

**ENFIELD BOARD OF EDUCATION
CURRICULUM COMMITTEE MINUTES
FEBRUARY 17, 2022**

The February 17, 2022, Curriculum Committee meeting was called to order by Amanda Pickett at 4:56 PM.

Present: Amanda Pickett, Dr. Gerald Calnen and Jean Acree

Absent: None

Also Present: Michelle Middleton, Kerry Wiley, John Dague, Meghann Burr, Adrienne Snow, Tina LeBlanc and Joshua Hamre

Audience: Marcy Taliceo

Technology Education Program of Studies Changes:

Mr. Dague presented proposed changes to the course description for Materials Processing in the Enfield High School Program of Studies. The new description focuses more on the equipment students will learn to operate, as well as which future courses and/or career path they could pursue. He explained that in the past couple of years there has been a significant change in how the course is delivered with the focus on outcomes instead of projects.

Committee members asked what outcomes versus projects means. Mr. Dague explained that the department is less tied to the completion of one specific project as a means of gauging understanding. The reality is that students can demonstrate understanding in a variety of ways. He gave examples of the different ways students can demonstrate the understanding of welding skills.

Committee members asked if many Grade 9 students take this course. Mr. Dague explained that we have a mix of students who elect to take this course, but we are encouraging students to take Materials Processing in Grades 9 or 10 so they can then move on to other courses in the pathway. The committee approved these changes.

Mr. Dague gave the committee members a flyer about Enfield's Invention Convention at JFK on Saturday, March 12 and expressed our need for judges.

ESOL Program of Studies Changes:

Dr. Burr explained that we are expanding our language services to our multilingual learners. Currently, at EHS, we have ESOL 1, ESOL 2, and ESOL 3. Students are placed into the course that aligns with their proficiency level. When students reach level 4, they are exited from these services. To better support our newcomers and level 1 students, Dr. Burr proposed breaking ESOL 1 into two different courses: Receptive Language and Expressive Language. This would allow these students to have an ESOL course every day to provide continuity of support and expedite proficiency. Students would receive two elective credits, one for each course. ESOL 1 Expressive Language would focus on writing and speaking, while ESOL 1 Receptive Language would focus on reading and listening.

Committee members commented on the fact that they liked the reference to multilingual learners, rather than English language learners. It focuses on the students' assets rather than deficits. Committee approved these changes.

Elementary Reading Model and Resources:

Dr. Burr explained that the Teachers College Reading Units of Study are used for Tier 1 instruction in our Grades K-5 classrooms. Tier 1 instruction means it is for all students. Each grade level has 5-6 units. The units alternate between fiction and informational and are CCS-aligned. The five tenets behind the philosophy of the model were shared. The instructional model includes a 10-minute mini-lesson in which a teacher models a reading strategy for the class. Then the gradual release of responsibility method (I do, we do, you do) is practiced. After the mini-lesson, students then engage in independent practice where they are practicing the new strategy while reading a book they have chosen. During this time, the teacher meets with students one-on-one or in small groups to provide support and differentiated instruction.

Mrs. Snow explained the Teachers College Phonics program that is used in Grades K-2. She explained that this program was designed for primary-aged students. This is also a Tier 1 program for all students. The units follow a story structure and mirror the structure of the reading instruction. There is a 5-minute macro-lesson in which a teacher models a skill or strategy and then the gradual release of responsibility method is practiced. During independent practice students have the opportunity to practice and transfer these new skills to their reading and writing. The teacher works with small groups, as needed, to differentiate instruction.

Dr. Burr explained some of the impacts the COVID remote and hybrid learning models had on instruction. She explained that these impacts are gone, with the possible exception of whole classes gathering on the rug for the mini-lesson.

Dr. Burr discussed the iReady MyPath Reading supplemental resource we have for a Tier II support (although it is available to all students). Through their use of this program, students receive personalized instruction based on results from their diagnostic assessment. This instruction is engaging, developmentally appropriate, and interactive. Teachers supplement this independent work with additional small-group lessons during Tier II instruction that are tailored to students' needs.

Committee members asked how we can make families aware of what students can access on their iPads to provide support at home.

Mrs. Snow explained our Tier III reading resource, Fountas and Pinnell Leveled Literacy Intervention. This instruction is delivered to small groups of students by certified language arts consultants. It is designed to supplement the small-group instruction that students receive in the classroom. This program works in tandem with the Teachers College Units of Study. These lessons are short-term and fast-paced. Lessons are focused on systematic phonics, oral reading, reading comprehension, and using writing to complement instruction. Program contains high-quality and engaging fiction and nonfiction texts. There is ongoing assessment for progress monitoring embedded in the lessons. Teachers take a measure every week. The groups are level-based, and students change accordingly. Tier III students engage in these lessons for 30-45 minutes 3-4 days a week.

Committee members asked when does this happen? It was explained that the schedule is created by each building depending upon staff and numbers of students, but the goal is that these students do not miss the key components of the Tier I instruction of reading and writing workshop in the classroom.

Bilingual Program:

Dr. Burr explained that due to a state mandate, we will need to offer bilingual services at JFK next year. According to the state's measures, we are still considered a low incidence district, but our ESOL student numbers have nearly doubled in the past four years going from around 100 to 175 with 16 different languages spoken. The mandate states that if a district reaches 20 multilingual students of the same native language in one building, they are required to offer bilingual services for the subsequent year. Our October 2021 PSIS collection numbers show 26 students at JFK with Spanish as a native language. Currently, we are offering ESOL 1, ESOL 2, and ESOL 3 at JFK. We will now need to offer bilingual services as well. This will be a transitional bilingual program. The goal will not be bilingualism. Students in this program will be receiving services in English and Spanish. As the year progresses, the teacher will transition to less and less Spanish and more English. This type of service is not appropriate for all multilingual students. This is more for our level 1 students. Teachers would not recommend this to families of level 2 and 3 students as it may hinder their progress towards proficiency. This option will be offered to all families of native Spanish speaking students who will attend JFK next year. Families need to opt into this service. Teachers will reach out to families and explain the options.

Items from the Table:

Ms. Middleton let Ms. Acree know that she relayed her concerns to Mr. Senez regarding the curriculum for the Black/Latino Studies. Mr. Senez will make the teachers doing the summer work aware of these concerns. He will also come back in the fall to speak more to the curriculum and instruction of this course.

Ms. Middleton expressed to committee members that Dr. Burr recently attended a webinar put on by districts piloting this course. She asked Dr. Burr to share some information from this session.

Dr. Burr explained that one take-away was that the curriculum is a lot and there is no way to cover it all. People involved in the pilot explained the importance of flexibility and prioritizing where you will spend time. They also discussed the importance of depth over breadth. Students discussed the importance of incorporating project-based learning and allowing for deeper dives into areas of student interest. It seems like there is still a lot of autonomy even though we have been provided a curriculum.

Ms. Acree thanked Dr. Burr for sharing. Another committee member asked how we can leverage the other courses we have to complement some curriculum elements in this course.

The next meeting is Thursday, March 17, 2022

Adjournment:

The meeting adjourned at 6:25 PM.

Respectfully submitted,

Michelle Middleton
Chief Academic Officer