

Timberlane Regional School District Minutes Template

CURRICULUM & ASSESSMENT MINUTES

OCTOBER 2, 2018

4:00PM

SAU BOARDROOM

TYPE OF MEETING	Curriculum & Assessment
FACILITATOR	Sue Sherman and Sandy Allaire
ATTENDEES	L. Paul, S. Strange, S. Allaire, S. Sherman, M. Koelker, K. Henderson, S. Machemer, M. Pederson, M. MacDonald, L. Caffelle
AGENDA	Previously disseminated and posted on line.

Quote: "Put your heart, mind, and soul into even your smallest acts. This is the secret of success." M. Ghandi on his 150th birthday.

MEETING CALLED TO ORDER
BY SUE SHERMAN AT 4:05PM.

APPROVAL OF MINUTES 9/04/18	Motion to approve by minutes made by S. Machemer, seconded by S.Strange.	
CONCLUSIONS	Approved 9-0-2	
CREATE A MEETING NOTES ROTATION SCHEDULE		
Nov. S. Strange, Dec. S. Allaire, Jan. M. MacDonald, Feb. L. Paul, Mar. L. Caffelle, Apr. M. Pederson, May L. Canotas, June M. Koelker		

APPROVE 18-19 COMMITTEE GOALS AS REVISED ON 9/04/18

DISCUSSION	Asked to accept the committee goals as revised on 9/04/18 meeting. Motion to vote made by S. Allaire, seconded by S. Strange.	
CONCLUSIONS	Vote taken - unanimous approval.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

**POLICY IMBD NEW
LEGISLATION RE: HS CREDIT**

DISCUSSION	Sandy
SLT is reviewing TRSD policies. One required by law TRSD does not currently have is IMBD. Students in 7 th and 8 th grade may take advanced credits for HS graduation.	

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CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Staff will look at how this will impact policies and procedures for HS graduation.		
Goal is to have a draft in November to bring to C&A for discussion, then SLT, and Policy Committee.		

AMERICAN LITERATURE

DISCUSSION	Jen P and Sandy	
<p>HS Staff reviewed American Literature curriculum documents this summer. Unit 1 & 2 switched one competency to align with enduring understanding, content standards are same. Changes come from thematic units. Many of same text will be used; some more current, accessible texts are included. Finding relevance to their own lives will make the lessons more engaging. Instructional staff feel the collaborative work by those who teach the class was a reflective, best practice for course review. The written document allows for adherence to the course vs teaching in isolation.</p>		
<p>Romanticism & Realism to Traditions & Foundations, Puritanism and Colonialism to Roots of Intolerance, Post Modernism to The American Dream and Disillusionment, and Modernism to Return to What Matters.</p>		
CONCLUSIONS	The committee accepts the minor changes of unit titles, essential questions, and thematic units recommended by teaching staff. Reflecting on curriculum and updating to be accurate is a best practice for all.	
S. Machemer made a motion we accept the changes as noted, seconded by L. Paul. Vote taken - unanimous.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Titles on Curriculum site online will be updated to reflect title change	S. Allaire	

LEARNING OPPORTUNITY BLOCK-SCHEDULING UPDATES

DISCUSSION	<p>MS reports scheduling continues to go well for students. Staff is able to plan and facilitate blocks of learning where students are able to spend more time engaged in meaningful lessons. Staff feel students are embracing the extended learning blocks and are getting more work done. Movement breaks have been built in as natural transitions while students work through activities. 6th graders were allowed a “skinny day” similar to traditional scheduling for the first 10 days as they transitioned to MS. After field trip to Camp Lincoln, longer blocks of time were woven in to allow for a smooth transition. 6th, 7th, & 8th grade students are allowed to have no more than one “skinny” day per week. A discussion ensued about consistency for teams, how students can complete work as a result of a “skinny” day or if they miss an extended learning block due to an online learning day, etc. Another question asked is how this will affect those students who need consistency in routines if schedules are allowed to change.</p> <p>HS reports a very positive transition this year with extended learning block scheduling. There are no longer bells ringing to signify class changes. No bells is part of our fabric now. Hallways are calmer, kids are quieter passing without bells. There seems to be a very comfortable pace in the building. Longer periods of time are allowing for staff to use common planning time for collaborative planning and skill development benefiting all.</p> <p>Technology staff have found positive results at both schools. Handling of technology at the MS has been efficient and timely for students with no lost instructional time. It has been noted students are in HS classes more resulting in happier students being able to get into projects for longer periods of time.</p> <p>Special educators report longer class periods have been useful for post secondary preparation with students and outside agencies.</p>	
CONCLUSIONS	S. Sherman has requested MS/HS update committee on extended learning schedules at each C & A meeting to ensure consistency, rigor, and success for students.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
M. Koelker will discuss with staff some of the questions raised at the meeting and report back at the next C & A meeting.	M. Koelker	

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Program of Studies	M. Pederson		
DISCUSSION	<p>We still print hard copies of the program for rising 9th graders for planning purposes. Deadline to be t printer is December 17.</p> <p>November 6 document will be presented for first and second read.</p> <p>November 15 Program of Studies will be presented to SB for first read.</p> <p>December 6 Program of Studies will be presented to SB for second read.</p> <p>Changes to Program will be mostly cosmetic.</p> <p>Consideration will be given to running some courses every other year and keeping them in the program of studies for ease of planning purposes. Dates for year of courses will be denoted in some fashion. (even/odd, etc.)</p> <p>Some course in Program of Study may be affected because of HB 1674 verbiage.</p>		
GRADE 6 SS	<p>S. Allaire reports newly revised units: Civilizations & intro to SS and Prehistory. 4 years ago units were written to teach with flexibility. Philosophically it made sense. Shortly, teachers realized developmentally students need units taught sequentially. Teachers want defined units chronologically and geographically. Competencies were not removed, standards were re-organized. Conversations started 3 years ago. Teachers have worked together to update and re-organize the units for consistency and clarity for students. Grade 6 SS aligns with 7th grade SS and provides a solid foundation for 7th grade SS curriculum.</p>		
	<p>Motion made by S. Strainge to accept reorganization of 6th grade SS, seconded by M. Koelker. Vote taken- Unanimous.</p>		
SB GOALS Action Item:	<p>Academics</p> <p>The School Board will ask for reports and will evaluate the frequency and redundancy of standardized assessments.</p> <p>Is it helpful to have C & A Committee be the steering committee to assist with this task?</p>		
	<p>Meeting Adjourned @ 5:16pm by S. Sherman</p>		
NEXT C&A MEETING	<p>November 6, 2018 @ 4:00pm.</p>		