

# Seymour Board of Education



## CURRICULUM AND TECHNOLOGY COMMITTEE MINUTES

March 12, 2019  
Chatfield-LoPresti School  
Room 122  
3:30 p.m.

- COMMITTEE MEMBERS IN ATTENDANCE:** Jim Garofolo  
Kristen Harmeling  
Ed Strumello
- OTHERS IN ATTENDANCE:** Vonda Tencza, Associate Superintendent  
Mary Sue Feige, BES Principal  
Dave Olechna, CLS Principal  
Kathleen Freimuth, CLS Assistant Principal  
Pat Boyle, Board Clerk
- |   |   |
|---|---|
| Stephanie Slie, BES Kindergarten                | Jan Daly, CLS Kindergarten                    |
| Barbara Gruttadauria, CLS 1 <sup>st</sup> Grade | Angel McAuliffe, BES 2 <sup>nd</sup> Grade    |
| Dawn Black, BES 3 <sup>rd</sup> Grade           | Meghan Goletz, BES 3 <sup>rd</sup> Grade      |
| Jara Ciocca, CLS 4 <sup>th</sup> Grade          | Kyle Mullaney, CLS 4 <sup>th</sup> Grade      |
| Kristine Yoxall, BES 5 <sup>th</sup> Grade      | Allison Cunningham, CLS 5 <sup>th</sup> Grade |
| Julie Pinkussohn, CLS 5 <sup>th</sup> Grade     |   |

### I. CALL TO ORDER

- A. Mr. Strumello called the meeting to order with the Pledge of Allegiance at 3:34 p.m.

### II. PUBLIC COMMENT

None

### III. INFORMATION

- A. Elementary Marking Periods-Ms. Tencza

Ms. Tencza stated that this is an informational session to appraise the board that the elementary schools are moving away from the 4 marking period approach to trimesters. She turned the discussion over to Ms. Feige and Mr. Olechna to explain the reasons behind the move. Mr. Olechna said that they are moving to the trimester approach as the first 20 days of school are relearning and developing routines. The MAP assessment is also at the beginning of the year. This doesn't allow the teachers enough time to adequately measure student progress. Trimesters would each be 60-62 days long and would allow a more meaningful assessment of growth. Mr. Olechna also said this aligns better with the elementary conference schedule. Conferences are in November and March which would be at the conclusion of the 1st and 2<sup>nd</sup> trimester. Ms. Feige said that she has mentioned it at parent meetings and has had no negative feedback. The teachers present indicated this was a positive, welcome change. Ms. Freimuth stated that they have many events at the end of the year that would lend themselves well to disseminating the change as well as sending the message home in the report cards, posting on the website, etc. Ms. Harmeling felt it was a welcome change and asked if we considered it at the secondary level. Ms. Tencza said not at this time. Ms. Feige, Ms. Freimuth, and Mr. Olechna shared a detailed communication plan. Mr. Strumello was happy that the information would be shared with the parents prior to implementing it.

### IV. DISCUSSION

- A. Reading and Writing Units of Study-Ms. Tencza  
B. Reading Workshop Classroom Libraries

