

**ENFIELD BOARD OF EDUCATION
CURRICULUM COMMITTEE MEETING MINUTES
JANUARY 15, 2019**

The January 15, 2019 Curriculum Committee meeting was called to order by Tim Neville 6:07 PM.

Present: Tim Neville and Sarah Hernandez
Absent: Ashley Depeau
Also Present: Walter Kruzel, Erin Clark, Patty Nelson, Meghann Burr, Joel Senez, Kerry Wiley, Jason Lamesa and Michelle Middleton
Audience: None

Program of Studies Changes:

Mrs. Nelson and Ms. Clark proposed a Peer Mentoring program that would award students .25 credits upon successful completion. This program would focus on helping mentors develop their social-emotional learning and 21st century skills, as well as coach their peers on these topics. Students can also design a project, making this an authentic learning experience. This program is being piloted this year and currently has approximately 80 peer mentors. These mentors serve as student leaders during the mentoring block at EHS. They are assigned to Grade 9 classrooms to help facilitate a smooth transition to high school. Mrs. Nelson developed the outline for the program and is currently training the mentors with support from some other staff members. The ultimate hope is to have the peer mentors train the following year's mentors.

Committee members asked how the mentors are identified. Mrs. Nelson and Ms. Clarke explained there is an application and vetting process. The students must be in good academic standing.

Mr. Lamesa and Dr. Wiley proposed some changes to Fundamental Math. Students in Fundamental Math are recommended by their Grade 8 teachers. The course is not required but provides additional math skill development and support. It is currently a 1 credit, year-long elective course. One proposed change is to change this to a .5 credit, semester-long course. Students would have the opportunity to take it both semesters, but this change allows students who no longer need the supports to enter another semester-long course for the second half of the school year. It will also allow students identified mid-year of needing additional supports to enter this course for the second semester. The other proposed change is awarding math credit instead of elective credit. Because this is a math course and the graduation requirements are at four math credits, this change makes sense and gives more options for students.

Mr. Senez and Ms. Burr proposed making a change to the current Grade 10 social studies AP offerings. These AP courses have recently changed to become more skills-based courses requiring in-depth work and exploration. Currently we have two .5 credit semester-long courses: AP US Government and Politics and AP Comparative Government and Politics. After getting feedback from teachers and students, it is evident that these courses should be changed to 1 credit year-long courses for proper coverage of content. The proposal is that AP US Government and Politics remain a Grade 10 option offered for 1 credit and the full year. The AP Comparative Government and Politics Course will become a full-year 1 credit elective offering for students in Grades 11 and 12.

Ms. Middleton proposed a common statement be placed in the description of all AP course offerings. The statement would read: "Students enrolled in this course are required to take the AP exam at the end of the year." This clears up inconsistent statements currently found in the descriptions and matches what is already there under Additional Program Opportunities.

Ms. Burr and Mr. Senez proposed another item to be listed under Additional Program Opportunities: The Connecticut Certificate of Global Engagement. This is an opportunity for students to receive a designation on their transcripts and use this on college applications and resumes. There are three parts to completing the requirements: globally-focused coursework, globally-focused extra-curricular activities,

and completion of a global service learning project. The course work had a wide variety of options, so this is open to students of all levels.

Committee members asked if there are any criteria for the global service learning project. Ms. Burr and Mr. Senez explained it must have a global theme, consist of 20 hours of service, and contain a two-page written reflection. Students can define for themselves what their service learning project will be.

Ms. Burr proposed another item to be listed under Additional Program Opportunities: The Seal of Biliteracy. Students who successfully complete the requirements receive a seal on their diploma. Students must take a proficiency exam and pass all four sections to be eligible for the seal. Students may retake any part of the exam. We are offering the exam to students in level 4 Spanish and French.

Committee members approved all proposed changes.

Ms. Middleton reviewed the new graduation requirements that go into effect for the incoming freshman of 2019 and the graduating class of 2023. She reviewed our current policy #6146, including the necessary changes. She also reviewed how the changes that would be necessary to the graduation requirements section of the Program of Studies. Committee members discussed the changes. Mr. Longey will present the proposed changes to the Policy Committee.

Assessment Overview:

Ms. Middleton provided the committee with calendars outlining the district assessments that are given at the elementary, middle, and high school levels. The instructional purpose of these assessments were discussed. It was explained that these results can also be used to make curriculum and/or resource adjustments and changes. We also discussed the format of student achievement meetings.

Committee members received a revised comparative chart of DRG state-mandated scores and an AP growth sheet reflecting Enfield's growth in test takers, tests, scores, and offerings between 2015 and 2018.

Adjournment:

The meeting adjourned at 8:18 PM

Respectfully submitted,

Michelle Middleton
Chief Academic Officer