

**Brunswick School Board
Student Services Committee Meeting
Minutes – June 4, 2018 9:45 a.m.
Office of Student Services Director**

School Board Members in Attendance:

Sarah Singer, Mandy Merrill

Brunswick School Department Representatives:

Barbara Gunn-Director of Student Services

Steve Ciembroniewicz-Principal at Coffin School

Pender Makin, Assistant Superintendent

Alex Fish-Teacher at Coffin

Sarah Hillery, Rebecca McKarns-Instructional Strategists

Guest:

Margaret Boyle, Assistant Professor of Romance Languages and Literatures at Bowdoin College

- The meeting was called to order by Sarah Singer at 9:47 a.m.
- Margaret Boyle shared information about a grant opportunity from the Whiting Foundation (see attached draft narrative). She had two questions for the BSD:
 - *What is the sense of buy-in by the BSD? This should not look like it is the college imposing this on the school.* Steve and Alex believe there is tremendous buy-in and support for this activity.
 - *Are there any challenges that might be anticipated with implementation?* Time was discussed. It was recommended that this activity overlap with a school activity such as literacy.

It is anticipated that during the summer of 2019 the curriculum would be developed and implementation would occur in the fall of 2019. Sarah and Mandy indicated they believe the entire board is in support of this activity.

- Pender Makin reported out on an Americorp grant she has written. She has received tentative notification the BSD will receive this award. The business office has some pieces they are sorting out. If this is awarded the BSD will recruit and train five Americorp members (REAL School-1, Coffin School-1, HBS-1, BJHS-2). They will work with students and staff in the areas of restorative justice and social-emotional learning. The Second Step curriculum will be used K-8. It is anticipated the Americorp members would come on board in August for training with implementation beginning in September and ending in August of the next year. These members would work under the supervision of the RTI-B teachers and the Restorative Practice Specialist at REAL School. They will work a minimum of 40 hours per week (1700 hours). Pender stated the BSD should know the final status of the award by mid-June.

The meeting was adjourned at 10:32 a.m. by Mandy Merrill

Respectfully submitted,
Barbara Gunn
Director of Student Services

Multilingual Mainers: World Languages and Cultures in K-2
Draft Narrative for Whiting Public Engagement Program (\$10,000 seed grant)
Margaret E. Boyle, Associate Professor of Romance Languages and Literatures

- 1. Project overview and intended outcomes (up to 400 words): Provide a compelling summary of your public-facing project, making clear the humanities content, format of***

engagement, and anything to be produced by the project (if applicable). Lay out all of the activities you and your collaborators will undertake and specify your desired outcomes as clearly as possible. Be sure to indicate the project's status and any work already completed and to distinguish between activities and outcomes to be accomplished during the Fellowship or Seed Grant and those to be accomplished in the future.

In a partnership between Bowdoin College and the local K-2 public elementary school (Coffin Elementary, Brunswick, Maine) our intention is to formalize and strengthen a new partnership between the schools to introduce World Languages and Cultures into the curriculum. Although the Maine Department of Education includes the study of World Languages as part K-12 curriculum “to acquire and apply knowledge and skills related to communication and cultures that will aid them as members of both local and global communities”, implementation has not been possible due to budget cuts and teacher shortages. In the Spring of 2018, we piloted a volunteer, service-learning program recruiting Bowdoin students with native or near-native proficiency in a language other than English. These students facilitated a weekly “languages lunch” with six elementary students at a time. At the end of the semester, every K-2 student enrolled at the school (approximately 416) had the opportunity to participate in the program one time. At the outset, my intention was to fill the void of foreign languages, recognizing that early exposure ensures better long-term acquisition. Yet the outcome from this first run of the program had outcomes I was not anticipating. For many K-2 students at a predominantly white institution, including a large population of low-SES families, not only was this their first contact with the idea of foreign language or culture, this was also their first contact with a college student (although Bowdoin is just a half mile from the school). Research shows us the benefit of multilingualism extends far beyond the language itself; it’s an opportunity to develop curiosity and compassion about your place in the world in relation to others. Using the Whiting Fellowship, the goal is to continue this lunchtime program and begin partnerships with individual classrooms, in order to provide more sustained contact and depth. Over the 2019-2020 academic year, we intend to create a cross-listed course between the departments of Education and Romance Languages and Literatures (Spanish, French and Italian) where undergraduates study approaches to foreign language pedagogy and put these skills into practice with weekly or bi-weekly 30-minute visits to the school. This would result in the creation of a new 10-week communicative curriculum that could be repeated year to year. It would significantly expand and strengthen our pool of committed volunteers for the program and has other positive outcomes: addressing the shortage of foreign language teachers in the state of Maine and working to diversify the teaching pool. We are also excited about how this program would align with the seal of biliteracy award. [Currently 27 states have legislation creating and governing Seals of Biliteracy or are in the process of developing legislation, and five more states have groups advocating for such a step. 18 states have no state program – and Maine is one of those, although in 2018 Portland became the first city to award seniors awards.]

