



Curriculum Advisory Council Meeting

Monday, January 23, 2023 | 3:30-5:00pm | ZOOM

Meeting called by: Roberta Kramer, Assistant Superintendent

Present: Jill Bickelhaupt, Jim Bruce, Luke Conley, Mimi Dissmore, Cameron Grow, Grace Grow, Jennifer Hamilton, Mykal McDirmid-Walters, Kelcie Peterson, Juston Pollestad, Garren Shannon, Heather Strader, Amanda Tanner, Kristen Coke-Sutton

Absent: Roberta Kramer, Tina Zweigle

Invited guests present: Samuel Anderson, Rodrigo Ascencio Quezada, Altaira Bogel, Sherree Komp, Robert Maxwell Joni Stevens, Jessica Viergutz-Cavagnetto

Grace Grow calls meeting to order 3:32

Minutes

Review meeting minutes (May 05, 2023)

- Garren Shannon – Move to accept, Mimi Dissmore second

QPR presentation, Jessica Viergutz-Cavagnetto, School-Based Mental health Therapist

- Presentation discussed the QPR suicide prevention program Viergutz-Cavagnetto learned about when attending a meeting of the Whitman county suicide prevention task forces and prevention options. This was one of the programs discussed during the meeting. QPR stands for *Question, Persuade, and Refer*. QPR is a 60-minute evidence-based training program that focuses on suicide prevention and is led by certificated instructor. Topics covered include recognizing warning signs, offer hope, and get connected to resources. There is a certified instructor located in Colfax we could invite to train. The Whitman County Health has secured grant funding to cover cost of trainer which Viergutz-Cavagnetto advocates the school district accept this opportunity to bring the program into the high school. Through the grant, there would be an opportunity for free training for up to 45 participants.
- Viergutz-Cavagnetto reports that students are requesting more tools, and this would be the target audience training audience, but can plan to offer training for staff. The training is geared toward older adolescents at the high school level rather than middle schoolers.
- In response to how this program would be offered, Viergutz-Cavagnetto suggests it could be offered as an event afterschool and hosted by Greyhounds Minds Matter. Training will be offered free of charge and would be covered by the outreach grant or through Greyhound Minds Matter.

High School Math Adoption Process Update, Joni Stevens, TOSA – Math Specialist

- The Instructional Material Advisory Committee is in the process for adopting new math curriculum for grades 9-12 for the 2023-2024 school year. Considerations in the adoption process is a curriculum supporting domain progression from elementary through high school math curriculum. There is also a new math standards pathway for graduation from the state that require Algebra I, geometry and a third math course that aligns to High School and Beyond Plans. The challenge is identifying that final third math course.
- To assist with this process, the IMAC identified PHS priorities and list of non-negotiable items.
 - PHS priorities

- Provides access for all students
 - Student centered learning
 - features that support teaching and learning.
- Non-negotiable
 - High quality Core Instructional materials
 - Washington state high school math standards/CCSS
 - Mathematical shifts
- Top programs selected include Open Up and Illustrative Mathematics. Each of these programs will be piloted for 4 to 5 weeks in the high school. The first field test will run Jan30-Feb 27th and the second scheduled for March 6-March 31. The IMAC committee anticipates the selection to be made by early April to then proceed with the adoption process with goal of board approval in May.

Pullman High School course proposals - CTE, Jill Bickelhaupt, CTE Director

- The CTE program is requesting the addition of the following courses staff believe will be new and relevant to students, as well as preparing student for opportunities in growing industries following graduation.
 - Digital Electronics
 - Core+ Woods
 - Early Childhood Development

Digital Electronics

- The proposed Digital Electronics is a Project Lead the Way (PLTW) engineering course designed to provide a foundation for student interested in electrical engineering, electronics, and circuit design. It would be in addition to Engineering Essentials and anticipated to help meet graduation requirements as a pathway course in engineering, design, and programming. These two courses can be taken in any order. Digital Electronics is appropriate for 10th through 12th graders. It is Project based and exposes students to the design process. The technology industry is growing, and it is believed this course will help PSD students be a part of that growth.
- Initial cost for classroom supplies and reusable equipment is estimated at \$12,500; course core training at \$2400; annual software and instructor support course at \$3200.
- Possible articulation is being researched and there are potential schools including Spokane Falls Community College, Walla Walla Community College, and Lewis and Clark State College

