

Mr. Rasmus called the February 8, 2023 Millville Area School District Curriculum Committee Meeting to order at 6:02 pm.

Present were Joseph Rasmus, Noah Adams, Edward Sanders, Susan Myers, Jessica Whitmoyer, Greg Hemsarth, Felicia Lingafelt, Nicole Guise, Jestine Myers, and Chelsea Rosenberger. Present via ZOOM were Amber Uranko and Bonnie Gregory.

Engineering CTE Program Modification:

- Mr. Rasmus began by thanking Mrs. Myers and Ms. Guise for their work with the new Career and Technical Education programs and for the many hours they have put into their programs.
- Mrs. J. Myers then explained some goals and proposed changes to the Engineering program at Millville.
 - First, she explained that the district would be working to tailor the current 4-year program to a 3-year program. This would include a change in the number of total hours but not much change in the logistics of the program. Additionally, she explained that instead of the 22.5 credit course program it was initially, now the program would be about an 18-credit course, as well as a change to the task grid, showing the Committee the current task grid. She explained that no matter how many years of a program the district would have, a student would truly have to meet all of those task grid requirements.
 - Mrs. J. Myers continued by explaining the changes to the program. First, she shared that they would be removing the class Energy and Power in Transportation because it could be covered elsewhere in Agriculture classes or other Engineering classes. Next, the plan would be to remove Advanced Drafting and Engineering Drawing as there is no unique task grid items in those classes. Finally, she added that Materials II would be also be removed because there were not unique task solutions in that class.
 - In clarification, Mr. Rasmus explained that part of the reasons for these changes is for efficiency because we only have a limited staff. He further explained that this may keep students from being able to take what they want to because the school does not have the staff to manage. Then, he added that the district went into these programs somewhat ambitiously, but other schools are offering this program as a 3-year program. He concluded by saying if more students are interested in the future, then we can come back to the Committee and reconsider it as 4 years or an expanded program.
 - Mrs. J. Myers added that the Engineering Occupational Advisory Committee members have already considered this change, with all members on board for the change. She shared some information with the Committee about a poll undertaken amongst the OAC that some members had problems with certain courses being removed. Then, she explained a change in the senior design course to a Technology Student Association Course. The TSA was a new extracurricular activity recently approved the Millville School Board. Mrs. J. Myers explained that the new title for this course would be Applications in Engineering Design, and it could be taken by TSA students as a half credit in the fall semester. Additionally, she explained, it would align with the TSA competition dates.
 - Mr. Rasmus asked if students can take the course and not participate in TSA or the competition.
 - Mrs. J. Myers answered that students can take the course and not participate in the competition, adding that all OAC members were okay with the change in this course to a TSA course.
 - Mr. Hemsarth then asked if technical writing was a tested subject.
 - Mr. Rasmus answered that it was not a tested subject but that it may be something to be added into the new Writing course with Mr. Preston.

STEELS Standards:

- Mr. Rasmus shared with the Committee that the PA Department of Education had recently updated the STEELS Science standards, with the plan to begin testing students on these in the year 2025.
- Mrs. J. Myers then discussed with the Committee the changes to these standards. First, she shared that STEELS stands for Science (Life, Physical, Earth and Space), Technology & Engineering and Environmental Literacy and Sustainability Standards. The purpose for the creation of these standards was to move away from “student will do” to a more hands-on learning approach. She explained that she had worked with the PennSEL Network in the summer to finalize these Science standards. Then, Mrs. J. Myers showed the Committee an example of what the standards would look like in the classroom by first showing the prior practice of completing a reading and showing questions on the topic. She explained that this read and answer method is what we have taught students to do.

- Mr. Rasmus added that if students are not good readers, they may never be successful or remotely interested in learning Science topics, adding that this is a positive step for students who are inquiry-based learners who would never do well with the ELA based Science from the past.
- Mrs. J. Myers answered that this shift would take some high quality instructional materials to meet the dense components. Additionally, she shared that professional learning would also have to happen over time.
 - Mr. Rasmus answered that the district has put ESSERS funds towards this curriculum.
- Mrs. Myers explained that implementation will happen for test takers in the 2024-2025 school year with the new 5th grade students and that 5th grade would now be the year to undergo the PSSA assessment in science. She further explained that Pennsylvania would be the first state to assess Technology and Engineering on the state level. In order to prepare for this, Mrs. Myers shared that the Elementary STEM special would need to be focused on Technology and Engineering and be aligned to the Engineering program. Doing this would make sure if there are any performance standards that are not covered in the FOSS Science kits, they could be covered in the STEM course.
- Mr. Rasmus added that the district could be more intentional in the future about feeding from the Elementary into some of these programs.
- Mrs. J. Myers answered that she would like to consider having high school CTE students go to the Elementary school to "preview" the programs.

Agriculture CTE Program and FFA Updates – Guise

- Ms. Guise then shared with the Committee some updates about the Agriculture program. She explained that the new expectations would also apply to some of the students in her program.
- Mr. Rasmus asked Ms. Guise how many students were in the FFA program. She answered that there were currently 26 students.
- Ms. Guise shared that she was working to make updates to the program.

