

**BARRE UNIFIED UNION SCHOOL DISTRICT
CURRICULUM COMMITTEE MEETING**
BUUSD Central Office and Via Video Conference – Google Meet
August 17, 2021 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Renee Badeau, Chair (BT)
Alice Farrell, Vice-Chair (BC)
Tim Boltin, (BC)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Mary Ellen Simmons, Director of Curriculum, Instruction, and Assessment

OTHER BOARD MEMBERS PRESENT:

Sonya Spaulding

COMMUNITY MEMBERS PRESENT:

Josh Howard
William Toborg

1. Call to Order

The Chair, Ms. Badeau, called the Tuesday, August 17, 2021, BUUSD Curriculum Committee meeting to order at 5:34 p.m., which was held at the BUUSD Central Office and via video conference.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes -

4.1 June 22, 2021 Curriculum Committee Meeting Minutes

On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Committee unanimously voted to approve the minutes of the June 22, 2021 BUUSD Curriculum Committee Meeting.

5. New Business

5.1 Review Curriculum Committee Work Plan for 2021 – 2022 Work Plan

A copy of the Curriculum Committee Meeting Annual work Plan 2021 – 2022 was distributed.

Ms. Simmons advised that the Work Plan is subject to change, and will be adjusted as needed throughout the year. Starting in October, there will be one Allied Arts presentation per month. It was noted that Proficiency Based Learning 101 will be moved to the September meeting. No changes were suggested by the Committee.

5.2 Review of Grant Expenditures 2021 – 2022 Grant Expenditures Support to Struggling Students

A document titled ‘Federal Grant Expenditures – Consolidated Federal Grant (CFG) and ESSER I, II, III’ was distributed.

Ms. Simmons advised that the Federal Grant is broken down into four main areas, and those areas are also included in the Strategic Plan and the Recovery Plan. The four main areas are; Student Achievement, Student Engagement, Social Emotional Support and Health and Wellness, and Equity. Expenses can also include COVID Related Capital Improvements. Under the grants, it is mandatory that the BUUSD seek public feedback from many stakeholders. A public forum will be held on 08/18/21 from 5:30 p.m. until 7:00 p.m. in the SHS Auditorium. A survey seeking feedback has also been distributed. The public forum will include a brief presentation on how the ESSER grant works (Grants 101), and a review of survey results. The presentations will be followed by input from the public. It was noted that themes and commonalities identified in surveys and input, will be identified and incorporated into the District’s work. It was noted that the Consolidated Federal Grant runs for one year and those funds should be maximized first, prior to utilizing ESSER grant monies (which are available for three years). It was noted that use of surplus funds differs from grant funding.

It was confirmed that the grant funded items are all linked to the Strategic Plan. Mrs. Spaulding cautioned that the District will need to be able to continue programs after grant funding is exhausted. Mr. Boltin requested that some of the surplus funds be utilized to fund coaching positions that were cut from the 2022 budget (this request will be discussed at the next Board meeting).

5.3 Vertical and Horizontal Alignment of the Written Curriculum Based on Proficiency Based Learning Process for Establishing Aligned Curriculum

Two documents were distributed; a document titled 'Process for Establishing Learning Progressions for Vertical and Horizontal Curriculum Alignment, and a document that provided an example of Essential Standards information (including performance indicators) for Grade 7.

Ms. Simmons advised that Curriculum includes; curriculum, programs, instructional practices, and assessments. Ms. Simmons advised regarding the difference between written curriculum and programs. The written curriculum are the "essentials" (what students need to know, by content area, by grade level), both vertically aligned and horizontally aligned (the same thing in both elementary and middle school buildings). Vertical alignment refers to progression through the grades (pre-k through 12), such that all students are receiving the same education as they progress through the grades. One of the goals (as outlined in the Strategic Plan and the Recovery Plan), is to have a written curriculum for every student in every grade. The written curriculum for pre-k is complete. Work is progressing for the other grades. The goal is to create essential standards for every grade level for every content area. The essential standards will be tied to a rubric learning progression (from emerging to distinguished). Both elementary and middle schools are using the same written curriculum and programs. At the high school level, essential standards are mapped out by course work. Ms. Simmons advised regarding the programs being utilized for math, literacy, and science. Concern was raised that proficiency status on report cards can be very confusing to parents, e.g., a grade of 'emerging' might indicate that a student is 'where they should be' at a specific point in the school year, but might be interpreted as a student is 'not being proficient' (not where they should be). 'Proficient' could also mean that a student is 'where they should be'. If reporting out is not consistent across subjects, it is even more confusing for parents. Unless reporting is clearly defined to parents, it can cause confusion and concern. Ms. Simmons advised that 'reporting out' is the last component that is addressed in the process. Ms. Simmons displayed an example of learning progression for pre-k. Ms. Badeau reiterated her concern that depending on how the 'scales' are written, and unless there is clear communication, parents will not have a good understanding of where their students 'are' and if they need additional support. In response to a query regarding alignment of 'content', it was noted that math and literacy are already aligned, and that Science and allied arts, are being worked on. The timeline for completion of alignment and other components is included in the timeline in the Strategic Plan. In response to a query, it was acknowledged that alignment at the BUUSD is 'behind the eight ball' to some degree, but there are some components in place (pockets of excellence). The Strategic Plan is guiding the alignment initiative.

6. Old Business

None.

7. Other Business

Ms. Simmons advised regarding how her role has changed from Assistant Superintendent of Instruction with a focus on curriculum for grades 9 – 12 (in FY21), to Director of Curriculum, Instruction, and Assessment for pre-k – grade 12 (in FY22).

8. Items for Future Agendas

Proficiency Based Learning 101 – for September

Reporting Through the Grades (a snapshot of what is in place now)

Organizational Flow Chart (outline) of How Personnel Fit Together (including responsibilities) - TBD

9. Next Meeting Date

The next meeting is Tuesday, September 28, 2021 at 5:30 p.m. at the BUUSD Central Office and via video conference (to be confirmed at a later date).

10. Adjournment

On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Committee unanimously voted to adjourn at 6:23 p.m.

Respectfully submitted,

Andrea Poulin