- 2. Collaborators (up to 200 words, up to 3 letters of support): Identify the partners who will be critical to the project's success. For each, describe their qualifications, their specific role(s) in the project, and the status of your relationship (e.g., not yet contacted, in conversation, firmly committed). Indicate how collaborators will be compensated and credited. We encourage you to include letters of support from key partners. If you plan to seek out collaborators you have not yet identified, please indicate what kinds of people or organizations they might be and how you will find them.***

Annie Young is a literacy teacher at Coffin School and has matched Bowdoin volunteers with K-2 students. Annie and I have worked collaboratively since January of 2018, and she is committed to the next stages. She will receive a stipend for continued coordination and outreach.

¹ <http://www.ncsl.org/research/education/state-seals-of-biliteracy.aspx>

Student Services Committee for Brunswick: Comprised of the elementary school principal, Superintendent, members of the school board, and an ad-hoc group on dual-language and performing arts curriculum. I met with this group for the first time in May 2018, and they are supportive of developing this project.

Kim Faber, instructor of Spanish at Oberlin College and founder of SITES (Spanish In The Elementary School) program. I worked with Kim between 2010-2012 when I was a Visiting Professor at Oberlin. Kim has agreed to facilitate a workshop for participating faculty if we secure funding. We have budgeted her visit to Brunswick and a stipend.

Bowdoin faculty in the departments of Romance Languages and Literatures (Hispanic Studies, Francophone Studies and Italian Studies) and Education will be invited to a two-day summer working group to build the seminar on elementary foreign language pedagogy. Bowdoin would fund a stipend for faculty participants and meals.

- 3. Existing work on similar subjects or in similar media (up to 200 words): Describe the competitive field for your proposed project. Much good work is already underway across the country in the public humanities, treating a variety of subjects through a range of approaches. What gaps exist in the field, and how does your project work to fill them? How does your project fill a need? Whatever your project may be, it is important to demonstrate your understanding of other work that is available on similar topics or in similar media. For example, K-12 teachers have access to a host of support materials and often face significant challenges of time, logistics, and bureaucracy to incorporating new content into their classes; if you intend to engage these teachers and their students, you will need to be aware of existing alternatives and how yours is additive. The story is similar for websites, podcasts, events, and other approaches to the public. Independent of medium, consider too the other public-facing resources available on your subject and how your project fits into the larger picture. Our judges will be looking to see that you understand the options facing your intended public and have a sensible approach to distinguish your project as a compelling alternative.**

This project was inspired by my experience working with Kim Faber at Oberlin College between the years 2010-2012. In Oberlin, Ohio, Kim Faber has developed a Spanish language immersion program called SITES (Spanish In The Elementary Schools) based on a partnership between the college and the local K-5 school. My work in Brunswick follows much of this same partnership logic, leveraging the resources of a private college to benefit the local public school, while addressing the void in curriculum concerning for foreign languages and cultures. This project benefits from the expertise of SITES (now in its 13th year), but also responds to the unique dynamics of Brunswick and Maine. Rather than focusing exclusively on Spanish, this program is committed to multilingualism, and is mindful of Maine's French heritage. We hope to conceive a curriculum that will be able to flexibly integrate multiple languages over time depending on the interests of the school and community. [We are also interested in exploring how this program could support or complement a dual-language curriculum].

- 4. Intended public and engagement plan (up to 50 words for intended public and up to 200 words for engagement plan): Briefly specify the segment of the public you intend to engage through your project. If there are multiple publics involved, clarify who the project is by, with, and for. Describe your plan to reach them, including the channels you will use. Be sure to make clear, in language compelling to a non-specialist, why the project will be engaging to the public you have chosen. Depending on the nature of the project, this might include a PR plan, personal connections in a community, or any other strategy to ensure that your project will engage its public. Bear in mind the**

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Comment [1]: Are these parents? Teachers? Local arts and culture leaders? Opportunity to build credibility and demonstrate the integrative approach and buy-in from the public

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Comment [2]: it is just as important to describe the need, (by any chance, have you done assessment or collected feedback from your pilot that you could use here?) This section should demonstrate that you too have anticipated the challenges highlighted and how you plan to address them.

difficulty of capturing attention in our media-saturated world; we are looking for evidence not just that your project will be available to a public but that they will be moved to participate in and be affected by it. Simply creating a project is rarely enough to ensure it has its desired effect. We are also looking for evidence that you have thought through the ways you will adapt your approach for your intended public – and that you have selected that public carefully.

