McQuillan began work on Secondary School Reform with the State Board of Education, the P-16 Council, and an Ad-Hoc Committee.
- As a part of this work, the Committee recommended changes related to graduation requirements – starting with the Class of 2013 and beyond.
 - Focus on 21st Century Skills
 - Senior Demonstration Project
 - Exposure to Career Pathways
 - Development of Student Success Plans
 - Requirement of 25 credits for graduation

Secondary School Reform in Connecticut



RATIONALE

- Large achievement gap in CT
- Declining performance on standardized tests (e.g., NAEP, CAPT and CMT)
- Number of students required to enroll in remedial-level college courses
- Low economic value of high school diploma
- Under-preparedness of high school graduates for the workplace
- Large percentage of students aged 16-18 entering adult education

ORIGINAL DESIGN/INTENT

- Revised language → *Require a capstone experience for every student* (Engagement).
- Original design of the project required students to integrate many, if not all, of the essential skills acquired over a student's seven-year history in secondary school.
- Students had several choices for completing the capstone experience—from developing a portfolio of best work, to completing a set of experiments organized around one or more scientific problems, doing community service, or working as an intern in a local business.

INITIAL REQUIREMENTS: CSDE CAPSTONE COMMITTEE

The Capstone Experience is designed to prepare high school students for life-long learning and effective and productive citizenship through the opportunity to plan, complete and present **a self-directed culminating project** reflecting their **personal interest**. It requires students to **demonstrate the school's core values and standards** and to **apply key knowledge and skills**, including thinking critically and creatively, demonstrating flexibility and initiative, conducting analysis and research, communicating ideas through multiple modalities and using technology effectively.

Within these general guidelines, Connecticut schools and districts have the **flexibility to design Capstone expectations consistent with their mission**, and projects may involve community service or internships. Although Capstone projects are culminating events, planning may begin as early as 9th grade, and successful completion of a Capstone Project will earn the student **one credit toward high school graduation**.

CORE ELEMENTS

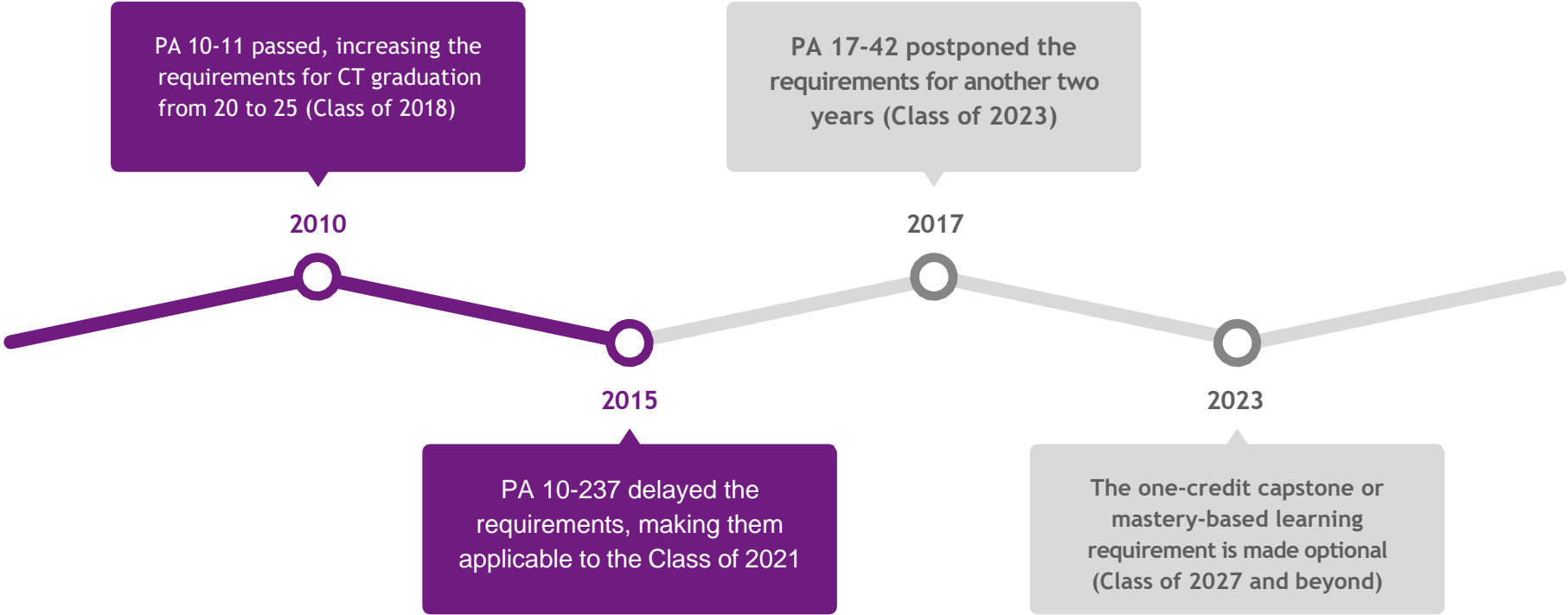
1. **CHOICE:** Provide opportunities for choice and self-direction
2. **21ST CENTURY SKILL DEVELOPMENT:** Provide opportunities for students to find, manipulate and use content to learn, solve problems, create and think for a lifetime
3. **PROCESSES:** Engage students in experiences that include research, self-reflection and self-evaluation
4. **PRODUCTS:** Require students to present their learning in a variety of ways, including writing and public demonstrations. Elements included a proposal, journal or process log, end product, presentation, reflection and evaluation or self-evaluation
5. **SUPPORT ORGANIZATIONAL STRUCTURE:** Incorporate a system to support and facilitate student, school and community engagement

