In Attendance: Carole McCombe, Gerald Marmat

I.   **DARE Program:** Program teaches decision-making/making good choices.
      DARE stands for:
      Define – define the problem, challenge or opportunity
      Assess – what are your choices
      Respond – make a choice based on facts and information
      Evaluate – review your decision. Did you make a good choice?

      Program would run for 10 weeks. Grades 5 and 6 would each have a 45 minute
      block of time. State Trooper Kate Cummings, state-wide DARE coordinator, will
      present the lessons to students. Trooper Cummings is the one who presented
      the internet and cell phone safety program to students and staff last spring,
      which was very well received.
      Pros: Opportunity to build a relationship/connection with a Trooper
            Reinforce current Second Step concepts and Health curriculum
            Free of charge outside of student workbooks- cost $1.29 per student
            Exposure to positive female role model, possible career choice
            A resource who knows our students in the event there is trouble
            A trusted adult students can turn to, help students feel safe

II.   **Restorative Practices:**
      Not a program, but a philosophy or mind-set. Restorative practice is used to
      build a sense of school community and resolve conflict by repairing harm and
      restoring positive relationships. It is less punitive and more a respectful process
      that protects human dignity. It is a practice of schools doing things *with* students
      rather than *to* them or *for* them.
      Connecticut State Department of Education (CSDE) recognizes Restorative
      Practices as an effective way to improve relationships and provide a framework
      for positive school climate and culture. It's a way to formalize what research
      says, and what we know works, and gives us a way to teach other people to do it.
      Think about your favorite teachers that you've had. What is it about them that
      makes them your favorite? These are the qualities that we want students to
      remember about all staff at Eastford Elementary School.

III. **ELA Curriculum:**
      The committee would like to adopt Units of Study in Reading, a program out of
      Teachers College at Columbia University. We currently use the Units of Study in
      Writing program so there would be a natural connection and flow between the
      two.

The Reading Units of Study offer a framework for teaching that
- Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened
- Supports explicit instruction in reading skills and strategies and offers extended time for reading
- Provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work
- Gives teachers on-the-job guidance in powerful reading workshop teaching

The Workshop model is a different approach to teaching reading and writing than our traditional anthology program has used.

Anthology/Basal	Workshop
Whole class, teacher led learning (45-50 minutes)	10 to 20 minute mini lesson Followed by teacher-student conferences and increased amount of student reading
Student worksheets and workbooks	Student kept spiral notebook
Excerpts of stories – were current when purchased – contained in a Basal Reader	Real literature from classroom libraries that can easily be updated and changed – Students have choice and voice
All students receive same instruction – teacher must find ways to differentiate	Materials are naturally differentiated based on student reading level and mini lesson applies to all levels
Separate reading and writing programs	Reading and Writing Workshops are naturally connected - Avid readers become good writers
Teachers "teach" the literature and book concepts and themes to the whole class	Teaches reading skills and strategies - Students apply learning in independent reading - Teacher checks in with individual conferences

Workshop materials include three primary resources:
- Teaching guides/units of study which are daily professional development for teachers on researched based reading instructional strategies
- Trade books used for read aloud
- Classroom libraries for student choice of independent leveled reading