

Curriculum Liaison Council
Wednesday, October 6, 2021
6:30 p.m. - 8:00 p.m.
Worthington Schools, Academic Achievement and Professional Learning



In attendance:

Kathya Mahadevan, Bluffsvew; Shawna Barrett, Brookside; Tera Huffman, Colonial Hills; Tesa Williamson, Granby; Lindsey Beachy, Liberty; Chris Zircher, Slate Hill; Steve Cavalieri, Wilson Hill; Andrea Flavigny, Worthington Estates; Annie Phitayakorn, Worthington Hills; Tasha Addy, Worthington Park, and PTA Council President; Christy Bowen, KMS; Caris Post, McCord; Andrew Vogel, Perry, Katie Gast, WWAY; Dennis Bryant, TWHS; Kelli Davis, WKHS; Charlie Wilson, Board of Education; Adrienne Carr, Asst. Principal TWHS; Angie Adrean, Kim Brown, Suzanne Palmer, Neil Gupta, Rob Messenheimer, Kelly Wegley, Toya Spencer, Steve Griffin, Tom Kaczmarek, Brian Geniusz, Ben Rule, Renee Brinson, Jake Guthrie, Kathy Riebel, Worthington Education Center.

1. Welcome and Introductions

- a. Please welcome our new Director of Elementary Education, Rob Messenheimer, Coordinator of English Language Arts, Steve Griffin, and Special Education Coordinator, Jake Guthrie

2. 2021-22 Topic Brainstorming Activity

- a. What do I appreciate about Worthington Schools?
- b. What do I want to know more about regarding Worthington Schools?
- c. What do I hope for my children as students in Worthingtons Schools?

3. Graduation Requirements with Dr. Neil Gupta

4. Continuing to build and prepare for the Ohio Dyslexia Law...Part 1

5. AFTGOTO

Future Meetings

- a. December 1 at Perry MS in the Library
 - i. Diversity, Equity, and Inclusion: BOE Goal/Global Thinkers and A Novel Approach
- b. February XX, 2022 - State of the Schools at WKHS
- c. April 6, 2022, at an Elementary - Responsive Classroom and Continuous Improvement Plans

Meeting Notes

Welcome & Introductions - Angie Adrean

- Angie thanked everyone for being a part of the CLC team and for meeting quarterly. It's great to have previous members back and we welcome a lot of new faces this year! Thanks for valuing our school district and for taking the time out of your busy schedule to be a part of our team.
- Went around the room with introductions.
- Overview of tonight's agenda, upcoming meetings, and locations: Dec. 1 meeting is at Perry MS; February is State of the Schools at WKHS, date TBA, we will meet prior for about 30 minutes with a pizza dinner; April 6 at an Elementary school TBA. Our agendas are based on the feedback we get at the end of the prior year.
- Angie stressed wanting everyone to connect with each other and to build camaraderie.
- CLC's role is to give feedback and to report back to your PTA/PTO to share notes, Kathy Riebel takes notes at each meeting and will share with everyone after the meetings via email, the CLC notes are also posted on the district website. Review of the role of council members and guiding principles:

Role of the Council Members:

- ❖ Provide representative input to identify key issues and/or topics impacting the quality of education provided to Worthington students.
- ❖ Serve as a key communicator in conveying information from their building to the Council as well as information from the Council to their building.
- ❖ Provide input in developing parent and community engagement opportunities.
- ❖ Be familiar with the district website, key contacts, and other sources of information regarding curriculum, programs, funding, and buildings.
- ❖ Attend all meetings.

Guiding Principles:

- ❖ Be respectful of the time. Arrive on time, start on time, end on time, make good use of the time.
- ❖ Represent your building voice rather than individual issues or concerns; share what you learn.
- ❖ Be present, both physically and attentively.
- ❖ Be engaged.
- ❖ Listen.
- ❖ Share and allow others to share.

2021-2022 Topic Brainstorming Activity - "What's On Your Mind" Activity

Counted out teams of 3 to go around the room and comment on the following:

What do I appreciate about Worthington Schools?

- Teachers legitimately care ***
- Diversity (economic & cultural) *
- Programming options (Phoenix, Academy, etc.) *
- Student supports (academic, emotional) *
- Inclusivity (special education students)

- Range of activities (clubs, sports, etc.) **
- Focus on values and character building
- Parent Involvement **
- Competent administrative team ***
- Nice buildings **
- Value parent input *
- Students feel safe
- Involvement
- Approachable leadership *
- Teachers and staff connecting with students outside of the classroom
- CLC *
- School counselors *
- Information/communication *
- DEI committee addition

What do I want to know more about regarding Worthington Schools?

