



## EASTON BOARD OF EDUCATION

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### Regular Meeting

Joint Meeting with the Redding Board of Education

**Note Location:** John Read Middle School Community Room

Tuesday, June 11, 2019

7:30 p.m.

Jeffrey Parker,  
*Chairperson*

Jenny Chieda,  
*Secretary*

David Bindelglass, M.D.  
Randy Hicks  
Katy Reed  
Jon Stinson

Thomas McMorran, Ed.D.,  
*Superintendent of Schools*

- I. Call to Order
  - II. Public Comment
  - III. Board Member Comment
  - IV. Discussion and Possible Action
    - A. Examination of Differences in Academic Program Offerings for Easton and Redding
    - B. Review of Elementary and Middle School Start and End Schedules
  - V. Reports
    - A. District Administrative Reports
    - B. Board of Education Committee Reports
  - VI. Public Comment
  - VII. Board Member Comment
  - VIII. Adjournment
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**June Board of Education Report**  
**Assistant Superintendent for Curriculum & Instruction**

Legislation Compliance Update: Social Studies Curriculum Revisions

Public Act 18-24, the Connecticut Holocaust and Genocide Education and Awareness Act (Act), public schools in Connecticut are required to provide Holocaust and genocide education to their students beginning on July 1, 2018. The Act states, “each local and regional board of education shall include Holocaust and genocide education and awareness as part of the social studies curriculum for the school district.”

(<https://portal.ct.gov/SDE/Publications/Teaching-the-Holocaust/Introduction>)

Easton, Redding, and Region 9 students have been engaged in instruction about these topics through English language arts literature discussions and through varied social studies coursework from middle school through high school. Until this year, specific instruction about the Holocaust, and more generally, genocides past and present, has been dependent upon either individual teachers or students’ individual literature selections, as well as elective courses at the high school level. While this practice complies with the letter of the law, it does not satisfy the spirit of the legislation of providing an assured experience and broader understanding of genocide in age-appropriate instruction in social studies courses.

During the 2018-2019 school year, middle school social studies teachers from Easton and Redding met several times on early dismissal days to review, discuss, and revise current curricula. Their goal, with the guidance of the assistant superintendent for curriculum and instruction, was to create a social studies learning continuum that would ensure instruction about the historical event of the Holocaust, and also historical and current day examples of genocide. Teachers will use a common definition of the Holocaust as the systematic persecution and murder of six million Jews by the Nazi regime and its collaborators during the Second World War. Genocide will be defined as certain acts committed “with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such.” (Convention on the Prevention and Punishment of the Crime of Genocide, United Nations General Assembly, 1948). These curriculum revisions will be presented to the joint Easton and Redding curriculum committees in June for planned implementation in the 2019- 2020 school year.

Joel Barlow currently provides opportunities for learning about the Holocaust and genocide in a number of different courses including: World Geography (Grade 10) and Madman as Hero (Grade 12), with a possibility of additional exposure in Debate and East Asian Studies (Grade 10). English courses with varied literature selections provide additional exposure. Teachers will work with the Humanities department chair and the assistant superintendent for curriculum and instruction to map the course pathways to confirm an assured exposure during the high school course continuum.

Once all revisions have been completed and confirmed by the Board curriculum committees, the assistant superintendent for curriculum and instruction will arrange a meeting of social studies teachers across districts. Their cross-district and vertical discussion regarding these changes and further opportunities for interdisciplinary study will inform ongoing professional learning and curriculum revisions.

Respectfully submitted,  
Stephanie Pierson Ugol, Ed.D.  
June, 2019