Core PLUS Construction - Construction I, II, and III

- This course is a transition of the program from woodworking to industry-based construction. Core PLUS construction is approved by WA Sate curriculum and focuses on tying high school classes to the growing construction industry through Interactive projects and using the actual tools. The desired plan is over the three years to successively introduce courses Construction I, II, and III while replacing Woods I, II, and III each year beginning in the 2023-2024 school year. Advanced Woodshop would remain as an option.
- Benefit of the course,
 - If the program is completed, the student will receive CORE PUS certification; this is an industry recognized certification.
 - Courses can potentially cross credit with English, math, science, and CTE
- Possible articulation with Renton Technical School. Both Spokane and Walla-Walla are working with Core PLUS to offer credits in their programs. There is also the potential that course credit may be used to reduce apprenticeship time. This needs to be further explored and options to be confirmed.
- Initial startup costs \$4000 per course for a total of \$12,000 over three years. Bickelhaupt discussed they are applying for grants for startup and implementation costs.

Early Childhood Development and Education

- In this course students will learn the physical, intellectual, social, and emotional development of a child from conception to 7-years old. This will be a good course for students who are interested in fields for those who want to pursue a career working with children such as K-12 educators, child psychologists, pediatricians, or social workers as example careers. Students will need to have taken and pass 9th grade health. The anticipated long-term plan is to promote early childhood education as course offering and career pathway in what is projected to be a growing field over the next 10 years.
- Initial start-up costs would be \$13,900 for supplies, training sets, curriculum and workbooks. Bickelhaupt added that they are currently looking for grant opportunities to pay for these costs.
- With regards to articulation, Spokane Falls Community College has 3 certificate courses that would align with early childhood education for college credit for students.

Discussion

- The question was asked if there would be additional hardware needed for the Digital Electronics course that IT should be aware of. The program team responded that PLTW would be involved. Further, there currently exists integration of CAD lab to the. However, there will likely be several online programs for circuit design.
- The committee requested confirmation whether dual credit is a confirmed option for Digital Electronics course. The program team responded there currently are no articulations with community colleges, but the team is considering pursuing articulation agreement with Lewis and Clark State College.
- In response to whether the Construction PLUS courses will encourage participation of different gender, the team leader states it is one of the CTE goals to have diverse representation of students in nontraditional classes.
- The committee asked, If grants do not come through for these three proposed course offerings, can these classes be taken out of the CTE budget. In response, the team leader reported that they are currently waiting for budget, but believes the CTE program can support. Construction PLUS is a transition for Woodworking, and they already have carry over grants for the engineering courses. The exception is Early Childhood Education. However, it was expressed by the team leader that through budgeting the program could support the course.
- It was expressed that it does not sound like a survey of student opinion of the proposed course offerings has been made. The team leader affirmed that a survey will be conducted.
- What impact might these new courses have on the existing CTE program? In response, it was suggested that should more course offerings result in enrollment of fewer students per class, in classes that are hands on, a smaller class would be better – particularly in regarding to safety considerations. However, the program team believe these new courses would not be detrimental to current classes. In addition, it was added that in the past students have been turned away from CTE courses because they were full. These new courses would provide additional opportunities.
- A question was asked if there would be the addition of framing facilities for the Construction Plus course. CTE team member responded that framing would be the main point as the frame serves as the foundation for building construction. They anticipate meeting with community members to structures like the shed made for Jefferson Elementary where students would be in the elements and have real experiences.

Vote to advance CTE courses to the Pullman School Board for approval

- Garren Shannon moves the Curriculum Advisory Council advance these courses to the board pending survey documentation. Cameron Grow seconds the motion. All council members are in favor.

