

**Present:**

**Teacher Representatives:**

Clearview	Jonette Tschida	Apollo	Chris Ann Johnson
Discovery	Marsha Elg	Tech	Brenda Siers
Kennedy	Sandy Mergen	North	Bryon Anderson
Lincoln	Linda Cooper	South	Jane Barth
Madison	Beth Lovdahl	ALC- Wilson	Kathy Lyerly
Oak Hill	Melissa Casey	ALC – West	Dan Hugo
Talahi	Carla Reeck	SCCH	Bonnie Schwinghammer
Westwood	Melissa Gray	Roosevelt Early Educ.	Vicki Klein- Ferkinhoff

**Other Representatives:**

Elementary	Joni Olson	Diane Moeller	
Middle Level	Pat Welter		
High School	Roger Ziemann		
Board of Education	Bruce Mohs		
Media	Marj Hawkins	Sue Doering	
Spec Ed	Alicia Jepsen		
Curriculum	Bernice Berns	Al Barth	

**Guests:** Intern -Shannon Evanson, Ione McCarney

**1. Welcome and Introductions**

Dr. Berns welcomed the members to the first meeting of this committee and had individuals introduce themselves and indicate what school/area they represent. She indicated that in the past our district had a district curriculum council but it was eliminated due to budget cuts.

**2. Purposes and Membership**

The Purpose and Membership document was previously sent to the members of the council. As a district we do need to communicate to staff, particularly teachers in each building, about curriculum issues. It is important to voice issues, questions or concerns and then carry messages back to other teachers in your buildings. If members have questions or concerns regarding this role, they should feel free to talk to either Dr. Berns or their building administrator.

**3. Systems Accountability Report (SAR)**

The SAR report was reviewed. By law this report needs to be completed each year, approved by the Board of Education, mailed to the district taxpayers and sent to the Minnesota Department of Education. It will be mailed out with the District Newsletter in the next week. The Curriculum Team compiles this report. Dr. Berns reviewed the report, outlining the requirements of the report in communicating curriculum issues to the community. Council members should share this information with other staff in their respective buildings. Additional copies can be ordered from District Media, and it is also available online at the district web-site. (<http://www.isd742.org/sarreport.pdf>)

**4. Kids Voting Date**

Sue Doering reported on the Kids Voting initiative. This is the second time our district has been involved. It is a partnership with other surrounding school districts, the City of St. Cloud and the League of Women voters. The Kids Voting project allows for K-12 students to go to their polling place on election night and vote (similar to how their parents vote). The Social Studies and K-6 teachers have copies of the curriculum from last year and the lessons and curriculum are still valid. Teachers should review and see if they can be incorporated into what we already are doing. Two copies for each grade level per school were passed out. **Contact Sue Doering at Media if you need extra copies.** A copy of the sample ballot that will be available at the polling place on election night is included in the packet. The ballot includes pictures of the candidates. Teachers can make copies of the ballot so that students can bring them home to discuss with their parents. On election night there will be a student party at the YMCA (free to students – but don't encourage parents to just drop off kids) where they can watch how the Kids Voting tally is coming along. Results of Kids Voting ballots will also be published in the St. Cloud Times and on the local radio. The ballot will allow students to vote on national candidates, state candidates and the three unique Kids Voting questions (stadiums, student use of cell phones during the school day, and how schools handle bullying.) The committee tried to pick student questions that would be appropriate for all three participating districts.

Kids Voting is looking for extra volunteers on election day - it takes over 400 volunteers to make this program work. Students in grades 7-12 can volunteer for extra credit in their civics and social studies classes. Volunteers should contact Diane Gurda at Tech High School. Parents who are not eligible to vote can still take their children to the polling places to vote. There is an AmeriCorp person assigned at LaCruze that can help non English speaking students/parents. Sue Doering will be sending a CD of the curriculum to each building.

Reactions from staff who participated last year felt this activity to be a really positive experience for kids. It does require some additional teaching of students and the curriculum doesn't always cover the Minnesota or local issues as in depth as the presidential election. Local election information may be something that teachers need to develop in order to give more details to students before they vote. The CD contains activities for all grade levels. Polling places can be determined at the Secretary of State website under polling finder. (<http://pollfinder.sos.state.mn.us/>) Polling hours for students are only after school and early evening.

### **5. Board of Education Goals for 2004-05**

During the past year the Board of Education set Goals for the 2004-05 school year. A Math Study is one goal, and we will be analyzing the level of classes we offer, gender balance, and diversity involvement in advanced classes, how we are doing on our BST's and MCA's etc. The Curriculum Team has started pulling together information on this goal. We are probably going to have difficulty getting historical data of scores for students older than the last couple years because of our SASI computer system. Math is an area that we will need to have a continual concern about in our district.

The other Board Goal is the High school study. Some of the areas we will include in the study will be to look at our high school programming, levels of courses we offer and how we are meeting the needs of kids at both high schools. Currently we are reviewing research that indicates what a good high school should consist of and how we compare, where we are and where we need to go. We will be making recommendations to the Teaching and Learning Committee and the Board for moving forward. Our new Superintendent has experience as a senior high principal and may have recommendations in this area.

