

Curriculum Committee Minutes

August 8, 2024 9:00AM

Present: Cindy Luty, Chair, Deborah Grabarek, Dr. Roy Seitsinger, Ray Bernier, Christopher Pickett

No public comment

Approval of the minutes (March 28, 2024)

Grabarek/Luty

Old Business:

1. There are students who have gone through the beginning process and have met the first threshold to be identified as gifted and talented . The existing rubric was used. The identification procedure will continue and it is expected that one or two students may qualify. A team is working on making any adjustments that will update the rubric in the future. It is possible for students to be academically talented but who did not meet the threshold of the initial test for gifted and talented. Identified students will have their program designed at the PPT level. The students work can be extended within their peer group but things can be done individually.

2. Hybrid grading is being considered with regard to standards-based grading and will be investigated during the year. Standard-based grading has been used for years. However some things need to be built into it, such as motivation and recognition. While it is probably easier to understand letter grading, the present system of grading more accurately describes to students and parents where they stand in terms of standards mastery and what areas need improvement. In an effort to redesign our present grading system we need to incorporate motivational factors and means of recognition while maintaining the

fundamental grading system we now use. Such modifications will take talking, doing surveys, gathering information., etc. Action steps to make formal changes, but which will not significantly transform the present grading system, will be developed for next year.

3. The draft of the Four Pillars of Preston includes the “development and articulation of a clear vision for the graduate of Preston Public Schools. It is a foundational guidepost that directs the overall educational journey, goals, and objectives of our learning community.” It is a comprehensive framework that describes desired attributes that a student graduating from Preston should possess to make them successful in life. It includes such things as critical thinking and problem solving, effective communication, innovation and creativity, and global citizenship. It will be part of the Preston Learning Community’s Strategic Plan document and will be reviewed periodically.

4. The National Association of Young Children (NAEYC) evaluator has been selected and is expected to do a site visit in the fall. We are in a good place and are hoping to pass with the first visit. It is not uncommon to have to make small modifications that will be assessed on a future visit.

New Business:

1. Through Effective Schools Solutions we now have the Multitiered System of Supports Playbook (MTSS). that includes interventions, advice on anti bullying, teacher guidelines, processes to make sure children are safe, attending school, etc. It is also a resource for staff including things such as directions on how to handle situations, fulfill duties, etc.

2. The Devereux Student Strengths Assessment (DESSA) is a rating scale that assesses a child's social-emotional well-being. An initial 30 second assessment of each child will determine whether or not there is a need to do a further, more extensive assessment. It is based on key competencies that can determine if a child is socially and emotionally healthy. Teachers will assess children multiple times throughout the year to make sure students are continuing to be healthy or need further testing, or whether there has been any

improvement after a child has received prior help and support with social and emotional issues. Testing will begin in kindergarten and continue through grade 8. It is required by state law and if our proposal gets approved, the staff will receive training.

3. After deep discussion and many meetings, the Professional Development Committee has chosen to adopt the State's acceptable PDEC plan (The Professional Development and Evaluation Committee). Approval was requested and granted. It is a growth-oriented, conversational, non-punitive plan. It will be implemented in the fall of the 24-25 school year.

4. The Healthy School Partnership company is planning to provide before and after care for students in grades kindergarten through grade 12 from 7:00 AM before school and until 6:00 PM after school. This will give parents another avenue for child care. The district does not benefit from this service in any way and while we are fully committed, it is dependent on the private company.

5. The Increasing Educator Diversity plan (IED) was submitted by the district to the State for approval. The plan was returned with the directive to re-write two of the goals and then resubmit it. Once reapproved by the Board of Education, it will be resubmitted and is expected to be accepted.

Adjournment

Grabarek/Luty