Ms. Tencza said that the teachers were here to have an informal discussion on what the impact of the Reading and Writing Units of Study and Classroom Libraries have had in their classrooms. She felt it was important for the committee to know what happens with the BOE funds. All teachers grade K-5 had received the Lucy Calkins Units of Study in Reading and Writing. The Classroom Libraries were purchased K-3, ½ for the 4th Grade to share, 5<sup>th</sup> grade has not received the Classroom Libraries but did receive some of the supplemental libraries. As all elementary grades were represented the teachers had a chance to speak starting at Kindergarten and going through 5<sup>th</sup> grade. The teachers from K-3 were all in agreement that the Classroom Library made a big difference in teaching and learning. The students enjoy having the amount of choices across all of the genres. The students have never had this many books to choose from that are geared around their abilities. Stickers are placed on the books to separate the levels making the students more independent. The books from the libraries are perfectly aligned with the Units of Study. The teachers were also impressed with the partner approach that is incorporated into the units. As a whole they felt that the students were reading more and growing more in both reading and writing. Ms. Feige stated that the growth was seen across the board including our ELL students and high needs students. All of the teachers were impressed with Patty Wright, Reading Consultant. They felt that the next step would be to either go visit a school to see it in action or to have Patty Wright visit individual classrooms and provide feedback. The 4<sup>th</sup> and 5<sup>th</sup> grade teachers were happy with the Lucy Calkins approach and were supplementing their materials with more grammar and vocabulary to align with state assessments. They felt there was a natural progression of the units. They were happy with the resources they had received and would like to add more of the supplemental libraries for the units. The upper grades felt it was more beneficial to have multiple copies of 5 or 6 books so that they could have reading groups. The 4<sup>th</sup> and 5<sup>th</sup> grade teachers were also impressed with the imbedded partnering; as well as the on-line component. Student work samples were shared including pre and post writing samples, pre and post reading assessments, written celebration pieces, literary essays, opinion, informational and narrative pieces all generated by students working within the new units. The consensus of opinion by all of the teachers was that their students were excited and challenged by the new resources. The students were more engaged by these books and showing more growth in reading stamina, writing stamina and detail, and engagement and knowledge of diverse genres. Ms. Harmeling asked if the library resources could be shared. The teachers said this would not be ideal. The committee thanked the teachers for coming and presenting. Mr. Garofolo stated that he now had a much greater understanding of what the teachers actually do and only wished that the whole board could have been here for this presentation.

V. **REPORTS**

A. Chairman's Report

None

B. Superintendent's Report

Ms. Tencza just wanted to thank the teachers that were here. She also wanted the committee to know that she appreciated the time that they dedicate.

VI. **PUBLIC COMMENT**

None

VII. **ADJOURNMENT**

**MOTION:** (Ms. Harmeling/sec. Mr. Garofolo) to adjourn the meeting at 5:20 p.m.

**SO VOTED**

**AFFIRMATIVE:** Ms. Harmeling, Mr. Garofolo, Mr. Strumello

Submitted by:  
Pat Boyle

1/23/19

# 5<sup>th</sup> Grade Argument Preassessment

## Having a Class Pet

Should be organized to appropriate audience.

### Introduction

acks  
lear  
claim.

If you are thinking about adding a pet to your classroom there are pros and cons you may want to consider. Not every class is appropriate for a pet and some schools even ~~don't allow~~ them in the classroom.

### The Benefits of Having Class Pets

acks  
research  
used  
evidence.

doesn't  
address  
counter-  
argument  
within  
reasons.

Class pets can provide students with wonderful hands-on learning. Therefore, their care and upkeep are ways to teach students about responsibility and compassion. In fact, learning how to care for something else is one of the best lessons that a child can learn during his or her years. In addition, to responsibility and compassion, a class pet can also encourage students to be respectful for other living things. A live animal who becomes the class mascot/pet is a great group environment as a whole. With a teacher who is hard-working about ensuring the animals well-

# 5<sup>th</sup> Grade Argument Final Draft

3/1/19

Dear Mrs. Feige,

Hooks  
the  
audience  
and  
introduces  
reasons.

Do you want the students of Seymour Public Schools to lose out on important nutrients from their diet? I take the position that chocolate milk SHOULD be in schools. I believe that chocolate milk is a healthy drink. Students drink more milk when it is flavored and it has less sugar than other beverages. These reasons will convince you that chocolate milk SHOULD remain in schools. The benefits of drinking milk every day is strongly advised by doctors who encourage a strong healthy diet.

Clearly  
states  
claim.

One reason why chocolate milk SHOULD be in schools is because it is a healthy beverage. For example, chocolate milk still has nine essential nutrients. According to Ms. Dobbins, a nutritionist, chocolate milk unlike other flavored drinks has vitamins A, D, E and it also provides calcium and protein. Unlike the other popular sport drinks that are flavored they contain no vitamins. These vitamins are very important they help strengthen bones and heal wounds. They also convert the food you eat to energy. In the article "Nutrition in Disguise" it explains how chocolate milk provides the nutrients kids need for good health and it has less than half the added sugar compared to other beverages. This shows that schools who ban chocolate milk will most likely replace it with a drink that has more added sugar. Skeptics may think that there are other healthy options but I know that chocolate milk contains nutrients that students need for good health. Nutrients are not only good for your diet, but it provides energy and fuel for your body. The important thing to remember is that chocolate milk is offered in schools and is chosen by many students each day at lunchtime.

Research  
based  
evidence!

Explains  
why evidence  
is important.