Pullman High School course proposals - Mathematics, Sherree Komp, Pullman High School Math Teacher

- The Math department is requesting the addition of AP Calculus and Algebra Supports.

AP Calculus

- The math department is requesting the addition of course title AP Calculus to accurately reflect this level of student work on transcripts. Calculus is offered at the high school and students can chose to take the AP Calculus exam if they wish. There is a choice of the A/B or B/C exam. The current

course is structured for A/B exam. However, there is a self-study packet offered for student who choose the B/C exam. The calculus teacher provided documents outlining where she identifies her current lessons and ties to AP standards. The current course prepares students for AP test whether they choose to take the test or not. However, with the designation of AP to the course title, students will have this listed on their transcript. Currently, the course is listed as Calculus on their transcript. Based on A/B score distribution data, students are scoring successfully on the A/B test, thus warranting the AP designation to Calculus course offering.

Algebra Supports

- In response to a move of only offering high school grade-level math classes beginning fall 2023, it is requested a support course be offered to that population that had previously be offered pre-Algebra. The math department believes there is a need to provide support to students who will be taking Algebra I this coming fall who are not yet at grade-level.
- The course plan for Algebra Supports is to offer lessons that will align with Algebra I course as student will take both courses concurrently. It is not intended to be a study hall period. The support class would be offered as a 1st period class to prepare students with skill they will need for lessons in Algebra I later that day. Enrollment in this course would be for students who are identified student in need support, possibly from testing in the Smarter Balanced assessments, or by teacher recommendation. There are multiple points of data needed to determine who needs that support.
- This is a concept that has not been field tested and there is not a similar offering for current students in Algebra I. There also needs to be a process outlined as to how to identify those students in need of support.

Discussion

- Beginning with AP Calculus, this presentation is a request to change the name, however, for the AP designation, the College Board will need a completed audit form. Is there a plan who will be completing this form?
- It was also asked if there is a designated book for this course that is college level? In response the Komp responded, yes, there is a course book and no new textbook is requested. The title of the book is *Calculus of a Single Variable* by Ross Finney & George Thomas, Jr. Further, the calculus teacher received AP training in 2019.
- Komp added that the high school will want an additional teacher trained in AP Calculus.
- High school principal was asked if there is a plan for future AP training. In response he affirmed there is for both math and ELA AP training.
- The committee asked what data the district would use to identify students needing Algebra Supports and how would The Algebra Support course fit into a student's schedule. Responding, the high school team elaborated that similar to placement for ELA and math courses, the high school would collaborate with the middle school. In response to the latter question, the high school team said a student enrolled in Algebra Supports would most likely not have science that year. As far as when in the day the course would be held, this class would come first before Algebra I, which would be later in the day.

- The committee elaborated on concern about the supports course fitting into the daily schedule and align with Algebra I, how would students be identified as candidates for the course and would there be coordination with 8th grade teachers, what type of credit will the supports course would qualify as is it is a below high school math standards course, and would the student be able to recover the science credit supports would take place for the academic year. The committee asked if supports considers tiered instruction and would it be fluid as not all students require the same intervention.
- In response, the team communicated that there will be time for the student to take the science credit if course removed from schedule for the purpose of taking the support course. Also, the Algebra Supports credit would count as an elective credit. They reiterate that the purpose for the course grew out of concern for students having had support in the past from the elementary and middle school level not receiving needed support as they enter high school with no pre-Algebra course available.
- Following this discussion both committee and PHS math team acknowledged clarification needed clarify the conditions of a co-teaching model as practiced at the middle school as well as collaboration between the middle school and high school in identifying what students need support for students moving from 8th to 9th grade; particularly, what data will be used.
- The committee requested the request for the Algebra Supports course be tabled until more research and collaboration could take place to determine if there is a need.

Vote to advance AP Calculus course to the Pullman School Board for approval

- Cameron Grow moves the Curriculum Advisory Council advance AP Calculus to the board pending survey documentation. Garren Shannon seconds the motion. All council members are in favor.

Discussion item for next CAC meeting

- Robert Maxwell requested a discussion of ChatGBP.

Meeting adjourned at 4:51