

# Pathways Advisory Committee Agenda

Monday, March 2, 2020  
Educational Services Center  
Room 610  
7:00-9:00 PM

## Time

7:00-7:05

## Business

Welcome and Approve Agenda  
Natalie Peterson & Kim Berkus, Co-Chairs

Introductions of who is here: Natalie Peterson, Amy Bustos, Maribeth Sandiger, Brianna Eicheldinger, Kelly McGowan, Dawn Steigauf, Mike Jones, Rosalie Strommen, Molly Coyne, Rachel Gens

Move to approve agenda. Mike moves to accept agenda. Seconded. Motion carries.

7:05-7:35

Safe and Supportive Schools Plan Update  
Molly Coyne, Learning Supports Director

Molly works with Dr. Jenna Mitchler, update on Safe and Supportive Schools presented by Mitchler earlier this school year.

Design thinking process - In Do Prototype and test. Next will be study  
A lot of input in fall and summer  
Went through who is on each team. Design Team and Metrics Team  
Maribeth asked about Design Team to ask about where people are coming from. School Counselors, Principals, lead nurse, office of equity, CNI, Special ed, technology, all BPS employees.

Discussed what Emphasizing entailed, as we did in groups in \_\_\_ mtg  
Themes: Climate of Care, Tailored Instruction, Meaningful engagement  
Welcoming environments  
Academic and social supports, etc  
Multi-tiered system of supports

Plan and Ideate. Looked at reas of ned, etc

Prototype and test: 5 areas of need emerged.  
Projects formed to see what that will look like.  
Grant w/ MDE applied for re: social emotional. 2-year plan beginning with adult and moving into students.  
Some work already happening, and each identified new work

What's next? Study and reflect and sharing outcomes.  
Personal growth plan connection to

Looking at Safe and Supportive Schools Metrics  
Pre-School Ready; Kindergarten Ready  
On Course for Elementary Success; Middle School Ready; HS ready; College and Career Ready

Maribeth, survey meant to supplement 3-yr state survey? Merged a lot of items in to collect both and have opp to assess more frequently. Additional items, believes about themselves as learners.

Mike - how do you make students engage w survey? One part=non anonymous done in school, Other half are more personal and anonymous, also happening at school. They have right to opt out.

Maribeth - what are the students being told for an introduction as to why and what value the info is giving to the district? For them to see value on participating and being honest. Brief and general, important to make school better, not specific at this point, could have wider group review to see if it could provide more. Maribeth-some questions might fit in with health class, maybe doesn't make sense to miss a day of a class (social studies) for PGP work/think abt how and when presented to the students, so not filling out full survey all at once. Do students see the results or discuss? Maribeth's 8th grader has not heard feedback. Maybe a sense of isolation among students who are being honest on the survey.

Molly-when she received the survey data, she used it in bullying course for teachers. The data becomes available through the Hub. Are questions kids would like to see data from. Teachers could access the info. Could be integrated into curriculum

Mike - we'll do this, this, this based on what you told us.

Molly-a lot of programmatic changes to galaxy based on what kids said. The kids who were in there were told that it was the basis for the changes.

Natalie - good way to build trust.

Rachel - also intentional work about how to embed social/emotional into areas of the curriculum. Started with K-5 Health.

Maribeth - secondary learners, part of what we're supposed to teach them is how to deal with what is presented to them, important for them to understand the process and how to build connections of growth.

Molly - it's their data, they should have the information/ownership of it.

Mike - anxiety also over math. Rachel - value in showing another way. Maribeth - but teacher may require

Amy Bustos-Concern = shift of academics to social emotional time spent in the classroom.

Molly-no budget for Safe and Supportive Schools, no plan to implement a separate time for social emotional learning; is a plan to incorporate into the instructional day, morning meetings, incorporating into read alouds, etc. More about how we do things, not

Amy - sees a shift to kids being in charge, which is not ideal, want a governing body.

Rachel - level of trauma and anxiety is heightened over the last 5 -10 yrs. That's where teachers may feel they would benefit from additional social-emotional.

Molly - national research on social/emotional says to start with the adults. Not about dumping to do on teacher lists, but giving support.

7:35-8:05

~~GLDS/Attainment Project~~ ACT/MCA Alignment Study

~~Julio Caesar, Research Scientist~~ Dave Heistad, Executive Director of Research, Evaluation & Assessment

Dave here for Julio. Julio is collecting data on students after they leave our system: post-secondary ed, workforce, how many getting jobs, level of earnings. This topic will be moved to the May meeting as Julio is ill.

Dave presenting tomorrow at legislature (house Education and Policy Committee) to present a bill to allow BPS to reduce the amt of testing in HS. MCAs and ACTs in HS. ACT is virtually equiv to MCA. Most students more motivated to take ACT and do well than MCA. MCAs opt outs have increased over 1000% in last 3 yrs. 160 opt outs now.

Innovation research zone. We have that status. Gives district room to try things and see how they work. 2 states approved: ND and Oklahoma. This would be first district to get approval in the country

After presenting to House tomorrow, then next step would be senate Policy committee.

They went line by line. Reading ACT covers 100% of state standards. Math: some higher math. 80% aligned with HS math. .9 correlation in math, which is really high.