Another reason chocolate milk SHOULD be in schools is kids drink more milk when it is flavored. If you observe students in the lunch line, most students will choose chocolate milk over white milk. Research shows that children who drink flavored milk meet more of their nutrient needs, and do not consume more added sugar, fat, or calories. Students who drink flavored milk are satisfied and less hungry. Some people may disagree, by saying that they are satisfied by drinking sports drinks, but these beverages don't take your thirst away. This is true because sport drinks contain 40% salt which make you even thirstier. Another article "A School Fight Over Chocolate Milk" mentions it is better for them to have some milk with flavoring and a little added sugar than to go without milk. For example, kids drank 35 percent less milk in school when flavored milk was removed. Knowing this, schools shouldn't substitute different drinks or take away a healthy drink from the school menu.

Reason  
with evidence  
and  
addresses  
counter-  
argument.

My third reason to show that chocolate milk SHOULD be in schools is because it has less sugar than other beverages. A dairy food group explained that chocolate milk has 27 grams total carbohydrates, and about 3 teaspoons of added sugar which is much lower than the amount of sugar that is added to cola or sports drinks. Others may say that sport drinks have much lower the amount of sugar than milk but chocolate milk holds many nutrients with a little added sugar but many sport drinks don't hold any of these important nutrients. Research shows that sport drinks and sodas are not a really good choice compared to chocolate milk. Sodas hold too many carbs, too much sugar and not enough nutrients to make sports drinks a good choice. Displaying the sugar content in a variety of drinks would clearly show students the healthier alternatives offered in school systems.

