

**Curriculum Committee**

**Date:** April 6, 2023

**School Board Member Attendees:** Linda Graban, Karen Quimby, and Tracy Roberts

**Other attendees:** Jared Fulgoni, Sharon Haskell

**Meeting called to order at 5:35 pm.**

Mr. Fulgoni reviewed a proposed outline and timeline for RSU 63 curriculum work. *See attachment A.* The committee discussed the proposal, and requested that an update be provided to the full Board at the next school Board meeting on the proposal.

Mr. Fulgoni also presented to the committee information on System of Tiered Instruction, also known as Response to Intervention (RtI). *See attachment B.* A discussion ensued regarding this teaching model, what the Holbrook Middle School currently has for intervention services, the capacity of teachers, and RSU 63 policy IHBA-R Referral and Use of General Education Interventions – Administrative Procedures which outlines the district’s current standard around needed interventions.

**Meeting adjourned at 6:55 pm.**

**APPROVED: April 24, 2023**

A Tiered System of Support (MTSS) also known as Response to Intervention (RTI), is a teaching model designed to teach core instruction to all children, and simultaneously provide interventions to struggling learners.

The system is a multi-tiered approach to help struggling learners and provide enrichment opportunities for those at or above grade level.

Tiered instruction is a systematic, research-based approach to educating the whole child.

### Tier 1 - Core Instruction

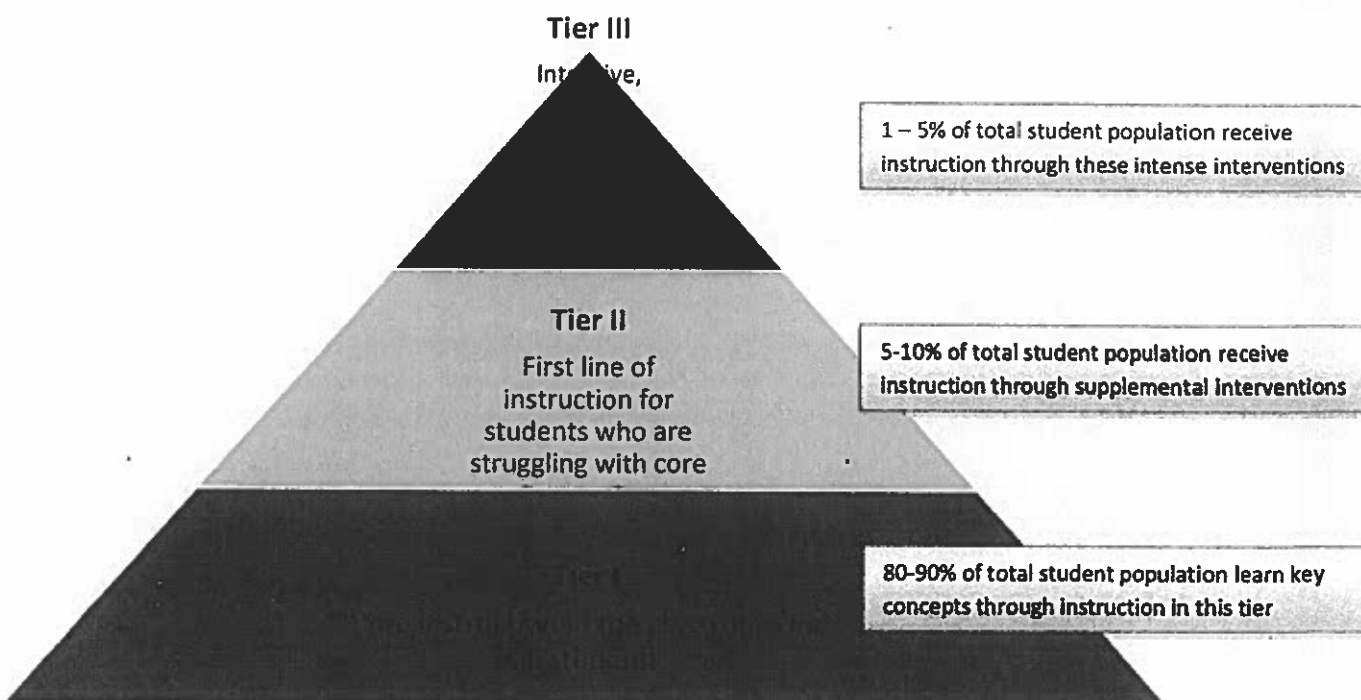
- Core content is taught to all students in general education setting
- Highly effective instruction
- Some parts of a lesson are taught whole group and some parts of the lesson are taught with small groups of children
- Screenings are administered to all students to determine skill strengths and deficits
- Includes re-teaching to those students who do not grasp individual lesson concepts and skills based on results of formative assessment

### Tier 2-Supplemental & Core

- Student receives different instruction or additional support. Student receives multiple learning opportunities on the needed skills
- Tier II instruction is in addition to Tier I instruction
- Student is monitored every week to two weeks
- Student progress is evaluated: student is either regrouped, or student is moved back to Tier I as there is no longer a need for the intervention; or student may be referred to Tier III as the student is still not making progress

### Tier 3 – Intense & Core

- Tier III instruction is in addition to Tiers I and II and is only for those students who have not responded to Tier II interventions after repeated attempts
- Instruction is based on formative and summative assessments
- Instruction is intensive, individualized, and sustained
- Student progress is monitored weekly
- Student data are reviewed, student progress is evaluated, Student may be referred for Special Education
- Students in special education can be taught in this tier



Curriculum Bootcamp- Dr. Susan Earabino

- 2-3 day summer workshop 5 teachers plus admin
- Train the trainers model unpacking standards  
developing consensus maps



A

B

C

[(pk-k) (1)] [-2] (3-4) [(5-6) (7-8)]

- Teacher leaders introduce (overview) work Aug 25<sup>th</sup>
- Grade level discussions teacher leaders/admin Aug 28<sup>th</sup>



- Monthly Curriculum Meetings
- Oct 27<sup>th</sup> PD follow up training
- Nov 18<sup>th</sup>, 19<sup>th</sup>
- March 15<sup>th</sup>

Approximate allocation in FY24 60K

Budget:

summer bootcamp \$5100- teacher stipends, plus facilitator cost

monthly meetings \$ 262 - \$35hrx1.5 x 5

teacher leader stipends

.6 (3 day a week) curriculum coordinator