Graph of change in % of students of color has increased w dist paying for all ACT tests. Also preparing students who want to do directly to the workforce. Reading has good chance of being accepted and math does too. Some claim ACT is biased. BUT ACT goes through 17 levels of bias analysis, as well as statistical bias analysis.

They are realizing test scores are not the greatest predictor of college success. Grades are the better predictor. Dave has been emphasizing less focus on test scores. St. Thomas just eliminated standardized testing from their application.

Maribeth - in pre for going in front of legislature, perceived level of pushback/fight to proposal?  
Dave - Just blmgt as a pilot, blmgt already pays for it all. Main pushback = 2 members w bias questions; MCA actually more biased than ACT. 50/50 chance to go through

Carla - any idea why jump in 2016 and lower in 2017

Dave-2016: State mandated everyone had to take ACT, state paid for it. Normandale accepts a different test. Accuplacer?

Carla - blmgt still paying for every student to take ACT.

Dave - Yes in 11th grade. If take again in 12th grade, parents have to pay.

Carla - when taken?

Dave - during school day. This year in Feb. If scores don't go down, will take Feb again (instead of May). Saturday one = parents have to pay. Can defer to 12th grade, paid for by district. ACT now allows someone to retake just one section on a Saturday.

Rachel - 9th and 10th graders did connected learning from home to have testing environment at school.

Amy-maybe just day off; connected learning maybe not helpful. Or need more.

Dave -if students not planning to go into math field, can take statistics classes and can use that at Normandale to satisfy math. At Kennedy now, just need someone certified at Jefferson to do it.

Dave-MAP is best indicator of HS math. Amy- still may be issues with misplacement in math classes.

Dave - like multiple feedback, not just scores.

8:05-8:25

[Visual Art and Music Curriculum Update: Native Arts Learning Trunks](#)

Rachel Gens, Curriculum and Instruction Director

Finished Visual Arts and Music

State requirement re arts = elem and middle required to have standards and master in at least 2 areas, visual art, music, dance, theater. Most licensed teachers can teach visual art and music. HS = theater arts, etc.

Revised curriculum to make sure aligned to state standards.

Discussed areas in review. This year Arts, Science, finishing up K-5 Health.

Research and best practices, course descriptions, benchmarks to courses, materials audit, units of study (teachers engaged), assessments (teachers engaged)

Discussed revisions to music (recognize cultures, expand general music course 6, 7, &8 if not interested in performing in an ensemble, similar choral offerings at both HS) Before Jefferson had show choir as a class, Kennedy had as after school; now Jefferson show choir will also move to extracurricular.

Visual art (focus on cultures, elimination of courses focusing on a single medium with consistently low enrollment - will be 2 dimensional, 3 dimensional instead utilizing different mediums.

Maribeth - question about difference between HS and elementary.

K-8 = visual arts and music

9-12 = dance, theater arts, media arts included as well.

Amy - the 2d and 3d art classes great, great art teachers at Kennedy.

Native Art Learning Trunks to support art teachers with traditional and contemporary art forms that native artist utilize. Purchased art from native artists to serve as models, and curricular materials and digital lesson plans. Utilize art to create their own interpretation of it, etc. For art specialists to check out.

Looking to expand to Somali art, etc.

Carla - Poplar Bridge during school, native background meeting; Rachel- we work with Hiedi Hecker, BPS Indian Ed program lead to make sure Native American cultures are represented in our curriculum; more generally, for integration in social studies as well

Carla - great to integrate native culture; respect traditional and honor them and integrate into practice. Doing it in a respectful way and exposing non-native children to it.

Rachel - Native people often relegated to the past; need non-native students to realize there are thriving Native American communities (sovereign nations) we share our geographic borders with.

Music same work: tricky for music b/c sacred/ceremonial purposes. Indigenous flute, similar to recorder. Flutes and lesson book in there, Lakota children's songs, etc.

Amy - any way for parents to donate to build on it (Rachel-right now, title IV funding).

Available to be checked out in March by teachers.

Mike - individual media eliminated; what changes do we not see?

Rachel - elementary stays pretty much the same; integration of separate medium courses; and eliminated dance.

After school activities may involve dance, just not part of school day.

8:25-8:45

[Middle School Exploratories Update](#)

Rachel Gens, Curriculum and Instruction Director

Tough for administration and school board to deal with.

Right-sizing the budget

4 Exploratory Courses (quarterly instead of per trimester)

Visual Art

Health

Family and Consumer Science

Computer Science & Technologies

Maribeth - this is quarterly, but other classes will remain trimesters. Rachel-Yes, core classes will remain trimester, Music/PE will alternate days as it does now.

School board voted to keep Middle School model

Dawn - vote changed at the end of the night; had to fix it.

Carla & Amy - thank you to the school board

Dawn - Sound bytes say legislature contributing to ed. BUT haven't kept up with inflationary costs. Cuts 5 of 6 years Dawn on board.

Maribeth - motion to adjourn. Seconded. Motion carries.

Next Meeting: May 4, 2020

	<b>Phase 1: Initial Curriculum Review</b>	<b>Phase 2: Units of Study &amp; Assessment Development</b>	<b>Phase 3: Implementation</b>
<b>2019-20</b>	Science Media Arts Theater Arts	Music Visual Art Health (K-5 only)	Health (6-12) Physical Education Language Arts Soc. Studies Math CTE Health World Languages