Evidence  
that was  
researched

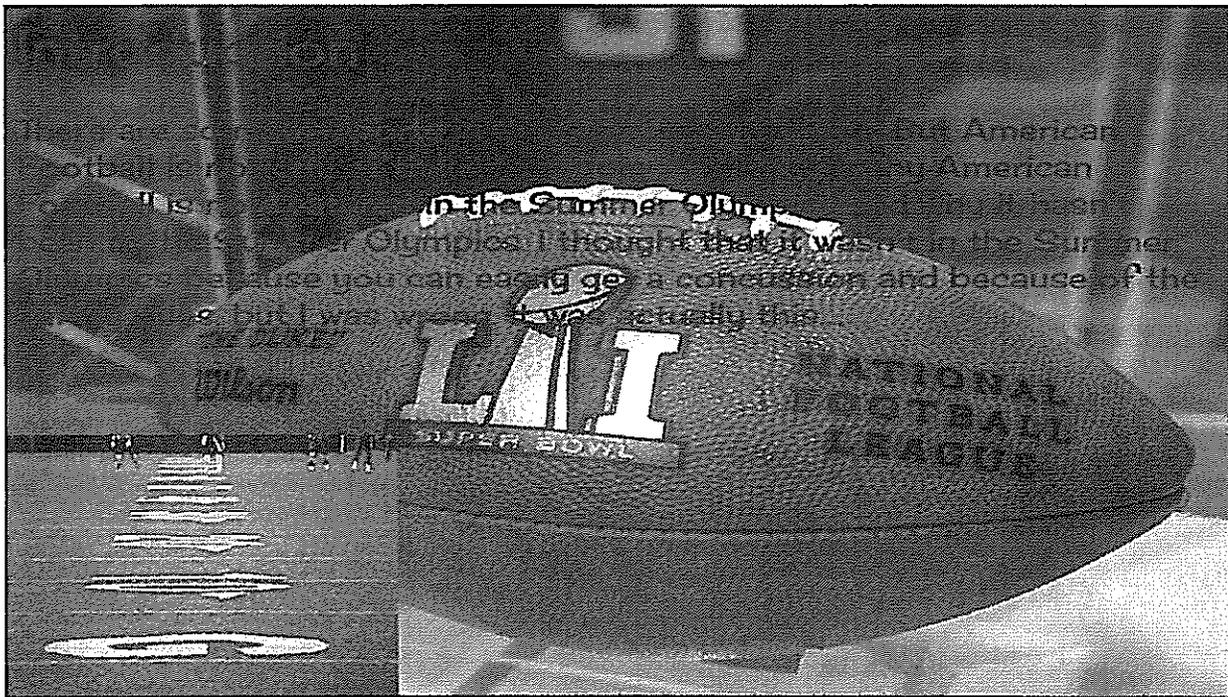
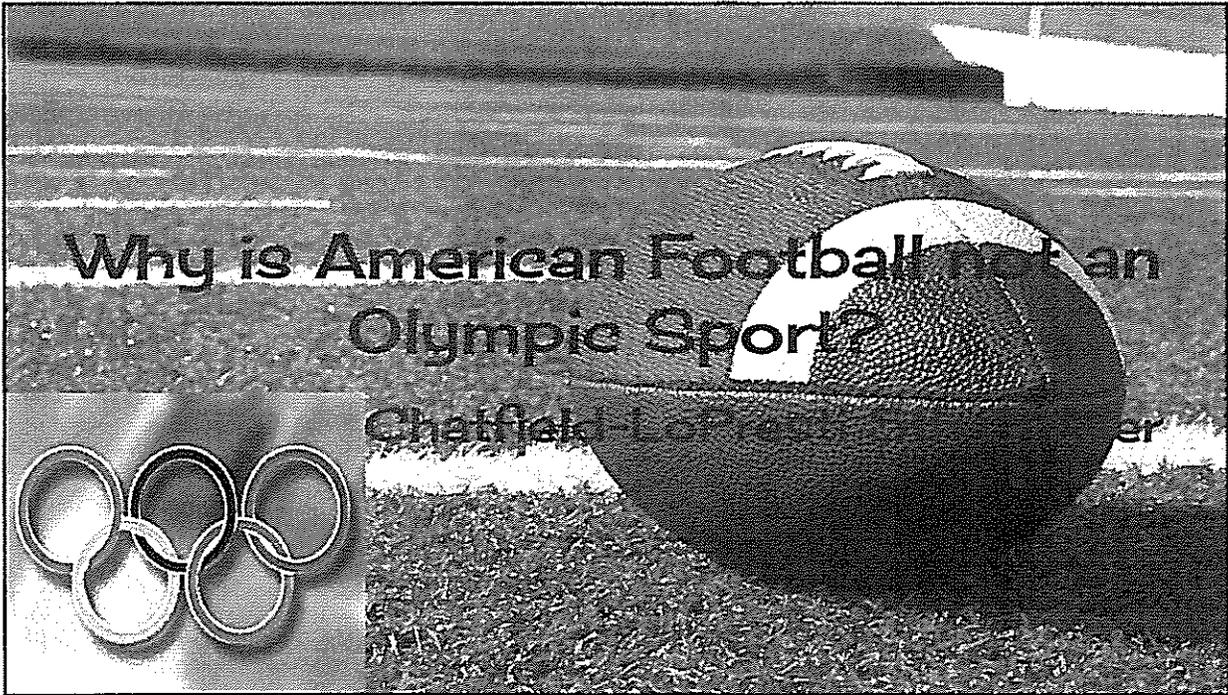
## The Whites Office

Clear liquid came rolling down my moms cheeks. My dad whispered into my ear, "Sydney was a good dog."

"Jacob did you let the dog out?"  
"No Mom. Sydney come here girl."

My big old 16 year old Fatty came sauntering down and outside into the snow.

"Jacob were going for a ride with Sydney put your coat on." "Alright were we going?" But then silence struck between us. Sydney came in and sat down. It was wierd because Mom and Dad were the exact opposite of me and my sister they were unhappy. We got into the car and drove away onto the highway after about 20 mins my parents quietly said "were here". There was this sign that said V E T. I asked my mom what it said and she responded with "It's the vet". Sydney started whimpering when she looked at the building. We went through the door and all I could see was white walls.



## Why the International Olympic Committee is not accepting American Football into the Olympics

The main reason that they are not accepting American Football into the Olympics is because of the lack of other countries having their own leagues. The popularity and the funding for the sport is not the same in other countries as it is in the United States and as a result of this the quality of the game is not at the same standard as in the United States. American Football is not competitive outside of the United States so it is not as appealing as an Olympic sport unless you are from the United States or Canada. American Football will not be featured in the Tokyo Olympics because the International Olympic Committee [I.O.C.] wants a ball of American Football to join the Olympics.

## Conclusion

After the research I did I figured out why American Football is not an Olympic sport but it soon could be. There is a good argument going on about American Football becoming an Olympic sport or not and it is between the International Olympic Committee and the International Federation of American Football.



