



CURRICULUM COUNCIL AGENDA

January 17, 2016

Members Present: Wanda Miller, Cathy Collins, Harmony Brenneman, TJ Winkler, Allison Van Gorder, Jill Ackerman, Jackie Blosser, Sally Windle, Stacy Barker, Joel Steinmetz, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher *purple not in attendance*

Review/Approve minutes - Sally moved to accept the minutes as posted. The motion was seconded by Cathy and approved without dissent.

Old Business –

Proposal for new Vocational class (Introduction to Automotive Maintenance and Light Repair) – Alison

"This would be a Sophomore level course. Would serve as a recruiting tool for Vocational program as Juniors and Seniors. Course would still provide some skills even if not pursuing that particular vocational program. This course eliminates teaching basic skills in Junior Level classes. It is Possible that other vocational areas would want to have a similar course. \$70000 for all classes from General Fund would be needed, if expanded to include all vocational areas Introductory classes. Council recommends further internal discussions at Vocational level and consultation with Jill and treasurer."

Wanda provided more information (see attached notes). After some more discussion by the council, **no** motion was made to approve the class.

Distress Committee – Jill

Jill meeting with the Commission on Feb. 23rd.

Curriculum Guides Updates –

An Implementation Timeline was distributed after last CTL meeting and also included below.

New Business –

Proposal for new Junior Achievement Program at Independence – Matt Q.

This measure was approved by digital voting process (12-0-1) on 11/21/2016 and Matt was given the go ahead by phone to arrange the program for his building.

Inservice Day – Updates were shared by Pete. They are looking to provide a Cyber-bullying session but no presenters were available, so it will be an online session. All staff will be at the HS all day. There will be Twenty internet cafes at the HS for teachers to work, and they will have breakout sessions that they can sign up ahead for where they would go to other places. There will also be a "sandbox" of new technologies to "play" with set up in the Cafeteria.

Committee Updates

Math – no updates

Technology – Beginning from now on, if hardware is physically attached in a room then it will not be moved, if the teacher is moved.

ELA – READ 180 Instructional model shared with council. (see document at end of minutes)

Social Studies – SS textbook presentations for HS adoptions are beginning soon.

Career Tech – 40-50 Sophomores still need to complete interview process. The 8th grade curriculum fair is scheduled for March 2nd.

Special Ed. – Marimor wants to start a satellite classroom in a LCS building (sixth through tenth graders) they would provide Teacher and aid. Brian to ask questions about cost sharing. Brian is District Accessibility Coordinator for ACT for the 50 juniors who each need to be added individually. He will be working with his department to get those finished.

Science – no update

Arts – Waiting for new CTL to be chosen. Working on aligning curriculum guides will be first task that the new CTL will be faced with.

Meeting was adjourned at 2:00 P.M. after motion by Brian that was seconded by Harmony and approved without dissent.

THOUGHTS ON INTRODUCTORY CTE COURSES

November 9, 2016

After receiving Bruce Reillinger's e-mail dated 10/25/16 about the possibility of starting an Auto Maintenance class and being copied on an e-mail dated 11/3/16 that was sent to Gary Cearns about a Sophomore Introductory class, I began researching Introductory CTE classes in general with both ODE and Career Tech directors.

Some of their points/rationale follow:

1. A few CTPDs do have Introductory CTE classes taught by someone other than the CTE teacher.
EX: Intro to Carpentry----taught by former Industrial Arts teacher
EX: Intro to Graphics-----taught by an Art teacher

No CTE funding attached to either of these classes.
CTE teacher still available for maximum amount of time for Work Force Development class.
2. Some WFD classes still run close to 1000 hours over the two year period. Our WFD programs run anywhere from 461-922 hours. The average is 719 hours.
Funding is based on category/tier, number of students, and amount of time in class.
Introductory classes would decrease the amount of time in the WFD class that is funded.
3. The cost of equipment and supplies have increased in price over the years. The amount of CTE funding has decreased.
EX: five years ago weighted funding for CTE at Lima was about \$800,000. Last year the weighted funding amount was \$275, 000.
Every CTPD needs to strive to receive maximum funding for their CTE programs since CTE programs are expensive to purchase equipment and supplies for.
4. CTE centers with only one teacher teaching the WFD programs have the CTE teacher teach ½ day with juniors and ½ day with seniors.
5. CTAG, Industry Credential, and College Credit Plus classes have set amounts of time required.
EX: The Health Careers class has five college credit plus classes as part of this class---each has an amount of required hours from 8-80 per class.
6. Many of the CTE programs run businesses as part of the class---adding/keeping Introductory classes cuts down on the actual time available to operate the business portion. Could they do the same amount of business with less hours available?
7. The question was asked by the one CTE director "Can Lima or any CTE center afford to run non-funded programs?"

According to him, it would make more sense to: keep junior/senior WFD classes at the maximum amount of time to accommodate the teacher's lunch, planning, junior class, and senior class. He would recommend eliminating any non-funded Introductory classes

If anything, he would recommend starting senior only industry credential programs which ODE is allowing since it is part of the third pathway toward graduation. This would also be a category/tier funded class.

Senior Only programs could not be taught with minimum required hours if we plan on successful passage of the industry credential test. Many of the programs already prepare the students to take the industry credential test that is available for their pathway. This industry credential list is very fluid----some are added and deleted each year.

EX: The STNA program requires 80 hours. We teach much more than 80 hours embedded in the Health Careers class. Pass rate on the STNA test was 78.8% during the 2015-2016 school year. It was much lower than that in the five prior years. To check every student off on the required 40 skills with a teacher actually observing each step is very time consuming.

All of the industry credentials must be taught and learned at a certain level to be able to pass the credential test.

8. Schools have to be careful to not create courses for specific types of students (with disabilities, on IEPs). A class as described by Bruce Rellinger could easily become that type of class. Schools can not deny access to any program to any student. If this occurs, it is opening the chance for a discrimination suit to be filed and possibly won.

After talking with several people and evaluating what I already knew, I too would recommend having the CTE teachers teach the junior/senior WFD classes for three periods each and not offer the Intro classes. This would allow the teachers and students to stretch further, to be better prepared for the WEBXAM tests, to have the opportunity to earn industry credentials, and to have the opportunity to experience the Work-Based learning component that should be available for each WFD program. Each of these topics are currently part of the CTE Report Card or will be part of the CTE Report Card in the future.

Some of our current CTE teachers who do teach the Intro classes have said in the past that it would be good to have that extra time with the juniors/seniors in the WFD programs.

Attached please find an example of the funding differences of having three periods vs. two periods in the WFD programs. This money would be very beneficial in making sure our CTE programs stay up to date with techniques and equipment which is required in the new 'Quality Program Standards Reviews'.

I would welcome the opportunity to discuss this with you.

Respectfully, Wanda Miller

INTRODUCTORY CAREER TECH CLASSES INFORMATION SHEET

Funding for Career Tech is based on a tiered funding formula.

It is based on the number of students in a class and the amount of time.

I have put together an example of what funding with ideal class sizes (21 students in each class) and the tiered categories would look like.

CATEGORY 1 (Construction, Engineering, Health, Interactive Media, Welding)

-3 periods/7 periods \$1242 X 21 students = \$ 26082 x 5 classes = \$130410

-2 periods/7 periods \$\$828 x 21 students = \$ 17388 x 5 classes = \$86940

DIFFERENCE of \$43470

CATEGORY 2 (Food Management, Auto Mechanics)

-3 periods/7 periods \$1114 x 21 students = \$23394 x 2 classes = \$46788

-2 periods/7 periods \$742 x 21 students == \$15582 x 2 classes = \$31164

DIFFERENCE of \$15624

CATEGORY 4 (Graphics, Early Childhood, Marketing)

-3 periods/7 periods \$514 x 21 students = \$10794 x 3 classes = \$32382

-2 periods/7 periods \$342 x 21 students = \$7182 x 3 classes \$21546

DIFFERENCE of \$10836

TOTAL DIFFERENCE \$209580 - \$139650 = \$69930



RE: Transportation question

john.wiseman@education.ohio.gov
To: WMiller@LIMACITYSCHOOLS.ORG
Cc: "mike.cowles@education.ohio.gov"

10/26/2016 03:12 PM

History: This message has been forwarded.

Wanda,

Schools have to be careful not to create courses for particular populations of students or track students into a particular course. For example, there should not be a specific auto tech course for students with learning disabilities or IEPs.

Also, In order to be a pathway, there must be four courses and students should be taking the WebXam for each course.

You could offer a non CTE auto maintenance course (nonfunded) for all students.

You also have the flexibility to offer courses from 120-280 hours. By extending the length of courses (if you have time) to give students more time to master course content.

Please let me know if you have any other questions.

Thanks,

John

-----Original Message-----

From: WMiller@LIMACITYSCHOOLS.ORG [mailto:WMiller@LIMACITYSCHOOLS.ORG]
Sent: Tuesday, October 25, 2016 3:02 PM
To: Wiseman, John <john.wiseman@education.ohio.gov>
Subject: Fw: Transportation question

trying again

----- Forwarded by Wanda Miller/LCS on 10/25/2016 03:00 PM -----

From: Wanda Miller/LCS
To: john.wiseman@education.ohio.edu
Date: 10/25/2016 02:57 PM
Subject: Fw: Transportation question

John---Please put the information you shared over the phone in an e-mail format for our principal and superintendent. I will forward to them.
Thank you---Wanda Miller

----- Forwarded by Wanda Miller/LCS on 10/25/2016 02:56 PM -----

From: Wanda Miller/LCS
To: john.wiseman@education.ohio.gov, mike.cowles@education.ohio.gov
Date: 10/25/2016 12:57 PM
Subject: Transportation question

Our Auto Technology instructor has a wide range of levels in his junior and

senior classes. Many of the students can do everything after being taught which is the goal. He has several every year that he is still telling to remove the drain plug, etc at the quarter and half way point of the year. The instructor sent an e-mail to the principal and I proposing a class for students who struggle with moving forward and only can go so far. Before they get too gung-ho about this type of class, I would like to have your input. What would be the best way to teach a class like this? As a introduction class or still part of the 4 classes that are taught in the pathway? Please e-mail or call (4199963062) with your thoughts.
Thank you----Wanda Miller, Career tech Coordinator, Lima City Schools

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Fw: single courses

Wanda Miller to: Jill Ackerman, Alison Van Gorder
Bcc: Wanda Miller

11/10/2016 10:26 AM

Ladies---I just received this e-mail from Michelle who is Lima City's field consultant. She is off on medical leave so had not called me back when I sent the rest of the information earlier. This information should be helpful in deciding what is best for the school district.

Wanda

---- Forwarded by Wanda Miller/LCS on 11/10/2016 10:23 AM ----

From: "michelle.Ward@education.ohio.gov" <michelle.Ward@education.ohio.gov>
To: "wmiller@limacityschools.org" <wmiller@limacityschools.org>
Cc: "Linda.OConnor@education.ohio.gov" <Linda.OConnor@education.ohio.gov>
Date: 11/10/2016 10:19 AM
Subject: single courses

Wanda,

Thanks for your question concerning a district wanting to provide an introductory course as a stand-alone offering. Some years ago, stand-alone courses – those designed for introductory information but with no focus on completing a CTE program – were very common and received state sanction and funding. We no longer sanction this type of course for approval and funding since the goal of CTE is to provide a complete program for students; you probably can see this by the increased report card measures on completion of program, credentials, etc.

Of course, a school may decide to provide electives but they are neither CTE funded or approved. In fact, there could be negative effects to a district's accountability and report card if they offered approved CTE courses where students did not complete programs and obtain credentials wherever possible. Please keep in mind that if you go with offering an elective, it is coded in EMIS as non-CTE and would need to be taught by an appropriately licensed teacher.

Hope this information helps you as you design Lima City programming. If you have further questions, you may want to speak with Leah Amstutz, the Associate Director of programming.

Michelle L. Ward

Education Consultant

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Curriculum Guide Timeline

all deadlines are subject to change & changes will be reported to and cleared by Ms. Ackerman*

These are the tentative dates for completion of the task. Completion is considering all grade levels K-12.

Task	Step	Tentative Completion
Division of Units and Length of Units	1	End of 3 rd quarter 2016-17
Standards matched to Units	1	End of 3 rd quarter 2016-17
Curriculum Resources	2	End of 4 th quarter 2016-17
Big Idea/Essential Questions	3	End of 2 nd quarter 2017-18
"I Can" Statements	3	End of 2 nd quarter 2017-18
Unit Vocabulary	4	End of 3 rd quarter 2017-18
Assessments	5	As we go then will be added slowly, links to common quarterly, etc...
Career Connections	6	As we go these pieces will be developed and added
Technology Integration	7	As we go these pieces will be developed and added

***Please note that Math will not be included in this timeline because of the massive changes to the standards that are coming and have yet to be approved by the state as of January 2017. Math changes will not be even fully integrated until 2018-19 according to the proposals at this point. The math CTL will keep teachers aware of the pacing as much as possible as the changes are implemented.**

Science and Social Studies are going through the revision process this school year, 2016-17, and may have to adjust their timeline once the process has been completed spring of 2017-18.

Instructional Model
Read 180/System 44

Group 1

Group 2

Mon & Tue

Whole Group
Computers

Whole Group (20 minutes)
Sm Group (20 Minutes)

Wed & Thur.

Sm Group
Reading

Computers (20 minutes)
Reading (20 minutes)

Friday

Computers
Reading

Reading (20 minutes)
Computers (20 minutes)

The recommended instructional model for Read 180/System 44 increases the student computer session to 3 times per week when using a 45 minute block. This allows for the students to meet the recommended number of minutes per week on the software.

The rBook is used during whole group with ALL students including those in the System 44 software when using a blended model. This whole group rotation takes place twice a week. The rBooks is also used in small group rotation. For stand alone System 44 groups, the System 44 student book is used for whole and small group sessions.

During the independent reading rotation students are reading books at their recommended lexile level independently or with the cd. Reading Counts quizzes are taken at the completion of each book read independently. This rotation reinforces comprehension skills and builds the student's ability to read higher level text.

At the end of each workshop the rSkills test should be given. This assessment aligned with the expectations of Ohio's State Tests and is a great preparation for state testing.

Teachers are expected to regularly check student software usage reports as well as Reading Counts quiz results to ensure that students are working as expected in the program and to provide intervention when needed.

All Read 180 and System 44 Materials including student rBooks, leveled readers, and CDs for leveled readers should NOT leave the Read 180/System 44 classroom. These materials are expensive and need to remain in the room in order to ensure the program resources are available for full implementation of the program.