WBOE CURRICULUM COMMITTEE MEETING MINUTES
January 11, 2018

Present: Lynn Piascyk, Chair; Maegan Genovese, Margaret Hamilton, Board Members; Bob Gilbert, Superintendent; Gina Prisco, Principal; Analisa Sherman, Assistant Principal; Clare Kennedy, Special Services Director; Joe DePalma, Grace and Peter Halsey, Monique MacDonald, teachers.

Ms. Piascyk called the meeting to order (4:30 PM).

Public Comment – None

Messrs. DePalma and Halsey and Grace Halsey presented an overview of Responsive Classroom.

❖ **Overview of RC:** Unique in that it deals with academic as well as social and emotional learning. Core belief: "In order to be successful in and out of school, students need to learn a set of social and emotional competencies-- CARES (cooperation, assertion, responsibility, empathy and self-control) -- and a set of academic competencies-- academic mindset, perseverance, learning strategies and academic behaviors".

❖ **Four Domains:** engaging academics, positive community, developmentally responsive teaching and effective classroom management.

❖ **Timeline:** Summer 2003, first teachers were trained in Responsive classroom after an extensive search by a committee to find a Character Education program. Grace and Peter Halsey were trained as Consulting Teachers in 2006/07. They then returned to BRS to train teachers over the last several years. In 2017 Joe DePalma was certified as an RC Teacher and was selected to become an RC Consulting Teacher.

❖ **Statistics:** Since 2007, over 100 administrators, faculty and staff have been trained. Currently, 65 teachers are trained in the basic level RC Course, 11 are not trained. 19 teaching assistants trained, 10 not trained.

❖ **Next Steps:** Continue to complete training, offer advanced training, coach individual staff, focus on fidelity of RC practices and offer consistent professional development opportunities.

★ Important to note that RC is research based.
★ It is also important to note that it is all encompassing and covers the entire school day.

Questions:
❏ Do parents and Board members understand what Responsive Classroom is? *Parent academies have been offered in the past, but not since 2013.*
❏ Is RC adequately funded?
❏ Is this an accepted approach by staff members?
❏ Should this be a full Board presentation?
❏ How do we continue to train staff (especially new staff)?
❏ How does CARES fit into RC?
❏ Question around "free play / free time" and how that fits with the philosophy of RC.

TAG Identification Process - Clare Kennedy

❖ Identification is a mandated requirement, programming is not a requirement.

❖ **Current Practice:** referral to TAG by parent or teacher, work samples gathered, individualized testing, TAG Team review data and make determination.

❖ **Proposed Process:** CoGat screening administered school wide to all Grade 3 students. Students scoring at or above locally developed norms considered for TAG. TAG committee will review additional data/resources for any child close to locally developed norms. Parent notification given.

Questions raised:
❏ What is the percentage of students currently identified as TAG?
❏ Are CoGats academically based?
❏ Can parents opt out of CoGat testing?
❏ Cost associated with screening?

Public Comment – None

Meeting Adjourned (5:55 PM)