Chatfield-LoPresti 5th Grader  
3-8-19

The Panyee Football Club, directed by Matt Devine, is a story about a group of boys who keep on going, never give up and use teamwork to make and accomplish a great thing. Have you ever made more space for yourself? Well, the boys in this video did! They all worked together to make a pitch, so they could practice their soccer skills. These boys use what they could find to create and accomplish a great thing.

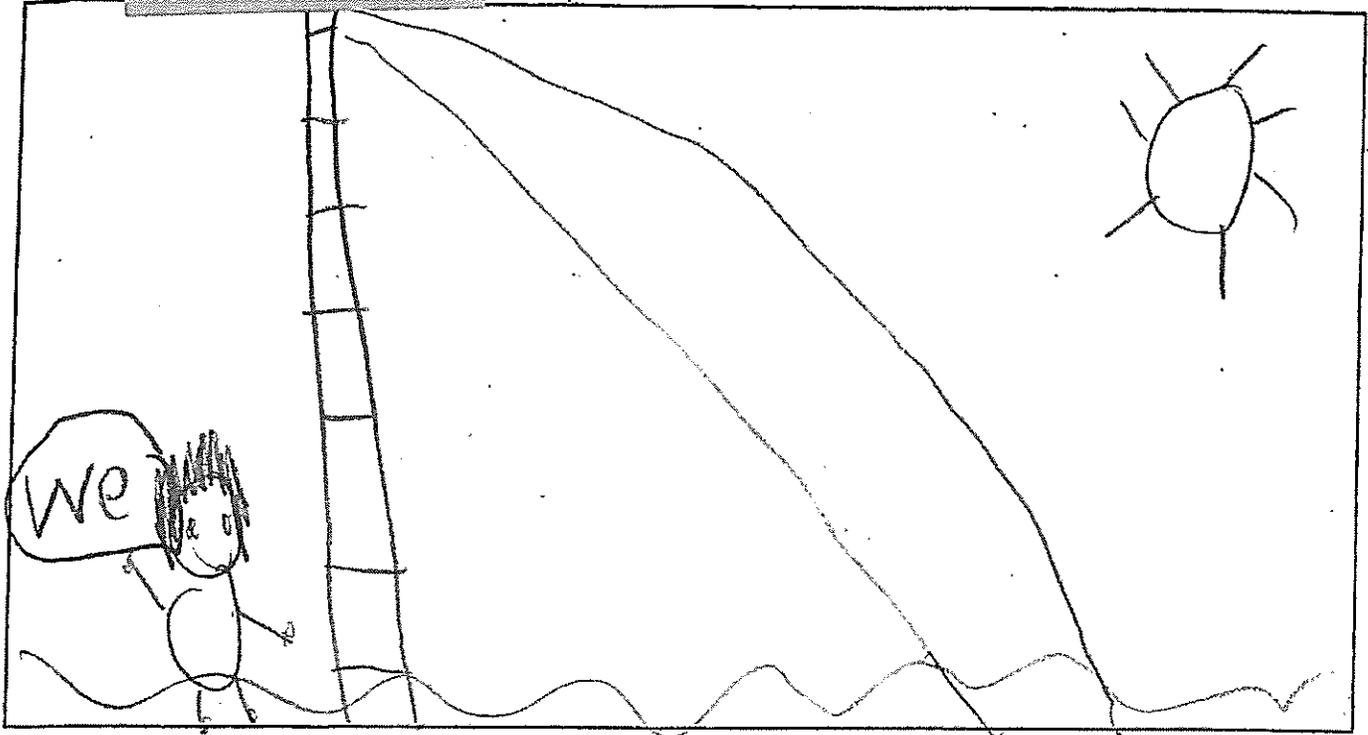
The boys used what they could to accomplish a great thing. The boys build a pitch with rafts and wood. All the boys love soccer, and they watch it daily for fun on television in front of a small t.v.. One day, one of the boys had an idea - to make a pitch! The boys thought that was a great idea. They gathered all the wood and old fishing rafts they could find and used all their free time to finish the pitch. The boys were happy when they finished because they could actually play the sport themselves instead of watching it on t.v. They practiced every day, getting better each day. One day, a boy from the mainland came to them with a notice that said, "Pangha Cup Tournament." They all wanted to enter this tournament, but weren't sure if they were good enough to win. One reason they went to the tournament was that they used teamwork. They used teamwork to build the pitch and having that pitch allowed them to practice every day and that made them become better at soccer. This caused them to go to the tournaments and then semi-finals. However, they wanted to get to the FINALS.

