

**AMESBURY SCHOOL COMMITTEE  
CURRICULUM SUBCOMMITTEE MEETING MINUTES  
AMESBURY HIGH SCHOOL  
January 23, 2020**

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Present at 6:00 p.m. were Maryann Welch (Chair), Jana deBeer, Peter Hoyt, and Lyn Jacques, Director of Teaching and Learning. Jared Fulgoni, Superintendent of Schools, was present at approximately 6:10 p.m.

Ms. Welch called the meeting to order at 6:03pm. She stated that the curriculum subcommittee's last meeting was almost a year ago on Feb. 25, 2019. Peter Hoyt, the only returning member of the subcommittee, shared that the subcommittee had only met inconsistently a few times. Ms. Welch said she had requested all previous curriculum subcommittee documents via the superintendent's administrative assistant, Daniel. Daniel was able to find two agendas and one set of minutes. The subcommittee has no goals, no expectations, and an undefined role. Ms. Welch stated this subcommittee will start fresh.

**I. Introduction of Lyn Jacques**

Ms. Jacques introduced herself and shared a list of her responsibilities as the Director of Teaching and Learning. Ms. Jacques' responsibilities include curriculum, instruction, assessment, professional development, grants, homeschool plans, teacher evaluations, 504s, and equity coordination (claims of bullying/harassment). The subcommittee members asked her to elaborate on areas of her position including being a secondary evaluator for new teachers, six-month licensure reports, tracking PD on Teachpoint software, using Google surveys to evaluate PD, homeschool plans/progress, bullying trends, MAP testing, and grants.

Ms. deBeer asked about the number of bullying incidences and if there were any patterns. Ms. Jacques said bullying tends to be higher at the beginning of the school year and in late spring. Ms. deBeer asked if there was still peer mediation at AMS. Ms. Jacques was unsure and said she would check on that program.

**II. Define Responsibilities of the Subcommittee**

After listening to Ms. Jacques responsibilities and reviewing what topics had been previously discussed in the subcommittee, the members agreed that curriculum is only a part of what needs to be discussed at these meetings. Curriculum, instruction, and assessment are intertwined. Therefore, **the subcommittee agreed to request the curriculum subcommittee be renamed to the Teaching and Learning subcommittee at the next school committee meeting.** They also agreed that they need to create a vision for the subcommittee and define their role. They would bring their ideas to the next subcommittee meeting but some immediate role ideas included: providing communication to the public through the website/messaging/working with the city; advocating for curriculum needs (recommended by Fulgoni); inviting students/teachers for school committee spotlight presentations.

**III. Ms. Jacques Shared her Teaching and Learning Goal for 2019-2020**

“To reduce the historical achievement gap between our high needs population and students in the aggregate, we will ensure high expectations for rigorous curriculum; inclusive practices and equity in education; and varied assessments to monitor for student progress, growth, and achievement.” Ms. Jacques stated that by Nov. 2019, all teachers received training from the leadership team on how to create student learning objectives and success criteria (assessment). By the end of Jan. 2020, all teachers had had time to put their training into action and in teams of two or three, the principals, Ms. Jacques, Dr. Catarius, and Mr. Fulgoni, observed 20 mins in every classroom looking for the elements of the recent professional development. They also looked for patterns in student engagement and were happy to report consistently good classroom management. Mr. Fulgoni said this was a meaningful experience because they were able to assess the schools and provide professional development to the principals by giving them an opportunity to compare their teacher observation processes. Ms. Jacques next steps are, “By March 2020 all teachers will have had multiple presentations on a variety of instructional strategies to use to increase inclusive practice at the classroom level. By June 30, 2020 80% of teachers will have clearly defined student learning goals and success criteria posted in their classrooms, and will refer to these frequently during classroom instruction; and we will see evidence of increased instructional strategies to better meet the needs of all learners.”

Ms. Welch asked Ms. Jacques if she had any goals for the upcoming school year. Ms. Jacques said a new reading program in the elementary schools is a priority. Additionally, she believes we struggle with Tier 2 support and we need more training and resources. She thinks the AMS math coach is a great asset and she wants to add more STEM and ST MATH.

#### **IV. Revised Curriculum Review Cycle/Need to Develop a MTSS document (Multi-tiered System of Supports)**

##### **a. Revised Curriculum Review Cycle:**

A draft of the document was presented. Ms. Jacques said she contacted the school principals on 1/22/2020 and requested that they review the draft and plan to meet to refine the document by Feb. 3<sup>rd</sup>.

Ms. Jacques stated the curriculum was looked at four years ago and hadn't previously been reviewed since 2006. Lots of shifts in education had occurred since 2006 with PARCC and the MCAS so, the review was greatly needed. They worked with Jay McTighe consultants to create curriculum units using Understanding by Design. The school staff first identified “transfer goals” which are skills they want all students to have by graduation. Then they “unpacked the standards” and made meaningful assessments. Ms. Jacques said that this year their focus is on reviewing their classroom instructional strategies and inclusive practices.

##### **b. MTSS document**

Ms. Jacques said there is no formal MTSS but, she will look into creating the document. She asked if it would be more useful if it was districtwide or

schoolwide. Ms. Welch suggested schoolwide because different schools have different resources and needs.

**V. Address Public Comment Curriculum Concerns from 1/6/2020 SC Meeting**

- a. Noyes comment: Do we need student data training in elementary schools? Ms. Jacques said the elementary schools both received data training earlier this year.
- b. Stanganelli concerns: Financial Literacy Curriculum/WWII/Holocaust: Ms. Welch shared AHS Principal's response from the 1/21/2010 school committee budget workshop. A teacher has been teaching financial literacy at AHS for over 14 year. There is a new financial literacy requirement where every high schooler must complete either an economics course or a personal finance course. Juniors take WWII and American History II which both discuss WWII. AHS also has a Holocaust Elective which is one of the most requested electives.

**The subcommittee agreed to push the DCAP discussion to their next meeting tentatively scheduled for Feb. 13, 2020 at 6:00pm in the room across from the AHS library.**

Meeting adjourned at 7:57pm.