AN UNFUNDED STATE MANDATE

Because high schools were not given any money to implement the capstone requirement, the State allowed flexibility around the following:

- **STAFF:** How schools can use their existing staff to prepare and advise students as they completed the project
- **GRADES:** How student projects be scored or assessed, and/or who would be responsible for this
- **CREDIT:** If students are self-directed, schools can award the traditional Carnegie unit for a completed project

SECONDARY SCHOOL REFORM AND THE CAPSTONE REQUIREMENT



THE MYP PERSONAL PROJECT

- A mandatory **culminating assignment** for all students in the final year of the program (typically 10th grade)
- A **student-driven** inquiry into a topic of **personal interest**
- A **long-term project** that allows students to demonstrate **21st-century skills** (e.g., creativity and self-management)
- Students to **bring together skills** they have learned during their **secondary education program**

THE MYP PROJECT

- The MYP Project is becoming a part of the school culture at FHS.
 - Upperclassmen mentors visit CTL to advise 10th grade students (bi-weekly check-ins).
 - All staff, including Special Education teachers, are aware of expectations of the project, so that students can receive support.
 - Students receive help writing [goals](#) for creating a rigorous and relevant project.

MYP PROJECT AND GC COURSE

- The Global Citizenship teacher is the supervisor to the students enrolled in the course. The teacher checks in three times with each student during the process.
- The ATL Skills and IB Learner profile are embedded across the MYP curriculum.
- The Global Citizenship teacher merely provide prompts to keep process journals moving along. Class time is not spent on prompts. These are provided concurrently with the the Global Citizenship curriculum.
- The project is completely independent from the course.

REQUIREMENTS FOR FHS STUDENTS

- Proposal (with Supervisor Approval)
- Process Journal
- Final Product
- Public Presentation (Expo)
- Self-Reflection

KEY DOCUMENTS

- [MYP Academic Honesty Form/Supervisor Check-In](#)
- [Goal Setting Worksheet](#)
- [MYP Personal Project Schedule: SY 2025-2026](#)
- [MYP Personal Project Process Journal](#)
- [MYP Personal Project Final Written Report Template](#)
- [MYP Personal Project Supervisor Handbook](#)

MYP PERSONAL PROJECT IN A DIFFERENT CT IB DISTRICT: EHPS

- EHPS: has K-12 IB pathway (PYP → MYP → DP)
- MYP pathway (grades 6-10) extends across two schools (Sunset Ridge, grades 6-8) and the Connecticut IB Academy (grades 9-12; school has MYP and DP)
 - Not all students who attend Sunset Ridge get into CIBA (RSCO lottery school)
 - MYP Personal Project is completed at Sunset Ridge
- Grade 8 students identify an inquiry statement (based on their learning in middle school), conduct research, complete a service-based learning project, present it in an expo-style format, receive feedback and reflect on the experience.
- Students do not receive credit toward graduation.

MYP PERSONAL PROJECT IN A DIFFERENT CT IB DISTRICT: CREC MAGNET SCHOOLS

- CREC: has K-12 IB pathway (PYP → MYP → DP)
- MYP pathway is limited to one school: Academy of International Studies
 - Middle School, Grades 6-8
 - High School, Grades 9-10
 - MYP- Grades 6-10
 - DP- Grades 11-12
- In grade 10, students complete an extended service learning project, usually as a part of a small group, related to a topic they have studied in class. The project requires research, a presentation, a self-reflection and an evaluation. The project grade is included in student report card.
- In grade 12, students complete the capstone project that is scored using the school's Expectations for Student Learning rubric. Students work with an advisor inside of school. Some also seek the guidance of a community member. The project is presented to a public audience and students reflect on the experience. Students receive 1.0 credits toward graduation.

Questions