- Mental health services *
- State testing - the value of, why? what do scores do? what to expect *
- What's going on in the classroom, day to day, how parents can connect to curriculum support at home *
- DEI - what's happening with that for schools/students *
- Project More
- Programs to connect schools/students with other schools *
- Extracurricular options available at the elementary level
- Incorporating inclusive curriculum **
- Programming available to prepare students for the future **
- Vision for the future of our school district, how to continue to improve, the impact of COVID - measurable learning loss? *
- Does the District have plans for working to limit the negative effects of technology in students' lives (whether as it pertains to the harmful effects of social media, or the general erosion of attention spans)? If so, what are they; if not, why not/is this something the District is considering?
- Does the District follow research trends with respect to curriculum development, both as it pertains to specific grades as well as to specific subject areas? If so, does the District work to tweak curricula accordingly (and how, if so)?
- How does the District push to make its curriculum (used as a catch-all term, meant to pertain to grade- and subject-level curricula broadly) as rigorous as possible, and as a college-preparatory as possible?

What do I hope for my children as students in Worthington Schools?

- Well rounded education - kind, good global citizens; social and team skills ***
- Great education experience as a springboard
- Someone/Support to find and use student voices *
- Students to enjoy school (fun) **
- More representation (diversity)

- Leave high school prepared for college, socially and academically *
- Learn in a safe environment *
- Learn through different ways/experiences
- A child finds a place/feels included
- Better people when they leave
- Leaders
- Come out with a love of lifelong learning/reading
- How to engage in community/how to be an engaged citizen

Graduation Requirements with Dr. Neil Gupta

- Testing has changed many times through the years.
- 2 years ago, the state came out with new requirements for the class of 2023 and beyond, this year's juniors. We have 10,000 students to prepare for graduation and they can show their preparedness in a variety of ways. The State said they want us to do 3 things: Cover Basics, Show Competency, and Show Readiness
- We also have to think about our EL students, Special Ed students, Gifted students. The AAPL department collaborated as a team, sat down to look at how to share this information with parents, and came up with "[Ohio's High School Graduation Requirements Classes of 2023 and Beyond.](#)"
- Our counselors are going through this document with all high school students to determine which pathway is best for each student.
- The ultimate goal is to get this information into IC so students and parents can see the progress of their students. The goal would be for students in 8th grade to begin the process of creating goals in meeting the requirements and then monitoring them yearly with their counselor and parents.
- QUESTIONS: Are students assigned a counselor in HS? It's arranged by alphabet and the student stays with that counselor all 4 years as do their siblings; What would you like this message to be back to elementary schools? Neil said just an overview that the graduation requirements are on the district website and that Worthington is doing a great job with a team approach; As an 8th grader going into HS, how does scheduling work? In January there is an 8th grade transition night at HS, students can hear from teachers in different classes, and they also start hearing about graduation requirements.

Continuing to build and prepare for the Ohio Dyslexia Law....Part 1" with Steve Griffin & Rob Messenheimer

- What is the new legislation House Bill 436
- What is the WHY behind how we do literacy?
- A [Google Presentation](#) was shared.
- Simple View of Reading - to be a skilled reader, you need two things: the ability to decode (Word-level reading) and language comprehension (derive meaning from words) which equals reading comprehension.
- The most important thing we can do is to align our curriculum to our student's reading profiles.
- In December 2020, a new law was passed, the Right to Read Law (HB 436)
 - New requirements for universal screening and intervention of students - designed for dyslexia - the easiest explanation of dyslexia: an unexpected reading difficulty that is neurobiological in origin.

- Activity Time - 2 volunteers, Tasha Addy and Dennis Bryant. Individually, they each were shown two slides. For the first slide, they each named the pictures as fast as they could, left to right, timed. For the second slide, they each read the words out loud as fast as they could. For both of them, they were faster in the second slide (8 seconds v. 5 seconds and 10 seconds v. 5 seconds.) They used different parts of the brain for the 1st task v. the 2nd task. Based on the times, the 2nd system used when reading the words is more efficient. This demonstrates that when kids learn to read, they use different parts of the brain and dispels the myth that words are stored via the visual system. Teaching strategies and activities that foster orthographic mapping rather than relying on visual memory is necessary.
- What's our literacy curriculum? Our answer should be that it depends on the student. We are putting systems in place so that no matter what reading profile walks through the doors of our schools, everyone in the building can say "I've got this." Aligning curriculum, training, and instruction to match the individual needs of our students is a top priority.
- We have to get to our struggling readers in K-2 and provide evidence-based literacy instruction and early intervention.
- QUESTIONS: How prevalent is dyslexia in our district? Most prevalence rates are somewhere between 10-20%. We just completed our universal screening of K-5 students and we use these data to determine who may be at risk for dyslexia or other reading struggles.

Next Meeting

- December 1 at Perry MS in the library - MS programming, Linworth and the Worthington Academy; Diversity, Equity & Inclusion: BOE Goal/Global Thinkers and A Novel Approach
- If there are topics you want to hear about, please email Angie Adrean or Kathy Riebel so we can plan to meet these needs at a future meeting.