Adjusted Related Arts Schedules: Districtwide Implications

- Mr. Rasmus then explained that three related arts teachers are splitting their time between the Elementary School and the High School with the teachers at the Elementary in morning and the High School in the afternoon. In an effort to better maximize their time, the district would be flipping the time of day each of these three teachers are in the buildings. He explained that by doing this to have those related arts teachers starting at the high school, they were able to have 18 more elective classes available to students.
- Mr. Rasmus went on to explain that this change would have a variety of impacts. The students in 8th grade would now have a physical education course, which was not currently available. Additionally, he explained that students struggle to get the classes they want to take because some courses only happen at certain times of the day. By making this schedule change, it would allow for more interest classes to a varied number of students. The brand new courses are: Mural arts, Textile Arts, 8th Grade PE, Food Science and Safety (AG), Exploring Writing, FCS elective, Upper Current Event class with Hemsarth, Leadership Class with a new teacher, and a Business Law class.
- Mr. Rasmus continued to share that they were looking into the Accounting program as there may be modifications to be made in the task grid. Additionally, the district would like to bring back FBLA with the new Business Teacher.

Administrative Review of Double Core Classes

- Mr. Rasmus explained that the administrative team was doing a review of the double periods in the schedule for core classes. The intent was not necessarily to change these, but rather to reconsider how they were being utilized. He explained that the plan should be to use the first period of instruction to introduce the concept and the second period for applying those practices from the lesson. The team would be looking for ways to maximize that time.
 - Mr. Hemsarth asked that in the model Mr. Rasmus explained "I Do, We Do, You Do" how it would be different from homework.
 - Mr. Rasmus countered that perhaps the consideration should be that it become more project based as opposed to working on a screen to practice the skills. He explained that he would rather see students work collaboratively to put the skill into practice, perhaps creatively, to apply the lesson. His goal was to move away from the model of using the extra period as homework practice time.
 - Mrs. Lingafelt added that she as a teacher had transitioned from less homework to more classwork because she found it to be more efficient. Going further, she shared that it had been beneficial for some students to do classwork with some dialogue from her. She explained that sometimes the students were not always as

independent. By utilizing the time this way, she shared that she has been able to give the students pointers, help and class time, adding that it was often her favorite part of the day to circulate, see what needs further help, and not do it as direct instruction.

- Mr. Rasmus thanked her for sharing this feedback, adding that there are different levels of students. By having students work with peers, you can mix ability levels, explaining that if students saw someone else doing it, they may be more willing to ask the teacher or learn collaboratively.

Adjusted HS Rotations

- Moving on, Mr. Rasmus then discussed the 7th and 8th grade rotations. He explained that the 7th Grade rotations were: Computers, PE/Wellness, Intro to Engineering, FCS, and Art while 8th grade had Spanish, French, Intro to Ag, Music, and PE. He added that perhaps in the future, we could introduce a 9th grade rotation as a pathway model to feed into the CTE programs.

Quaker Time HS Proposed Changes

- Mr. Rasmus explained that the Quaker Time period would now be at the end of the day at the high school, adding that the purpose of this time was for supplemental instruction and for student-specific lessons based off of the individual data.
- Next, Mr. Rasmus explained that in grades 9-12, students are doing some electives as well as preparation for Keystones during Quaker Time. He explained that some benefits to making this schedule shift is that athletics are often dismissed early throughout the year for events, so the students would not be missing core education.

After School Tutoring: Addressing Learning Gap

- Mr. Rasmus shared with the Committee that the After School Tutoring program was targeted to start in March 2023. He explained that the district would be utilizing ESSER dollars that must be used towards bridging the learning gap, to be expended by the end of the 2023-2024 school year. The purpose of this would be to provide additional instruction for struggling students who possess academic needs. Mr. Rasmus added that several teachers are eager to start this, so some personnel would be named for the Board's consideration at the first February meeting. Going further, Mr. Rasmus explained that the program would take place on Tuesdays and Thursdays but that the district would not be providing transportation.
- Mr. Rasmus explained that he did have some concerns with this program in terms of equity and access for students, adding that the district must provide this in an equitable standpoint. His concern was that certain teachers may only be willing to tutor their own students, and he was not sure how to handle that. He cited that he was worried about how to navigate the students' needs if the district did not have the staff to do it.
- Mrs. Whitmoyer then asked if she were a struggling student and her parents would not help, how would the student attend this program without transportation. Mr. Rasmus answered that potentially we could but would need to reach out to the bus contractor to ensure.
- Mrs. S. Myers asked that if the district had the money, could we transport the students. Mr. Rasmus answered that he could reach out to the bus contractor to find out, adding that the district would need to prioritize the needs of students based on our resources and staffing available. He added that the two Title I teachers who pull out students based on need during the school day have indicated their interest in participating in the program.
- Mr. Hemsarth asked if those teachers could tutor students they do not normally see for those services during the school day.
- Mr. Rasmus answered that they could, but he was concerned about having too much need for the personnel available to tutor.
- Mrs. J. Myers added that she liked the fact that the program was only one hour, adding that her concern with the previous EDLP program was the longer length of time after school.

MILLVILLE AREA SCHOOL DISTRICT

Curriculum Committee Meeting Minutes

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MASD Phase 1 School: Comprehensive Plan due November 2023

- Mr. Rasmus concluded the discussion by sharing about the Steering Committee composed of a variety stakeholder groups, including teachers, administration, and community members. He explained that the entire plan must be submitted in November 2023, adding that it would come before the board in September or early October so that it is available to the community. He asked that interested individuals submit their interest to himself or Ms. Rosenberger.

ADJOURNMENT

The meeting adjourned at 7:36 p.m.

Chelsea Rosenberger
Assistant Board Secretary