



CURRICULUM COUNCIL AGENDA

October 19, 2017

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

Old Business-

Elementary Grading Policy - Guideline 5421A...needs updates? – Sally W.

The board grading guideline under 5421A at the Skills Marking Key. It does not reflect what we use currently. It shows E, S, I, U and we use O, S, N, U. Also, add to the second line of Grades 2-4 "social studies...and art, music, dance, drama, PE." There was a question if everyone was using the new Skills Marking Key. We need to check with all elementary administrators. Sally is going to check with Chad to see if there are any Sci-Tech specific needs while we are making changes. Pete said that all the Skills Marking Keys are on there, we just need to know what people are using. He also suggested emailing because the quarter ends and grades are due before the meeting. Stacy will email the administrators to clarify which set of Skills Marking Key is being used. She will let Pete know what the consensus is. This does not need to go before the board because it is just clarifying.

New Business –

Lifeline: a suicide Prevention Program: Kaprice Pickering – sponsored by Jill A.

See attached flyer from Mrs. Ackerman's email. Appendix NB1

Program that can be done with 5-12, typically done in Health class. There are four 45 minute sessions. It is with the Partnership for Violence Free Families. There is no cost to the district. See attached PowerPoint and information for more details. **Appendix NB2 and NB3**The program has been done in many local schools with great success (Delphos, Perry, Bluffton, Wapak, etc...) Jackie motioned for approval, Stacy 2nd, approved with no opposition.

Implementation Teams – ELA and Math implementation teams have met once on Oct 2 with Dr. Duda and have started working on their plans. Administrators were trained on Oct 3. The teams will be meeting again on Oct 27th. They will be with Dr. Duda again to work all day. They will then be meeting monthly to continue work on this. The end result will be a very specific document showing how instruction work in the district by grade bands across the district. The plan is for the plan to be specific that if someone will leave we will be able to carry on and it will align the work more across the district.

Committee Updates

Arts – ODE is looking at the dance standards to be updated. She has not heard about updates for any other fine arts being updated.

Career Tech – Today and tomorrow is Makerfest (Oct 19-20). We took first place in auto, third place in construction and waiting on welding results, but could be 2nd and 3rd. Recruitment activities have started for the sophomores. Nov 6 is the assembly; Nov 7 is the gym, Nov 21 is the hands on day.

ELA – All of the common quarterly assessments are ready to go. Waiting to verify with the 8th grade pacing calendar for the one test, but it should be right. The alternative assessed students

will be using an assessment created from Wonderworks that Jackie found that aligns well with their standards.

Math – All of the common quarterly assessments are ready to go. Doing an ALEKS pilot with self-contained teachers at the high school in Jan-May. It is 3 teachers and approx. 40 students.

Science – Joel has been looking at the recent data and is making a report that he will share at a later date. Quarterly assessments will be ready for tomorrow. He is assessing 5th grade, 8th grade, and biology and physical science. Potash has agreed to sponsor us again to for the 5th grade imagination station.

Social Studies – Quarterly assessments for 1-7th grade are done, will finish 8th and high school by tomorrow. We took 213 seniors to UNOH for Financial Literacy Day. We received several comments on how well behaved our kids were.

Special Ed. – Cathy and Brian are looking for a way to include Sped Teachers on the Math PD that is happening in the district. This is for both the applied and inclusion teachers.

Technology – Pilot at Unity that has started well; the pilot is with project lead the way and STEM IT printers and programs. There is also another pilot at South and Lima Senior that are both with Project Lead the Way also. Jill has found a grant through Project Lead the Way to help with expenses. The grant information is being shared with Pete to look into. Pete wants to start putting media units in the rooms. He wants to survey staff to see who is actually utilizing the presentation software, not just projecting on the SMART boards. He is trying to look at saving money for the licenses if we really aren't really using it. Watson contract will go through the board tonight. We need to include a piece in registration for the parents to sign off on the use of WATSON or are at least aware.

Meeting was adjourned at 1:56. Motion by Brian and 2nd by Cathy.

GRADING

The Lima City Board of Education believes that students will respond more positively to the opportunity for success than to the threat of failure. The District will seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It will emphasize achievement in its processes of evaluating student performance.

The administration and professional staff will devise **grading** systems for evaluating and recording student progress. The records and reports of individual students will be kept in a form that is understandable to parents as well as teachers.

