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DATE: December 15, 2021

TIME: 2:37 PM

**Belmont Curriculum and Instruction Subcommittee  
Joint with School Committee Minutes  
February 25, 2021**

Present: Mike Crowley  
Kate Bowen  
Tara Donner  
Evelyn Gomez  
Deborah McDevitt, Director of Social Studies  
Lisa Hurtubise, Director of ELA & Reading  
Kimberly Masterson, English Teacher BHS  
Daniel O'Brien, Assistant Principal BHS  
Daniel Moresco, BHS Math Teacher  
Jamie Shea, SS Teacher  
Rosa Inness, METCO Director

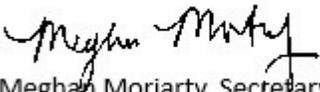
1. Call to order, Kate Bowen 3:08
2. Integrated Studies and Grade 12 Capstone Project Pilot for 2021-2022 Presentation
  1. Document presented "Integrated Studies.pptx"
  2. Presenters introduced concepts of "Integrated - incorporates and focuses on the learning and practicing of real world skills that are transferable to any field of study or occupation." and "Interdisciplinary - allowing students to combine skills and content from multiple disciplines to explore real world problems." Integrated studies aligns with district vision and goals centered on SEL and Racial Equity. The focus is to apply content knowledge and skills to 'real world' problems. A student centered approach that builds skills of collaboration, critical thinking, creativity, communication, and citizenship (aligned with draft vision of a graduate). Approach allows teacher to differentiate within course for students that would be separated by level in current model. Student centered approach provides for a more personal experience, supporting stronger academic engagement. Students and teachers are co-learners and co-creators.
  3. To date of related course pilots:
    1. Year 3 of English Department Senior Capstone Program
    2. The Social Justice by the Numbers Elective Course is: Interdisciplinary -- Math and Social Studies
  - d. Next Steps outlined:
    1. Create a cohort of students (varied in Junior English coursework) who take "Social Justice by the Numbers" and subsequent Capstone class
    2. Supports improving the learning capacity of diverse students who have been marginalized educationally
    3. Aim to utilize a special education aide in the classroom
    4. Capstone Pilot would expand the integrated experience, beyond electives and build diversified cohorts
  - e. METCO grant funds that had previously supported tutors could also support staffing in this coursework, estimated as a 0.6 FTE

3. Committee members discussed the presentation and expressed enthusiasm. The aim of 5 students identified as historically marginalized academically was discussed to ensure ease of sharing and collaborating. Social Justice by the Numbers student enrollment will align with 12H English, capstone requirements will stay in place, over 3 year process. Presenters shared the value of planning time funded via grant allocations, and addressed limited professional development available. Donner raised the value of scaling up the model over time and shifting away from a leveled approach to courses.

**On a motion by Tara Donner and seconded by Evelyn Gomez, the Subcommittee voted (3-0-1) to support the pilot of the Social Justice by the Numbers course cohort model with English 12 Honors course for academic year 2021-22.**

Adjourned at 4:30 PM

Respectfully Submitted by:

  
Meghan Moriarty, Secretary