Another way the boys used what they could to accomplish a great thing is that the boys work with the space they have. This group of kids watched soccer in front of their small t.v. almost every day. Why? Because they don't have any toys to play with, and they don't have any room to play, even if they do have stuff to play with. They must have a boring life if they don't have any room to do anything outside. In the text it says, "In the village, space can be hard to find." That tells me that the group of boys were not having fun playing outside. One boy had an idea. "What if we make a pitch, and we start a team of our own?" They spent not hours, not days, but weeks working on making a pitch on water. They didn't even have any land to build a pitch on, so they had to build it on the water. To make the pitch they used old fishing rafts and old wood they found. For instance, they went in the water looking for old wood, and they broke off wood from old furniture to use and they put nails through the wood to secure it, then they painted the goals.

The boys use what they could to accomplish a great thing. The boys had nothing and now they can do anything. There are some boys in a small village. They really like soccer because they have always watched it on t.v. Where the boys live is surrounded by water, and they have no room to play soccer. Have you ever lived in a place that is surrounded by water? After a while, they built a big pitch with nails sticking out of the wood. They used all their free time to grab all the wood and old fishing rafts they could. They used teamwork and finished the pitch they wanted. After it was made they had a good time playing with each other and getting better at the sport because they worked together to make the pitch. This caused the boys to be

