

Victor Central School District

Agenda/Minutes Curriculum Council Meeting

April 23, 2020
Virtual Meeting

Join Zoom Meeting

<https://zoom.us/j/568735766?pwd=ODIKWTRNeHdZL0NJUmFmNWRwVHZSZz09>

1:00 - 2:00 pm

Roles:

Facilitator: Kristin Swann

Minutes: D. Westbrook

Time Keeper:

Refreshments: Bring Your Own

Members In Attendance: Kristina Back, Leah Besaw, Tom Cheevers, Luciana Cursino-Parent, Karl Dubash, Lauren Forget, Melissa Goho, Monica King, Necia Marchetti, Jim Mauro, Kelly McLaughlin, Julie Merges, Victoria Phan, Carol Prescott, Kristin Swann, Danyelle Westbrook, Nate Wolf, Tom Zaccardo

Link Deck:

- [Monitoring Task Force Survey](#) (You may need to download the survey to see data correctly)
- [New York State Data, Curriculum Council Book Selection Survey, I Wish My Teacher Knew, Secondary EOY Report, Elementary EOY Report, 2019 - 2020 CC Goals, Professional Development Guidance from SED](#)

Please Prepare:

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#	Topic/Subject	Person Responsible (if not all)	Time Allotted	Purpose/ Proposed Action				
				For Info	Work Session	Make Recommendation	Assign Task	Make a Decision
Opening								
1	Welcome & Introductions	All members	1 min	Welcome: good to see everyone again Take the time you need to take care of yourself				
2	Review & Approve 03 12 2020 Minutes	All	2 min	Minutes: Approved				

3	Review Agenda	Facilitator	2 min	Agenda:
Guest Presentation				
4	K-12 Science <u>Presentation</u>	Dana DiSabato, Adrienne Dahlstrom, Heather Hyer, Karen Brion, Kristin Swann	20 min	<p>For Information: Dana DiSabato-VEC Adrienne Dahlstrom-VPS Heather Hyer-VIS Karen Brion-JH and SH</p> <ul style="list-style-type: none"> ● The development, adoption, and implementation of the science standards ● 3 different phases starting in 2016 and going to 2025 ● Professional development for the elementary level this summer-not sure how it will look yet, may be in person or virtually ● 3 different kits at the K level- <ul style="list-style-type: none"> ○ weather for kindergarten ○ Pushes and pulls ○ Worm scouts - coming in April of 2021 ● Very hands on ● 1st grade <ul style="list-style-type: none"> ○ Sending messages with light and sound ○ A bunny's life -wait until next year ○ Sky patterns-coming in January 2021 <p>VPS</p> <ul style="list-style-type: none"> ○ How are kids thinking/understanding ○ Grade 2 <ul style="list-style-type: none"> ■ Independent relationships in ecosystems ■ Structure and properties of matter (piloted this year, hopefully coming next year) ■ Earth's systems: processes that shape the earth (1st year)

- Grade 3
 - Forces and interactions
 - Interdependent relationships in ecosystems
 - Inheritance of creation - next spring
 - What we do and how we think
 - Integrated curriculum w/ELA
- VIS
 - Physical sciences
 - Life sciences
 - Earth and space sciences
 - Engineering, technology and application of science
 - Shifted to what students are thinking about
 - Riding the waves of information
 - Earth processes in nys
 - Powering thru the fair-supposed to be doing now
 - A walk in the park-september 2020
- 5th grade
 - Deer, deer everywhere
 - Got water
 - Toys matter
 - Earth and space explorers-september 2020
- 6th grade
 - Foundations of STEAM
 - Thinking like a scientist
 - The engineering design process: challenges across multiple disciplines of science
 - Make the shift in teaching-experiences and problem solving
- 4th and 5th grade 40 minutes e/o day
 - Some may do a unit at a time and then switch
 - May be difficult to fit in with the structure
- 6th grade 40 minutes for ⅓ of the year
 - Significant challenge, especially in 6th grade

