DATE: Wednesday, June 5, 2024
TIME: 2:30 PM
PLACE: Central Office, 36 Sandwich Rd. Bourne, MA 02532

Minutes
CURRICULUM SUB-COMMITTEE

The School Committee may vote on all items listed on this agenda

The preceding listing of matters are those reasonably anticipated by the Chairman which may be discussed at the meeting. Not all items listed may be discussed and other items not listed may also be brought up to the limited extent permitted by the Open Meeting law.

Agenda: Meeting called to order at 2:30. Members present were Emily Berry, Jessee Clements, Lisa Dix, Kristin Donahue, Maureen Fuller, Kerrie Scoffield, Dr. Starkie, Dr. Zhou.

1. Minutes of 5.22.24 were approved.
2. BMS Presentations
   a. WIN Presentation - S. Aflague and M. Parrish (BMS)
      Shaunna and Melissa used robotics in an intervention WIN group and an enrichment WIN group. The intervention group practiced skills in basic calculations, algebra and geometry while the enrichment WIN group extended their knowledge about coding.
   b. Investigating History 7 & MCAS 8 -D. Reynolds, L.DiBiaso, and S. Moore (BMS)
      Dennis described the implementation of *Investigating History i*n Gr. 7. He attended 4 days of PD in Boston. Dennis then described the positives and negatives of implementation. Sharon and Lisa described the content of the new Grade 8 MCAS in Civics. The new version is designed with a performance section and an end of course test.
3. Proposed BHS Statistics Textbook
   Jessee Clements described the process which she, John McIntyre, Liza Bar, and Dr. Maguire went through to select an anchor resource for Statistics. Jessee described the timeline and process which led the group to recommend the purchase of *Statistics and Probability with Applications 4e* which has a text and a digital platform. Upon approval by full SC, the source will be ordered using grant funds for use in the 2024-25 school year.
4. BES and BIS Presentations
   a. RISE Training Cohort 2

BIS: Kat Kulis and Joanna Reppucci presented their experiences with Revitalizing Instruction for Student and Educators (RISE) and Inclusive Practices after their 4 workshop days and classroom visits with Dr. Harris and Tonya Fewell. While seeing many positive outcomes, continuing support would be helpful if there was more focus on planning between the co-teacher and the special ed teacher to help with ways to make lessons more "co-taught".

BES: Michael Rzepka, Jessica MacDonald, and Kelly McKenna gave a background about the RISE training andInclusive Practices with Dr. Harris and Tonya Fewell. The purpose is to provide opportunities for general education students to work with special education teachers in the regular classroom while also providing special ed students with positive peer models, thereby blurring the lines between general and special education. Regular Education teachers and Special Education teachers co-teach and

plan/adjust instruction based on their day to day instruction. The team discussed the positives and the challenges of this model based on their experiences in their second grade math classroom.

b. ARC - Writing

BIS: Courtney Costa gave an overview of how ARC (American Reading Company) is set up in Grade 4. The writing portion of ARC has its strengths and challenges. It does have a Student Writer's Notebook, so all student assignments are in one place and the students are highly engaged in the two research units. There is a need for supplemental resources such as Empowering Writers or Self-Regulated Strategy Development (SRSD). The teacher's manual is not friendly and there are too many skills to assess.

BES: Tara Stanton and Danielle MacKinnnon gave an overview of ARC at grades K-2. Specifically in the **Kindergarten** classroom, writing is woven into the framework, but vague and at a minimum. There is a lack of options for creative writing in the framework so teachers have created tools for learning, power word walls, and anchor charts with visuals. Kindergarten continues to review letter formation and word building through activities in WIN and small group interventions.

In **grade two**, students have many opportunities to write. The writing component of ARC has been tweaked and supplemented by the Literacy Team to pare down where needed and supplement where needed. However, the writing component is basic and the lessons are not explicit. Teachers have added more specific mini lessons to model for students to practice. By grade level, teachers have found supplemental materials to really break down and teach the specifics of a type of writing, such as opinion. For informational writing, we were able to cut down the amount of research questions from 6, to the 4 we felt were the most developmentally appropriate for students . The literacy team also compiled the ARC writing into a document by week to give teachers an easier way to look at the weekly writing skills.

c. WIN Presentation

BIS: Sherry Correia gave an overview of the logistics of WIN (What I Need) at BIS. WIN runs 4 days/ week for 40 minutes. There are Enrichment WIN groups and Academic/Intervention WIN groups. These groups are determined by pre and post testing which the data team analyzes monthly to determine the WIN groups. The Unified Arts (UA) team provides enrichment activities. Enrichment activities are offered in the WIN block to students who have mastered the skills being targeted. They incorporate STEAM and Art activities with an academic focus on writing. Intervention activities take place in small groups with academic teachers who may be different from their classroom teacher.

BES: Kerry Degowin gave an overview of the logistics of WIN at BES. WIN runs three days/week for 45 minutes. Before a round of WIN is determined, teachers collaborate about the skill and standard most students need at that time. Pre assessments are made, caregivers are notified what their student will be doing during WIN block, and students engage in a WIN group specific to their needs. Intervention groups are based on Math and ELAactivities while enrichment groups include STEAM, music, art, SEL (social emotional learning) and PE activities. All students enjoy at least one round of enrichment activities. Students come to understand what they need to practice and why it is important. Students enjoy their WIN groups. They learn with different teachers and different peer groups and build confidence in their skills.

Meeting adjourned at 4:30.

Members:
Emily Berry
Maureen Fuller
Kerrie Scoffield