



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees – Teaching and Learning Committee Meeting
Wednesday, April 6th, 2022 – 12:00pm

MINUTES

ATTENDANCE

<i>Trustees:</i>	<i>Others:</i>
Jennifer McKee, Committee Chair	Rex Weltz, Superintendent
Siobhan Hathhorn, Trustee	Jane Shawn, HEA President
	Josh McKay, Assistant Superintendent
	Brian Cummings, Assistant Superintendent
	Gary Myers, Director of Educational Technology
	Candice Delvaux, Executive Assistant
	Joslyn Davidson, Curriculum Administrator
	Kaitlyn Hess, HSD TOSA
	Karen Ogden, Communications Officer
	Barb Ridgway, Chief of Staff
	Nick Radley, Central Principal
	Joanne Didriksen, Librarian
	Hope Morrison, Librarian
	Amy Friez, Librarian
	Abigail Nyhof, Music Teacher
	Jennifer Skogley, Music Teacher

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:01 pm by Committee Chair, Jennifer McKee.

II. GENERAL PUBLIC COMMENT

There was no public comment.

III. REVIEW OF AGENDA

No changes were requested to the agenda.

IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 03.02.22 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. Library Media Curriculum Follow-up Q and A

Trustee Jennifer McKee commented that she would like to hear an overview of how the curriculum process works.

Ms. Joslyn Davidson, Curriculum Administrator, commented. When the State Board of Public Education adopts new state standards, we as a District are obligated to update our District curriculum to address those standards.

Trustee Siobhan Hathorn commented. The State Board of Public Education is not part of OPI, correct?

Ms. Davidson replied. The State Board of Public Education is outside of OPI. OPI usually puts together committees that develop the standards, and then it goes to the Board of Public Education, and they adopt those standards. We had some people from our District that were on the OPI committees that helped write those standards.

Joanne Didriksen, Hope Morrison, and Amy Friez-Librarians in the Helena School District-discussed the curriculum process in the District. They discussed that the general process is looking at the state standards and then developing based on those standards the skills and then the resources required in order to meet those standards. The elementary standards are unique in that there are separate standards for each grade level, so it takes a long time to go through that. We typically go with national standards as kind of the guideline for how to align our curriculum state standards. The middle school process is very similar. The only real change in our particular set of standards is we have the same sets of standards for 6th, 7th, and 8th grade, and we approach them in different ways. We use a scaffolding approach. In 6th grade they will be introduced to the skills and standards, in 7th grade we reinforce, and by 8th grade we shoot for mastery of the particular skill. In high school, we follow the same process. We are unique because we don't have guaranteed time with students, so at the high school level, students don't come into the library on a regular basis to work, so we go to the teachers and that's how we deliver our standards. We also follow the introduce, reinforce, and master approach. We are also teaching children to work independently, use critical thinking skills, and problem-solving skills.

The committee discussed that in high school, students have the option to read The Federalist Papers and writings by Brutus, and the librarians help them understand those robust and complex documents. It could be other documents as well, but the goal is to expose students to complex texts and then have the class discuss it together.

B. Introduction to K-5 Music Curriculum

Abigail Nyhof, and Jennifer Skogley- Music teachers in the Helena School District-discussed the K-5 Music Curriculum with the committee. The current curriculum that we're working under right now was adopted in 2012. In 2015 there were new national standards that were created, and then in 2016, Montana formed a committee of music teachers from around the state to adopt the national standards for Montana's needs. Around 2017, we as a K through 5 group started rewriting our "I can..." statements to blend the curriculum we were in and the new standards. We started rewriting our curriculum in 2020, and this year, we were able to complete our rewrite in March and now we're here to present and hopefully get it Board approved. When we were working on this we had people in our group that have been teaching more than 20 years and some less than five. So, it was very interesting to get those different perspectives when we were blending, our "I can..." statements. Our entire K through 5 team was involved with the new curriculum. Our previous curriculum has very teacher centered language. Our new curriculum is based on the latest state and national standards, and we tried to make the language as student friendly and family friendly as possible. As much as possible, we wanted it to be something that kids could read and understand. We are really proud of the way this new curriculum provides support for our teachers. It lists some suggested resources, suggested manipulatives, and some possible strategies for teaching each of the areas. We divided our curriculum into six strands:

- Expression-which is the way that feeling is conveyed in music
- Form-how music is organized, the patterns and sequences
- Harmony-layering multiple melodic lines
- Melody-the singable parts of music
- Rhythm-the pattern of sounds short and long
- Timbre-the unique sound color of instruments or voices

Abigail Nyhof and Jennifer Skogley discussed how rhythm progresses throughout K through 5. In kindergarten it is exposing them to the idea of rhythm, teaching them how to keep a steady beat and identify long and short sounds. In first grade, we continue that experience, but through slightly more advanced songs and repertoire. In second grade is where we're starting to move away from just the experience and hearing it, and now we can introduce some of the site pieces and work on the differentiation between rhythm and steady beat. In 3rd grade, we are assuming that the students can keep the steady beat independently instead of following a leader, and they are starting to read slightly more advanced notations. By 4th grade, they are still learning to read and write some basic notation with a few more advanced concepts thrown in there, and by fifth grade we are continuing to build on that. We added some new notation pieces to that, and they're hopefully at that point able to take these different rhythmic pieces that they've learned and improvise with them, or make up their own ideas as they're going, using those building blocks that they've been working on.

Abigail Nyhof and Jennifer Skogley discussed how timbre progresses throughout K through 5. In kindergarten they can start to differentiate between a high voice and a low voice. In first grade, they're differentiating again between high and low voices, and we've added our xylophones and metallophones, which are barred instruments that can play multiple different pitches. In second grade we add the difference between the sound of an adult voice and a child voice. In third grade we label that high and low as treble and bass specifically, and we start differentiating between the orchestral instrument families by sound. So that's woodwinds, brass, strings, and percussion. In fourth grade we start identifying specific band and orchestra instruments, hopefully by both sound and sight. By fifth grade we are hoping they can identify at least the core group of band and orchestra instruments by both sound and sight, and we're starting to label voice parts as soprano, alto, tenor, and bass.

In closing, Abigail Nyhof and Jennifer Skogley, discussed that they have had amazing philosophical discussions as they were drafting this curriculum about priorities in music and education. The next step is talking about what does this look like when they put it into practice.

Ms. Davidson shared the April Curriculum Calendar, April Assessment Calendar, and April Federal Title Calendar with the committee.

VI. BOARD COMMENTS

There were no further comments.

VII. ADJOURNMENT

The meeting was adjourned at 12:59 p.m. by Trustee McKee.