

PLAINVILLE BOARD OF EDUCATION
Virtual Special Meeting Minutes of the
Board of Education's Curriculum Subcommittee

Special Meeting Title: Curriculum Subcommittee

Date: Wednesday, January 6, 2021

Time: 6:00 p.m.

Place: Virtual Meeting

Attendees: Kathy Wells, Chair; Becky Martinez; Crystal St. Lawrence;
Deb Hardy; Foster White; and Becky Tyrrell, ex-officio
Steven LePage, Superintendent of Schools
David Levenduski, Asst. Superintendent
Carl Johnson, Plainville High School Principal
Tawana Graham-Douglas, Director of Curriculum

Early Departures: None

The meeting of the Plainville Board of Education's Curriculum Subcommittee was called to order by Chairwoman Kathy Wells at 6:07 PM.

► Request Approval of 2023 Graduation Requirements

Mr. LePage stated that the 2023 Plainville High School Graduation requirements were brought to the Board for approval at their November 9th meeting but hadn't yet been brought to the Curriculum Subcommittee for their review. He hopes to have the requirements brought to the Board of Education for approved at their next meeting on January 11.

Mr. LePage asked Mr. Johnson, High School Principal, to review the new graduation requirements. Mr. Johnson then gave the subcommittee a brief overview of how the new mandated requirements (CGA Public Act 17-42) will be handled. The new credits are only required for the Class of 2023. The classes of 2021 and 2022 may take an additional 2.0 credits of electives to fulfill the 25 credits needed to graduate. (A copy of the requirements are attached to these minutes)

► Review of African American/Latino Studies Program

Tawana Graham-Douglas, Director of Curriculum, Instruction and Assessment discussed Public Act 19-12 which directs Boards of Education to include an elective course of studies at the high school level that provides students with a better understanding of African American, Black, Puerto Rican, and Latino contributions to the history of the United States. She stated that this is a one credit, year-long elective which explores the contributions of African American/Black and Puerto Rican/Latino contributions to U.S. history, society, economy, and culture. This course may be offered in the 2021-22 school year through a field study program but will become a requirement in the 2022-23 school year.

Mr. Levenduski, Assistant Superintendent of Schools, discussed important talking points of the field study program. He stated that the field study has not had funding approved as yet but would consist of summer work (for teachers), field study work along with other school districts,

and the creation of curriculum, also combined with other districts. There will also be a commitment from students and their families who will also take part in the field study. A designated teacher would then be hired to absorb the contents of the course and must be made comfortable and confident with all aspects of what they are teaching. He stated that Plainville would love to be a part of the program, however, more information, i.e., funding, procedures, is needed. He also stated that there has been no talk, at the State level, as to how students would communicate their participation in this program. Mr. Levenduski suggested that some sort of indicator be placed on their diploma. Additional information is forthcoming.

Mr. LePage stated that the approval of this program will also be placed on the Board's meeting agenda on January 11.

► Review of Potential Program Offerings at Plainville High School

► Review of Curriculum Work re: College and Career Pathways from Middle School to High School

► Possible Associates Degree Acquisition through Goodwin College while in High School

Mr. Levenduski stated that the last three items on the agenda are all connected, and are related to strategies and initiatives that align with the district's work with SEL, Equity and Mastery in the district's Vision and Improvement Plan. He stated that the administration felt that the Curriculum Subcommittee would be a perfect forum to share some of their plans and thoughts about establishing a more equitable education experience for all students, no matter their ethnicity, disability, or primary language.

Although not purposeful or by intent, the data shows that honors courses, courses for high school credit in middle school, and courses for college credit in high school, are not equally accessed or available for students due to course recommendations, established and determined prerequisite coursework, or preconceived expectations for achievement.

This is very comprehensive work that will evolve over time, but the major areas of focus are to eliminate or amend any current practices, like teacher recommendations and certain course prerequisites, that may eliminate certain students from participating. Continuing to collect, analyze and act on data that highlights inequities in outcomes for students - like the data that has been provided regarding student participation in rigorous coursework by subgroup.

Ultimately, we want to create a district where central office, building administrators and teachers are all collecting and analyzing data by subgroup on a regular basis to determine whether or not we are providing equitable opportunities for all students.

Another major focus is to capitalize on student interest by surveying and collecting information about what our students like and dislike in school, and what areas are of great interest to them. Increasing student voice and choice in their academic experiences will hopefully increase their engagement and interest level.

The Administration is also looking to increase offerings for high school and college credit for students, allowing more students to take rigorous courses that interest them, as research has proven that students have more success and positive academic outcomes in school if they are exposed to rigorous coursework. We also would like to create pathways of learning for students, to help them understand the importance and relevance of their classes to their career interest or potential major of study in college. This work would also entail more seamless and connected transitions from elementary to middle, middle to high and high school to college or career.

The ultimate goal is to ensure all our students have the skills, the access and the opportunities to be college and career ready upon graduation from Plainville High School.

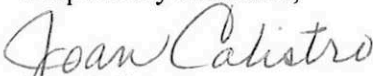
Mr. LePage stated that career exposure and skills gives students a higher level of experience when entering the workforce, which leads to bigger and better things. He then thanked Mr. Levenduski, Mr. Johnson and Mrs. Graham-Douglas for their explanation of the aforementioned programs and offerings.

► Other

There were no other items to address.

BECKY TYRRELL MADE A MOTION TO ADJOURN THE MEETING AT 6:55 PM. CRYSTAL ST. LAWRENCE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

Respectfully submitted,

A handwritten signature in cursive script that reads "Joan Calistro".

Joan Calistro
Recorder of Minutes

State Requirements by Law (CGA Public Act 17-42)		Plainville High School Requirements	
		Credits	
STEM	9	3	Math
		3	Science
		3	STEM Electives
Humanities	9	3	English
		3	Social Studies
		3	Humanities Electives
Physical Education	1	1	Physical Education
Health & Safety	1	1	Health (0.5) & Safety* (0.5)
World Language	1	1	World Language
Mastery-Based Graduation Requirement	1	1	Mastery-Based Graduation Requirement*
	-	0.5	Financial Literacy*
		0.5	Developmental Guidance
Electives	3	2	Additional Electives
Total	25	25	Total

* = These credits are only required for the class of 2023. The classes of 2021 & 2022 may take an additional 2.0 credits of electives to fulfill the 25 credits needed for graduation.