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Comment [3]: Do we have additional evidence for this?

The intended audience for the project are K-2 students enrolled in the Brunswick elementary school. Engagement with these students will be dynamic, age-appropriate and reflective of standards for foreign language instruction set by the American Council for Teachers of Foreign Languages. The project will also bring more awareness about World Languages and cultures to the families of these students and the teaching and staff of the school, certainly initiating discussion about the ways language learning can boost literacy, intercultural competence, flexibility of thought and creativity. The project will also engage undergraduate students/ pre-professional educators at Bowdoin College, introducing into the curriculum the importance of foreign language pedagogy and address the state-wide and national shortage of qualified language teachers.

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Comment [4]: I would suggest including brief context here about Brunswick, Maine and the school—example 94.4% of population in Maine is non-Hispanic White (Wik);

5. ***Non-academic skills required for success (up to 200 words): Any public-facing project draws not only on the intellectual acumen and subject-matter expertise that will be clear from your CV but also on skills less obviously associated with traditional academic work. Indicate the non-academic skills required for the project to succeed and describe how you have demonstrated expertise in each or will collaborate with someone who has. If your project has a significant digital or audiovisual component, you will also be able to provide a separate technology plan of up to 200 words specifying details such as the platform(s) you will use and how you chose them.***

Although I have graduate level training and experience in foreign language pedagogy, I do not have formal training in elementary language pedagogy. For this reason, my collaboration with elementary literacy teachers are essential. Outside of my academic work, I am a long-time collaborator with a non-profit community theater and have worked extensively with children's theater in particular. I have taught classes to preschoolers, workshops for children ages 6-11 and workshops for teenagers. I bring this experience with children and families to this work. I am also a parent of two young children and am well connected with other parents in the community. I have met with the Brunswick school department's superintendent and relevant committees and am proactive about collaboration.

6. ***Timeline (up to 200 words): Indicate the timeline of the major steps and milestones for your project. If the project will not be completed in the term of the Fellowship or Seed Grant, be sure to indicate how that term fits into the larger timeline. A realistic timeline is a helpful indicator to the judges that you have thought through your project and are poised to succeed with it. Note that projects may already be in progress and need not be finished during the Fellowship or Seed Grant period, but we expect that substantial progress will be made through the concentrated attention they allow.***

For the academic year 2018-2019, we anticipate continuing the lunchtime volunteer program, aiming to generate more interest in the program among students, teachers and community members. A student volunteer from Spring 2018 will assist with the recruitment and training of new volunteers.

During summer 2019, I will apply for funding from Bowdoin to develop a working group for potential faculty collaborators in Spanish, French, Italian and Education.

During the academic year 2019-2020, I will be on a year-long sabbatical (one semester is paid) and plan to dedicate one month to further developing curriculum, purchasing a library of materials (see budget), and planning and implementing a professional development workshop for teachers. The goal is to offer the new Education/ Romance Languages seminar alongside formal classroom partnerships starting in fall 2020. Prior to the fall, I would develop a website advertising the program, and hire student interns to design anchor charts and other visual materials for the school as well as t-shirts for volunteers. It is also important to note that by fall 2020, Coffin Elementary School will relocate to a new building in order to accommodate a new pre-K program and the full 2- grade, making the population of the school move from 416 to between 660-720 students. [It will continue to be the largest elementary school in the state of Maine.]

7. ***Budget and use of funds (up to 200 words): Lay out the budget for the overarching public-facing project. Describe how you and your collaborators intend to use the Fellowship or Seed Grant funds in particular to advance the project. Also list any other funding you have secured or intend to pursue for the work. A realistic budget is another helpful indicator to the judges that you have thought through your project and are poised to succeed with it. We strongly encourage applicants to upload a simple budget in chart form.***

The McKean Center sponsors student transportation to and from the elementary school and could support a student intern to help with the design of relevant materials.

{provisional}

Build foreign language library: library-bound children's books in Spanish, French and Italian: \$1000

one-day professional development workshop for 20 teachers (\$150 stipend & lunch): \$3200

Consult with Kim Faber, creator of SITES program at Oberlin: \$1000 for visit costs & honorarium

Art supplies and posters for visual aids for classroom and school: \$1000

Web-design, flyers for advertising, and t-shirts for volunteers: \$1000

Partially fund one-month of sabbatical to work on drafting curriculum: \$3000

Additional compensation for Annie Young for outreach to teachers and scheduling: \$500