Name \_\_\_\_\_

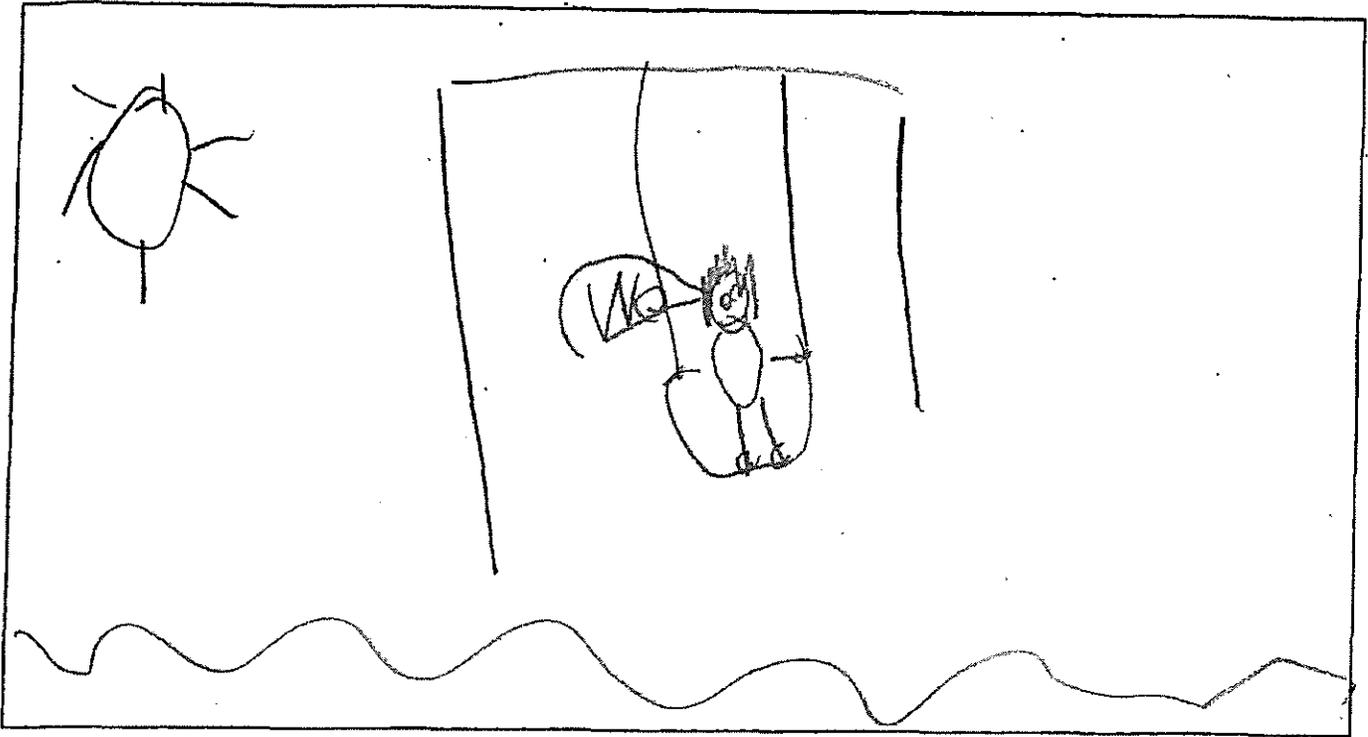
Date \_\_\_\_\_



One day i goes  
to the party ground.  
It is sune.

Name \_\_\_\_\_

Date \_\_\_\_\_



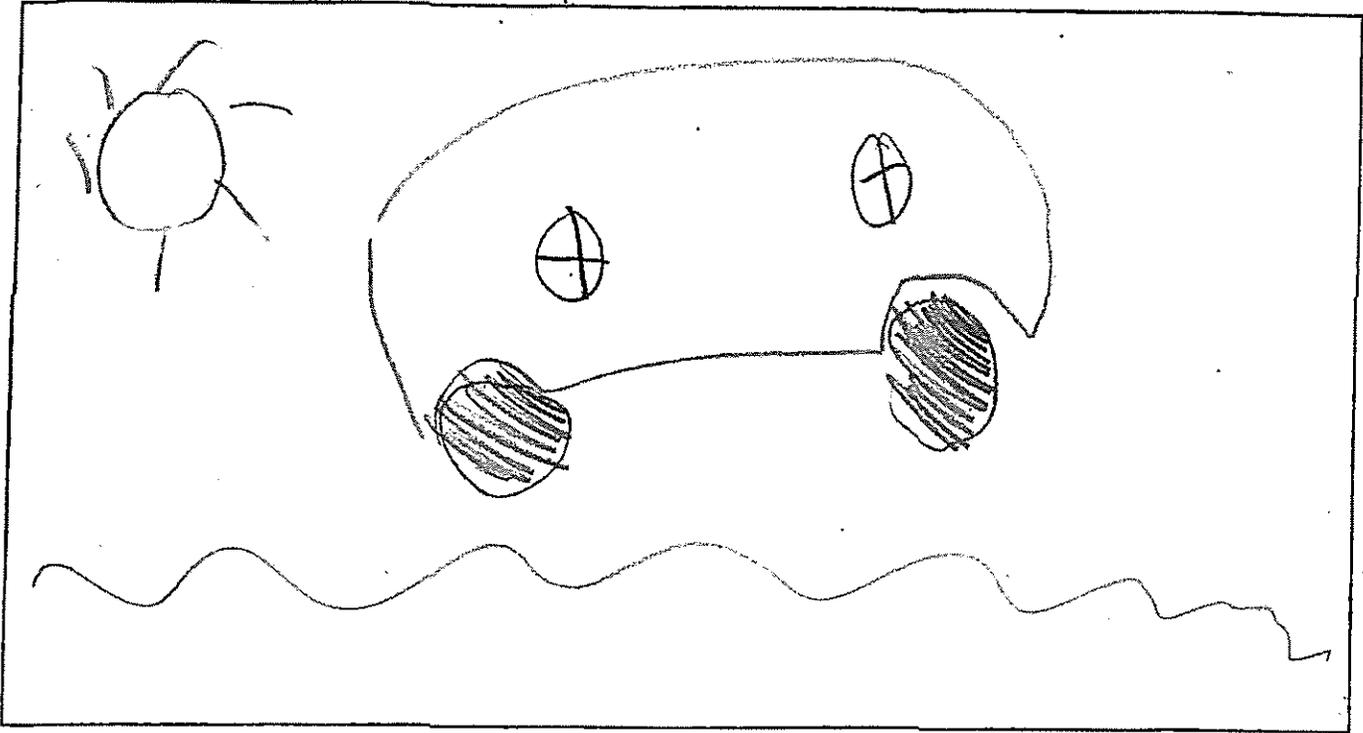
I ~~W~~ ~~K~~ ~~P~~ to

swim. I like to

go up and down.

Name \_\_\_\_\_

Date \_\_\_\_\_



I went home. I  
had fun.