The Board will approve the **grading** and reporting systems, as developed by the faculty, upon recommendation by the Superintendent.

The Board recognizes that any **grading** system, however effective, is subjective in nature. Therefore, there are fundamental principles that must guide all instructors in the assignment of marks and achievements:

A. The achievement mark in any subject should represent the most scientific estimate by the teacher of the achievement of the individual in the subject as related to the group and his/her individual ability. A variety of evaluation measures will be used. Accurate records shall be kept to substantiate the grade given.

B. Each individual student must be given every consideration. An individual should not receive a failing grade unless s/he cannot meet minimum requirements.

C. Overall grades shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

District Grading Procedure

Elementary (K - 4)

Grades K - 1

Students in grades K - 1 will receive grades based on the **Skills Marking Key**.

Grades 2 - 4

Students in grades 2, 3, and 4 will receive letter grades in reading, math, and writing.

Students in grades 3 and 4 will receive letter grades in science and social studies. **AND ART, MUSIC, DANCE, DRAMA, PE**

All other content areas will be graded using the Skills Marking Key.

Skills Marking Key

currently in use

- E = Excellent
- S = Satisfactory
- I = Improving
- U = Unsatisfactory

- O = outstanding*
- S = satisfactory*
- N = needs improvement*
- U = unsatisfactory*

Letter Grades

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

Middle School and High School

Students will be graded in all subject areas using letter grades. Points will be given for daily class work, tests, projects, etc. and will be used to determine the letter grade earned.

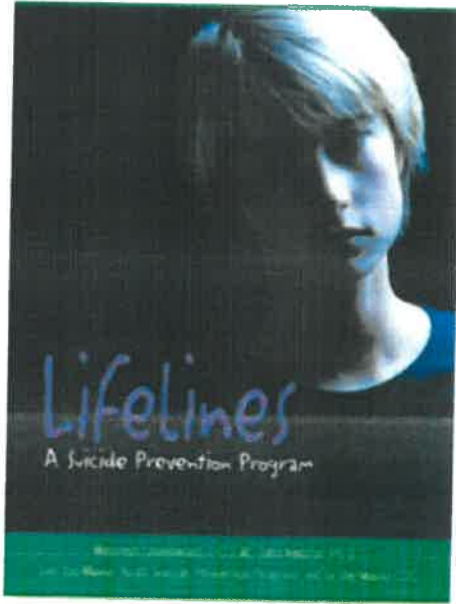
Mark	GPA	GPA Point Range	
A+	4.3	4.15	4.3
A	4.0	3.85	4.1499
A-	3.7	3.5	3.8499
B+	3.3	3.3	3.4999
B	3.0	2.85	3.2999
B-	2.7	2.5	2.8499
C+	2.3	2.3	2.4999
C	2.0	1.85	2.2999
C-	1.7	1.5	1.8499
D+	1.3	1.3	1.4999
D	1.0	0.7	1.2999
F	0.0	0	0.6999

This GPA range is only needed when figuring the final grade for a class. Because the GPA points for quarters and exams is based on percentage, no scale is needed in those instances. It is when the 20-20-10-20-20-10 formula is used to configure the final grade that we come up with GPA points that don't fit within the normal scale. The GPA point range was developed to help in this situation. It was created by taking the difference between the two (2) GPA values and dividing in half. This was then added to the scores to show where the rounding would take place. for example, A- is a 3.7 and B+ is 3.3. The difference between the two (2) is .4. Divided by 2, you have .2. The range for rounding to an A- starts at 3.5 (3.3 + .2). The only range that varies from this formula is the D range because of the wide range between 0 and 1. This cut was created through discussion by a small committee.

Revised 9/10/10

Lifelines: A Suicide Prevention Program

Lifelines educates students on the facts about suicide and students' role in suicide prevention. It provides information on where to find suicide prevention resources in the school and community. Lifelines is designed for implementation in middle schools and high schools for students ages 12–17. It fits easily into health class programming and lesson plans. Although the



research and outcomes are based on school-wide implementation, Lifelines can also be a successful component to any community-based program, such as Girl Scouts, Boy Scouts, and Boys and Girls Clubs of America.