				<p>Jr/sr high</p> <ul style="list-style-type: none"> ● 2 different paths for grades 7-10 ● Training from U of R ● 3 different paths for 11th and 12th grades ● There is an accelerated path for 7-12 ● New proposal <ul style="list-style-type: none"> ○ All students must have access to science standards ○ New accelerated pathway ○ Science 8 would be earth and science based <ul style="list-style-type: none"> ■ Would be able to switch between accelerated and not ○ All students would take life science in 9th grade ○ Tentative roll out schedule <p>Continue to provide support</p> <ul style="list-style-type: none"> ● Students have access to all of the standards <p>Proposal into the superintendent for accelerated pathways</p> <p>Questions</p> <ul style="list-style-type: none"> ● What are the options in jh? ● Thanks to everyone for working so hard to figure it all this out ● Would phasing out the old in the jh and bringing in the new, would that mean the 6th grade changes as well? ● We appreciate the change of the recommendation of having the 7th grade teachers give the recommendation instead of 6th
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Old Business

5	Guidance Plan			For Information: Mary Banazsak has shared that due to our closure the counselors have not been able to collect data. Thus, they ask that we revisit the Guidance Plan next fall.
6	Course Proposals			Information requested from CC members and provided by Brian Siesto

				<ol style="list-style-type: none"> 1. Medical Technology: currently running, 2 sections in fall and spring, about 100 students total for the year 2. Chemistry Insights and Optics: currently running, 2 sections full year, 34 students total 3. Piano and Music Theory: currently running, 1 section in F/S, 27 students total for the year 4. Journaling and Sketchbooking: currently running in spring, 1 section in spring - 10 students 5. Illustration: ran in the fall - 13 students (will do Illustration/Journaling as F/S offerings) 6. Digital Studio Art: first class will run in fall 2020 7. IB Geography: ran for 2 years; IB is ending and the class did not get enough enrollment to continue after 2 years; Troy Bajardi left for another district 8. AP Studio Art: 2 sections running full-year; 36 students, VERY successful course and outstanding AP results 9. Jazz Studies: not running; students did not enroll (overall concern with declining numbers in music 9-12) - may run as a semester elective in 2020-2021 since there is room in the master schedule 10. Public Speaking: VERY popular; 43 students taking it this year - 2 F and 1 S sections; 2020-2021 will increase to 78 students in 4 sections (2 F and 2 S) 11. Construction Systems: running - 23 students taking the course - F and S semester offerings 12. Advanced Woodworking: Very popular - about 45 students across 3 sections - follows basic woodworking
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New Business

6	<p>COVID - 19 Updates</p> <ul style="list-style-type: none"> • Technology • Grading - 3rd and 4th quarter • Preparing for the return to school 	All	30 min	<p>We have strived to achieve the following during our closure.</p> <ol style="list-style-type: none"> 1. Creating connections with students 2. Instructing - New material and review 3. Providing feedback to students 4. Providing professional learning in areas of need 5. Remaining Adaptive
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				<p>Will all CC members fill out the table below in order to share your perspective in these 5 areas. What is going well and where might there be opportunities for us to improve.</p> <p>We will review these thoughts at our meeting.</p> <ul style="list-style-type: none"> ● Many things have changed and evolved in a short period of time ● Creating connections any way we can ● Variable participation k-12 ● Looking at technology we are using and safety around platforms ● PD ● Working on a plan for 4th quarter and final grading <ul style="list-style-type: none"> ○ 1st priority is to do no harm to any student ● We're starting to think about what school is going to look like when we come back, whenever that might be <ul style="list-style-type: none"> ○ Expect regression and gaps in student learning ○ What students will need for our support ● Starting to plan for s/e needs when they come back into the classroom <p>Questions</p> <ul style="list-style-type: none"> ● None <p>Please reach out if there is anything that needs to be done and Kristen can help with</p> <p><u>Members Fill Out Shared Document</u></p>
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Closing

