

Curriculum Subcommittee Meeting

Monday, August 22, 2022 7:00 PM

Meeting Access: Curriculum Subcommittee (8/22/22 at 7 p.m.) Web:

<https://zoom.us/j/95234951053> Dial In: (929) 205-6099 Meeting ID: 952 3495
1053, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. May 23, 2022 - Regular

III. ACTION ITEMS

IV. INFORMATION ITEMS

IV.A. Math Update

IV.B. Policy 6141.52 - Challenging Curriculum Policy

V. OTHER

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum Meeting type: Regular
Date of Meeting: 5/23/22 Minutes submitted by: Julie Luby
Members present: Tim Blair, Greg Flanagan, Stephanie Strazza
Members absent: Kathy Baker
Other attendees: Julie Luby, Alyce Misuraca, James D'Amico, Ed Sbordone
Meeting Access: Curriculum Subcommittee (5/23/22 at 7 p.m.)
Web: <https://zoom.us/j/95944152233> Dial In: (929) 205-6099 Meeting ID: 959 4415 2233

Meeting called to order: at 7:00 p.m.

II. APPROVAL OF MINUTES

A. April 25, 2022 – Regular Meeting – Approved by consensus

III. ACTION ITEMS - none

IV. INFORMATION ITEMS

A. High School Scheduling Committee Update

James D'Amico explained that the High School is considering options for a future High School schedule, knowing that there is no one best schedule but rather the best schedule, given a school's priorities. There is a committee of students, parents, teachers, administrators and a BoE member who are working on this task. The group has worked to organize information about what works currently, what isn't working, and the committee has for questions. They have been reading and building their background knowledge. They will continue to learn more, meet with focus groups, visit other schools and pilot possible schedules by using them for a few days next fall. The hope is to have a recommendation to the superintendent by November 2022 with a likely implementation of a new schedule for the 2023-2024 school year.

B. The Science of Reading

There is new state legislation requiring instruction in 5 areas: phonemic awareness, phonics, fluency, vocabulary development & comprehension. By July 2023, we must have a curriculum that provides instruction in all five areas. We are well on our way to that, given our two-pronged approach with Teacher's College Units of Study and Foundations. We will continue to work to be certain that we are meeting this legislation fully.

C. Our Reading Task Force

We have a group of regular and special education teachers, interventionists, coaches, support staff (i.e. school psychologists), and administrators who have been meeting to ensure cohesiveness and thoroughness in our approach to the teaching of literacy K-12. We are reviewing our practices and programs, identifying any gaps, and developing a shared philosophy.

V. OTHER - none

Motion to adjourn: Made by: Stephanie Strazza
Recording of vote: Approved by consensus

Seconded by: Tim Blair
Meeting adjourned at: 7:52 p.m.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An “**advanced course or program**” as defined in this policy means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this “challenging curriculum policy” aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, “Gifted and Talented Students.”

District middle schools may offer advanced academic classes in the four content areas of language arts, mathematics, social studies and science.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Criteria (continued)

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;
 - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “B” or higher in the core content areas);
 - Creative thinking ability; and
 - Giftedness.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Identification Process (continued)

- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Academic Plan (continued)

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.4 – Independent Study)

(cf. 6141.5 – Advanced College Placement)

(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)

(cf. 6141.7 – Honors Programs)

(cf. 6172.1 – Gifted and Talented Students)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted: August 4, 2022

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut