

**ENFIELD BOARD OF EDUCATION
CURRICULUM COMMITTEE MINUTES
MARCH 18, 2021**

The March 18, 2021 Curriculum Committee meeting was called to order by Mr. LeBlanc 5:33 PM.

Present: Jonathan LeBlanc, Bill Salazar and Joyce Hall
Absent: None
Also Present: John Dague, Brie Quartin, Janet Cushman and Michelle Middleton
Audiences: Joe Golis

HS Health/PE Requirement Changes:

It was explained to committee members that the allotment of time divided between physical education and health in the high school courses was changing due to a change in graduation requirements. These courses are approximately 90 days and we used to split the days with 30 days devoted to health curriculum and standards and 60 devoted to physical education curriculum and standards. The state has raised the health graduation requirement from .5 credit to 1.0 credit. Because of this, we are reallocating time within these courses for health curriculum and standards. The split will now be 45 days devoted to health and 45 days devoted to physical education. This will allow students to earn the required 1.0 credit in health and 1.0 credit in physical education over their four years in high school. The standards pacing chart for high school health was shared with committee members.

Ms. Quartin pointed out that the health standards are outlined in six units of study. Ms. Quartin told the committee that her high school health/physical education teachers are looking at this change as an opportunity to expand upon the delivery of health topics and engage in relevant projects throughout these units. One example of such a project was having students track their social media usage over a couple of days. Then students would abstain from usage for 24 hours. Students would then complete a video essay/reflection on the experience and what they had learned. The purpose of this activity is to teach students about the physical and social-emotional impact of social media. After the activity is complete, it also allows for teachers to facilitate discussions about how social media can be used in a positive way, such as to promote healthy habits.

Ms. Quartin also pointed out that part of the curriculum in Grade 12 is to prepare students for CPR and First Aid certification. Committee members asked if all students get certified; Ms. Quartin explained that even though we offer it through the school, not all students take advantage of the certification opportunity.

Committee members asked if there will be more of an emphasis on mental health in this curriculum due to the current circumstances of the pandemic. Ms. Quartin explained that there are already opportunities to address mental health in the curriculum. She also discussed the relationships her teachers create with students helps in this area as well. Committee members asked if it would be possible to see the pacing chart for the high school physical education standards at the next meeting.

Perkins Supplemental Grant:

Mr. Dague provided a handout to the committee explaining the Carl D. Perkins Career and Technical Education Secondary Special Populations Recruitment and Retention Grant. He explained the state is offering this competitive supplemental grant to create systems or strategies to recruit more students into CTE fields.

Mr. Dague explained that data from our needs assessment that was completed as part of the original Carl D. Perkins Grant revealed that our female students are significantly underrepresented in four areas: engineering, manufacturing, automotive, and design/preconstruction. As a result, part of these funds would be used to create an after-school student and parent program targeted at improving female enrollment in the CTE course areas previously mentioned. This program would begin in August and run through December. It would be open to female students moving from Grade 8 to Grade 9 and from Grade 9 to Grade 10. Besides the opportunity for parents and students to collaboratively work in a curriculum related project, there would also be dedicated career counseling available. Part of the funding from this grant would be put towards writing the curriculum for this program, purchasing the materials needed for the projects, and advisor stipends. Another special population that would be assisted in this grant would be our English Language Learners. Funding would be put towards curriculum writing this summer to align our current CTE projects to the Connecticut English Language Proficiency (CELP) Standards. This work would consist of the TSOL and CTE teachers working together to collaboratively align language components of curriculum, rubrics, and assessments to the CELP standards. This should help with student access and success. Another portion of the funding would be devoted to hiring an outside consultant to conduct an analysis of our program, focusing on our recruitment and retention strategies.

Mr. Dague also outlined the sustainability plan for keeping this work moving forward after the grant has ended. This includes using existing advisor stipends to continue the student and parent program in future years, using grant funded tools and equipment in future years, modifying department supply requests to sustain the program, and expanding these opportunities to other special populations.

Committee members asked if we have other parent student programs. It was explained that we have some one-time night events, but this will be our first program that extends over several sessions. Committee members approved that the plan be presented to the full Board for approval.

Next Meeting:

The next meeting will be held on April 22, 2021.

Adjournment:

The meeting adjourned at 6:56 PM.

Respectfully submitted,

Michelle Middleton
Chief Academic Officer