#### **Questions:**

Will the Math study filter down to the teacher level such as asking teachers how they feel the curriculum is meeting the needs of students. Yes, Bernie said the study will encompass all levels, and we would ask for staff input/feedback. Our Math scores effect how our students perform in our science programs, etc. We also need to review our Special Education curriculum by subject and how it relates to mainstream curriculum.

### **6. Curriculum Concerns, Needs, Questions**

Dr. Berns had the council split into smaller groups of four, introduce themselves to each other and talk about any issues, concerns or rumors they have heard affecting the district. These items will used to build our future agendas. See the attached sheet for information that each small group reported as items of concern.

### **6. Agenda Items for Next Meeting**

Dr. Berns indicated that the items identified by the small groups are excellent suggestions for areas for our committee to study. Some items can be accomplished rather fast by having the department/staff responsible send out information. Others may take more time and we will need to have more communication/discussion. Items that pertain to funding issues may be something our committee might not be able to deal with.

Dr. Berns recommended that members of the council be sure to read the minutes before the next meeting - we may have homework for you included in the agendas or request that you bring information to the meeting regarding various topics.

Meeting adjourned at 5:00 p.m. Our next meeting will be November 4, 2004 at 3:30 p.m.

Future meeting dates:	Nov. 4	Dec. 2	Jan. 6	Feb. 3	Mar. 3	Apr. 7	May 5	June 2
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## Curriculum Communication Council Areas of Concern, Needs, Questions, Etc.

The following items were reported by the small groups as areas of concerns, needs or questions for our council:

1. Middle school. Where does it fit? At the secondary or at the elementary? How will the middle school concept change in the future? Teaming (South) vs. no teaming (North).
2. MCA's: Where is the data from last year's tests? What are the results? Good? Bad?
3. Special education curriculum. How will/should special education work with regular ed on NCLB and standards? Should special ed be more aligned with regular ed?
4. Are BST's and MCA's becoming one test. Why give both in the future?
5. Flexibility is lacking on the part of teacher instruction in elementary math. Too much of a lock-step approach (lesson by lesson) for all kids when some kids could move on? Is this lock-step approach in conflict with differentiation and meeting the needs of all kids (readiness, learning style, etc.)?
6. What elementary math concepts are necessary for all kids?
7. Spelling curriculum for grades K-5, is it well identified, consistent, appropriate and effective?
8. Need to align Special Education curriculum with general education curriculum.
9. Provide district support for teachers and para's to maintain highly qualified status and meet licensure requirements for NCLB.
10. More training in curriculum areas such as 6 traits especially need to train new teachers. District or Building team.
11. Connect early childhood with kindergarten, (operate with a PreK-12 thinking).
12. Expand all day kindergarten to all learners.
13. List grade level curriculum objectives in a clear manner.
14. How does the Teaching and Learning committee and this committee interact, support one another and function. Will ideas from this group come to fruition.
15. Differentiation is good – how to continue in light of behavior disruptions
16. Character building programs – any ideas
17. New report cards? What happened with the suggestions from teachers.
18. Questions about how principals can be curriculum supporters and instructional leaders to help teacher and support classroom practices.

Curriculum Communication Council  
Areas of Concern, Needs, Questions, Etc.  
(Continued)

19. Technology, what role of media is in curriculum?
20. Equity of technology across buildings.
21. District scope and sequence for each grade levels.
22. Standards being aligned with curriculum.
23. Expectations of kindergarten students being too high when they enter and leave. Not consistent throughout the district. Teachers are required to have kids at a certain level at the end of the year.
24. Where do we stand with graduation standards and how is it aligned with our new state standards.
25. Needs: basic math skills and basic writing skills are just not with our students.
26. Need for math class in high school to cover math areas (Algebra, Geometry, Statistics, Trigonometry) so students have access to the ideas for MCA test in 11<sup>th</sup> grade.
27. Rumors that with the high school study all secondary schools will all be identical?
28. Will other districts dump students at ALC a month before MCA's.
29. Math comm. - chance and data implementation met last year and haven't met this year, where are we going with this?
30. Funding how are we going to develop, purchase and train staff and maintain curriculum.
31. Process for use of communicating to all employees. How to dispel rumors.
32. Funding of additional science, in high schools (three years required).
33. Number of new teachers and no instructional leader and dept chairs? Little or no instructional support.
34. Program Improve process (delayed due to funding) How to we maintain/improve/coordinate programming without funds.
35. Elementary technology is limited or not enough support. Out-dated equipment and a need for more training and guidance.
36. State science test? Our general labs are falling apart.

Curriculum Communication Council  
Areas of Concern, Needs, Questions, Etc.  
(Continued)

37. Changing demographics and increasing numbers of low functioning students needing more appropriate curriculum/instruction. What is the district stance/plan/vision for long term.
38. With the increasing number of schools on watch for AYP, what ways does the district assist schools to meet AYP requirements without funding at the secondary level.
39. Our Math program is weak in math facts.
40. Media – can do class novel.