7	Creation of Next Agenda	All	5 min	<p>Decision:</p> <ol style="list-style-type: none"> 1. Facilitator: TBD? 2. Technology (Nate) 3.
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				<p>4.</p> <p>5.</p>
8	Parking Lot Attendant			<p>1. Course Proposals – NONE THIS YEAR</p> <p>2. Goals Check in (Jan & April)</p> <p>3. Update TIG (last cohort) (Feb)</p> <p>4. Curriculum Management System</p> <p>5. Science:</p> <ul style="list-style-type: none"> a. Implementation of BOCES 4 Science Kits (April) b. 6th Grade - Instructional Time (April) <p>6. New Curriculum</p> <ul style="list-style-type: none"> a. Fire Prevention Curriculum (April) b. Erin’s Law (April) <p>7. Study Alignment of K-12 Teacher Leader Positions</p> <p>8. Update - ELA Program Review (April)</p> <p>9. Comprehensive Guidance Plan - Advisory Council (January/May)</p> <p>10. PD Plan</p> <ul style="list-style-type: none"> a. Update in Dec b. Plan review/approval in Spring <p>11. Curriculum Writing/PD requests (May/June)</p> <p>12. Update ESSA data (October & November)</p> <p>13. Update JH & SH Secondary Tech Offerings (Dec)</p> <p>14. Book Talk: I Wish My Teacher Knew</p> <ul style="list-style-type: none"> a. Dec Chpt 1 b. Jan Chpt 2 & 3 c. Feb Chpt 4 & 5 d. March - Chpt 5 & 6 7 e. April - Chpt 7 & 8 f. May - Conclusion <p>15. Snack Pack Presentation</p> <p>16. Expectations around kids’ knowledge or use of Word vs. Google, etc.</p>
9	Round Table	All	4 min	Close: Necia: really appreciated caring spirit in the district-outreach to kids has been

				impactful-Everyone has risen to the challenge to help kids
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Future Meeting Dates: 5/14, 6/11

Building or Group That You Represent	What is Working Well	What Has Been Difficult	Ideas for the District to Consider
ECS	<ul style="list-style-type: none"> -Consistent approach by all teachers across grade levels so all students have access to same content -All teachers are developing a math & ELA video lesson on specific content points, so students will see their teachers -Coaches are working closely with staff to make sure instruction is tightly aligned with district curriculum -Parent question google document provides one access point for general questions and technology questions -Communication process in place to gain teacher feedback regarding weekly content -Weekly class zoom meetings for social connections 	<ul style="list-style-type: none"> -Helping parents implement and prioritize learning -Getting an accurate read on student's well-being because parents have to self report and may or may not be comfortable doing so 	<ul style="list-style-type: none"> -If situations like this are to arise in the future, in order to adequately meet the needs of students and their families, Victor's infrastructure needs to grow exponentially (in terms of technology and staff to support curriculum and instruction)
Primary	<ul style="list-style-type: none"> -Consistent platform used by all teachers 	<ul style="list-style-type: none"> -It is Difficult to assess how much or little 	<ul style="list-style-type: none"> -Continue to make adding

	<p>throughout the building through use of a Smore (which is shared by classroom teachers each Sunday or Monday morning)</p> <ul style="list-style-type: none"> -Teachers Zoom at least once a week. -Teachers are accessing online learning in order to implement technology such as Loom, Screencastify, Seesaw, and Flipgrid or to improve Google Classroom skills. 	<p>students are engaged in the learning and practice</p> <ul style="list-style-type: none"> -Initially, printing capabilities were a challenge. We have moved to a printless version to support this. -It is challenging to find ways to convey new learning to young learners in a way that they can be independent. -Maintaining motivation to work and learn through distance and time. 	<p>technology a priority.</p> <ul style="list-style-type: none"> -Staff development as well as community education on how to use online platforms that support instruction.
INT	<ul style="list-style-type: none"> -Utilizing google classroom -Creating lesson videos using screencastify -Weekly class zoom meetings -Smore format has consolidated all resources in one place -positive parent feedback in past week (getting "in the groove") -Special Education providing additional resources (checklists, schedules, pre-taped videos) to make gen ed curriculum more accessible 	<ul style="list-style-type: none"> - Ensuring all students are getting resources needed to be successful - Helping students prioritize and manage assignments and tasks - how to most effectively add in "new teaching" (those standards that were to be taught in Trimester 3 months) 	<ul style="list-style-type: none"> -need to think about what next year will look like... What units do we start with? What data do we use for placement or progress? How do we place students when so many parents will try to keep their child back a year? -Expanding Extended School Year opportunities
JH	<ul style="list-style-type: none"> -Consistent roll-out of materials each week -Utilizing Google 	<ul style="list-style-type: none"> -Difficult to get all students engaged in material, some have 	<ul style="list-style-type: none"> -Perhaps having teachers generate a list of

