

**BARRE UNIFIED UNION SCHOOL DISTRICT
CURRICULUM COMMITTEE MEETING**
Spaulding High School Library and Via Video Conference – Google Meet
May 1, 2024 - 6:00 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Alice Farell (BT), Chair
Garrett Grant (BC)
Bern Rose (BC)
James Carpenter (BT)
Catherine Whalen (BT)

COMMITTEE MEMBERS ABSENT:

OTHER BOARD MEMBERS PRESENT:

ADMINISTRATORS PRESENT:

Karen Fredericks, Director of Curriculum, Instruction, and Assessment

COMMUNITY MEMBERS PRESENT:

Darby Hiebert Rachel Van Vliet

1. Call to Order

The Chair, Mrs. Farrell called the Wednesday, May 1, 2024, BUUSD Curriculum Committee meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

2. Additions and/or Deletions to the Agenda

Mr. Carpenter made the motion to approve the agenda, seconded by Ms. Rose, committee approved unanimously.

3. Public Comment

None

4. Approval of Minutes

4.1 April 3, 2024 Curriculum Committee Meeting Minutes

Fix #5 and # 11 - Ms. Burns to Ms. Rose; correct numbering.

Mr. Grant moved to accept the minutes with corrections for April 3, 2024, seconded by Ms. Rose. Motion passed unanimously.

5. New Business

5.1 Text discussion with “4 A’s” Protocol

Assumption, Agree, Argue, Aspire -

Ms. Rose shared assumptions:

- Influence of school boards on curriculum and district quality standards. Seems top heavy.
- Likes seeing that the representation of the community shares valued ethics and curricular materials. But it leaves out inclusive. It’s really important that the curriculum be inclusive of all the student learners and teaching staff have resources they need to conduct learning.
- District Quality Standards with several unfunded mandates. State continues to ask us to do things and meet certain requirements but is not willing to fund us. That’s where the board becomes important. The burden then goes to taxpayers. The state disallows infrastructure maintenance in the budgets or they just want instructional budgets. We can be individually active but as a group of people who addressed the state about these things? Who lobbies for our schools? Find better ways for school funding and do we have a role in that?
- The Board should assess its meeting students' needs. Feels like micromanaging and info should come up from teachers, curriculum and department heads rather than board.

Mrs. Farrell believes the intent is that the information that the board gets from the staff that’s how they assess. They’re not actually out there doing the assessments or collecting the data.

Mr. Grant shared assumptions:

- District Quality Standards outlines definitions, some kind of vocabulary common duties for school districts and boards to follow. Then kind of assumes it's left up to the school district to decide how they're going to tackle each of these aspects and address them.
- Agree: What the influence of school boards on curriculum was really stressing being proactive and the purpose so that after the fact you're not liking or disliking things. I like that approach of being more proactive so that helps things be smoother so that after the fact you're not having litigation of what's already happened.

Mrs. Farrell added this document has been 10 years in the making between the legislature and agency of education. It kind of universalizes what's going on throughout the state and many states already have a statewide piece. Everybody's aiming toward universalizing. The delivery may be different in the different corners of the state but the learning remains the same.

Mrs. Fredericks shared assumption:

- Specific responsibilities of the committee is to study and recommend textbook usage, is part of their practice.

Mrs. Farrell added the Board takes the information from a Director of Curriculum who works with staff members and principals and brings the information to the board. If the board has questions, that's when the study comes in. Take the info, read it, think about it, and ask questions of the group who brought you that recommendation.

Mr. Grant shared with the aspire act upon, it's actually nice we had this discussion before reviewing all of the data, that's where our next aspire act upon is kind of figuring out what's going well, what's not and so that would be his act upon, let's look at the data.

The committee finds this type of background review a good exercise.

5.2 Curriculum Department Updates

5.2.a Curriculum Resource Access Demonstration (buusd.org/departments/curriculum)

5.2.b Overview of BUUSD MTSS and Coordinated Curriculum Status

- Curriculum page link is above. Two landing spots being developed with teacher leaders is the Multi-Tiered System of Supports (MTSS) and Coordinated Curriculum. Opening the links provides a description and resources provide additional information. MTSS has several categories and underneath each are resources available to our teachers and community.
- Effective practices - research based and supported by our district. Templates for targeted instruction, options for collaborative teams to work with. Universal screeners have more consistency than statewide assessments of measures to show success but it is a computer adaptive test.
- Progress Monitoring we started this year, asking K-8 teachers to progress monitor our students by providing a pre-assessment and a post assessment after a quarter. We encourage shorter intervention cycles but it usually ends up to be about a quarter of the school year, eight to nine weeks. Our students, based on the screening assessments and diagnostic assessments, fall into one of four groups. Our teacher, interventionist, and special educator teams have an assignment to one of those groups and they focus on one of the basic skill areas that is a requirement of Act 173 for eligibility and whether a student is below or above grade level. We still want them to be making growth so that's why we're encouraging , pushing the Progress Monitoring for all students.

Under the MTSS drop down in progress work, Karen is doing with curriculum leaders. There are about two per content area on elementary and middle school representatives and high school representatives. Working with them over the past two years to identify PK to graduation threads that can be traced all the way up through. Suggestions from the Agency of Education were set out first because those did come live for the high school in August. We're just in the process of trying to align elementary, middle and high school. Not currently aligned for all content areas. We've identified content threads and reporting standards might nest differently based on whether it's middle school or high school. The hope is that we can have vertical conversations more easily because we have some common language and understanding for performance indicators. Content threads are essential, enduring, and transferable skills and knowledge, the overarching targets for each content area. Graphs of information are also located on the website page.

Recommendation for future agenda item - Portrait of a Graduate as a framework.

5.3 Annual calendar Planning

Suggested: starting in September representatives attend these committee meetings to give a better understanding of what's being done. Beginning with K and working our way up grade levels. Mrs. Farrell shared a page which is an introduction to the field of curriculum from a book she uses called "Overview of Curriculum". Recommendations from the committee to the Board and Superintendent are very valuable.

5.4 Questions/Concerns/Reflections on Meeting

Mrs. Farrell's goal is to rejuvenate this committee and make it part of the board and school process. Mrs. Fredericks feels we're successful if the community is more aware of what good work is happening and knows what we are working on as a district, as a community so that we can help our students succeed.

5.5 Homework Resource for June Meeting

There was a consensus that the Four As protocol provided a good structure for the discussion about the assigned articles for the 5/1 committee meeting. The committee agreed that applying the process to future texts would be helpful. A discussion about the contents of 5.5 will take place on June 5. Mrs. Farrell will bring a hard copy of the original text.

6. Old Business

None

7. Other Business

None

8. Items for Future Agendas

Portrait of a Graduate

Annual Calendar Planning

Spring Screening Assessment Data and Student Growth reports

Act 46, 173, 60 (Karen cliff notes)

9. Next Meeting Date

Wednesday, June 5, 2024 at Spaulding High School Library and via Google Meet.

10. Adjournment

On a motion by Ms. Rose to adjourn at 8:11 p.m.

Respectfully submitted,

Tina Gilbert