	<p>Classroom and creating videos using either Zoom or Screencastify.</p> <ul style="list-style-type: none"> -Weekly office hours on Zoom with students to field questions/check in -Communication with ESL, BOOST and Sped teachers about shared students so communication is streamlined and effective. -Providing organizational tools to students so that they can organize their work each week. 	<p>not engaged or engaged very little.</p> <ul style="list-style-type: none"> -Assessing what students are able to do. Prerequisite skills for future courses will need to be built into those courses. -The decrease of true social connection with/among students that daily in-person school allows for. -Adapting hands-on curriculum to distance learning has resulted in creating new content. Skill gaps are growing wider without access to tools and machines. -Inconsistent responses with email 	<p>content topics that may not be as strong due to DL.</p> <ul style="list-style-type: none"> -Time for teachers to revise curriculum for next year to address any of the skills that may not be as strong. -Sending paper documents home to allow for hands-on projects. -Identify what resources kids have at home ie. Printers
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<p>SH</p>	<ul style="list-style-type: none"> -Using Google Classroom to roll out and track assignments - Zoom meetings to check in with student and classes - Office hours through Google calendar - Guidance Counselor help in communicating with students that are struggling - Google Forms to gain feedback from students weekly - Zoom meetings for department and PLC group planning - Shared Google Doc for each course to plan out weekly assignments and links - Pre-recorded teacher videos through Smartboard (Screencastify) that are sent to students -Khan Academy, flippedmath.com, emathinstruction.com used for instructional videos and Practice sets 	<ul style="list-style-type: none"> -Assessing student work (the old quiz/test format doesn't work) - Student engagement difficult -Parent concerns with difficulty of material (they are not able to help at that level) - Huge concerns at how Q3 and Q4 will factor into the overall gpa - How will no Regents exams factor into gpa? - inconsistency of level of work being sent by different courses 	<ul style="list-style-type: none"> -Time to consider where the "holes" are going into next fall - continued/more inservice on how to use all these new pieces of technology
<p>Parents</p>	<ul style="list-style-type: none"> -Caring and flexible approach by district. Really appreciate the caring spirit throughout the whole district that shows now more than ever. Thank you! -Outreach from teachers that has 	<ul style="list-style-type: none"> -Figuring out school/life balance. Some kids find peace and comfort exploring their interests in the arts, music, reading, nature, family time, exercise, playing, etc. -Figuring out fit of 	<ul style="list-style-type: none"> -Continued focus on relationships, wellness, and learning especially during this type of unusual and uncertain times -Continue with

	<p>evolved over time</p> <ul style="list-style-type: none"> -Focus on well-being of students -Focus on learning instead of grades -Focus on feedback for growth -A variety of methods of instruction that allow for asynchronous work to fit student/family schedules & tech availability -Weekly assignments that students/families can fit into their own schedules 	<p>workload. Some families indicate it feels like too much; Some families wish there was more. Teachers seem to have done a nice job of reaching out about this to offer options to meet the needs of kids. It would be helpful to know which things are required and which are optional.</p> <ul style="list-style-type: none"> -Figuring out the social piece for kids. Kids with technology have been figuring out ways to meet-up with friends virtually. Teachers have also increased virtual outreach to kids for connectedness and for help. I have heard about teachers at all levels reaching out in a variety of ways, offering check-in zooms, etc. There are even some clubs (French club) that are meeting virtually to play French games together. These are fun and helpful things. 	<p>caring and flexibility. Students will need extra compassion and support as they transition grade-levels and subjects.</p> <ul style="list-style-type: none"> -Consider a pass/incomplete system with support to pass (like Penfield) vs. a pass/fail system. -Continue to remind families that learning takes place in all kinds of ways including through play and exploration. -Continue to get feedback and address technology and internet gaps for families
Students			
Food Services			
ChildCare Services			
Other (Please list here)			

Other (Please list here)			
Other (Please list here)			
Other (Please list here)			
Other (Please list here)			