The curriculum has four 45-minute lessons that include detailed lesson plans and video resources that cover facts about suicide and students' role in suicide prevention. The program also reviews in-school and community resources. Two videos are included with the program. One shows students a scenario depicting appropriate (as well as inappropriate) responses to a suicidal peer, and one documents an actual response of three students to a suicidal peer after they had participated in Lifelines. Students participate in

role-playing exercises that teach what to do when faced with a suicidal peer. The exercises feature an emphasis on seeking adult help and frank discussions on the warning signs of suicide

PVFF has facilitated the Lifelines program since 2010 and has worked through schools in Allen, Auglaize and Hardin Counties. There is no cost to bring this program to your students as this program is supported by the Mental Health and Recovery Services Board. For more information or to schedule the Lifelines Program for your school or group, call Kaprice Pickering at 419-549-8530 x2.



www.pvff.org

Supported By



Mental Health & Recovery
Services Board of Allen,
Auglaize and Hardin Counties

→ Kaprice Pickering
Prevention Specialist
419-549-8530 x2.

Warning Signs of Suicide/FACTS

Warning signs of suicide can be organized around the word "FACTS":

FEELINGS

- Hopelessness: feeling like things are bad and won't get any better
- Fear of losing control, going crazy, harming himself/herself or others
- Helplessness: a belief that there's nothing that can be done to make life better
- Worthlessness: feeling like an awful person and that people would be better off if he/she were dead
- Hating himself/herself, feeling guilty or ashamed
- Being extremely sad and lonely
- Feeling anxious, worried, or angry all the time

ACTIONS

- Drug or alcohol abuse
- Talking or writing about death or destruction
- Aggression: getting into fights or having arguments with other people
- Recklessness: doing risky or dangerous things

CHANGES

- Personality: behaving like a different person, becoming withdrawn, tired all the time, not caring about anything, or becoming more talkative or outgoing
- Behavior: can't concentrate on school or regular tasks
- Sleeping pattern: sleeping all the time or not being able to sleep at all, or waking up in the middle of the night or early in the morning and not being able to get back to sleep
- Eating habits: loss of appetite and/or overeating and gaining weight
- Losing interest in friends, hobbies, and appearance or in activities or sports previously enjoyed
- Sudden improvement after a period of being down or withdrawn

T HREATS

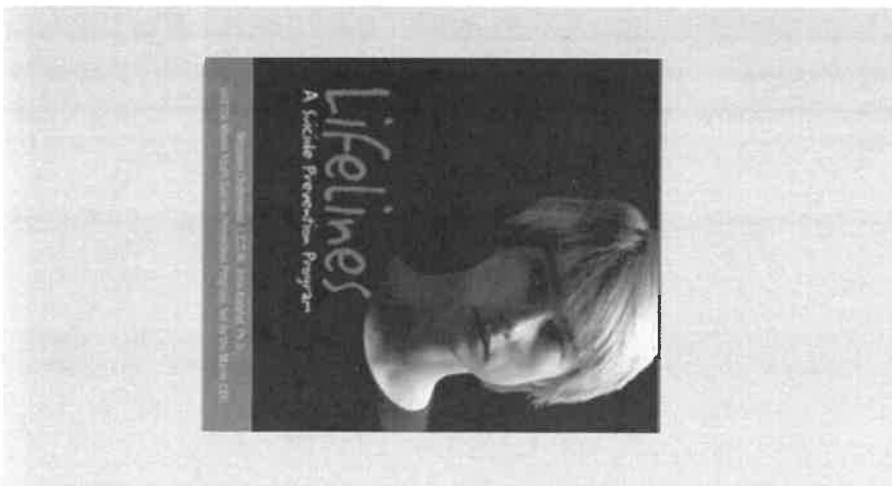
- Statements like “How long does it take to bleed to death?”
- Threats like “I won’t be around much longer” or “Don’t tell anyone else . . . you won’t be my friend if you tell!”
- Plans like giving away favorite things, studying about ways to die, obtaining a weapon or a stash of pills: the risk is very high if a person has a plan and the way to do it.
- Suicide attempts like overdosing, wrist cutting

S ITUATIONS

- Getting into trouble at school, at home, or with the law
- Recent loss through death, divorce, or separation; the breakup of a relationship; losing an opportunity or a dream; losing self-esteem
- Changes in life that feel overwhelming
- Being exposed to suicide or the death of a peer under any circumstances

Lifelines Presentation

Suicide Prevention Program



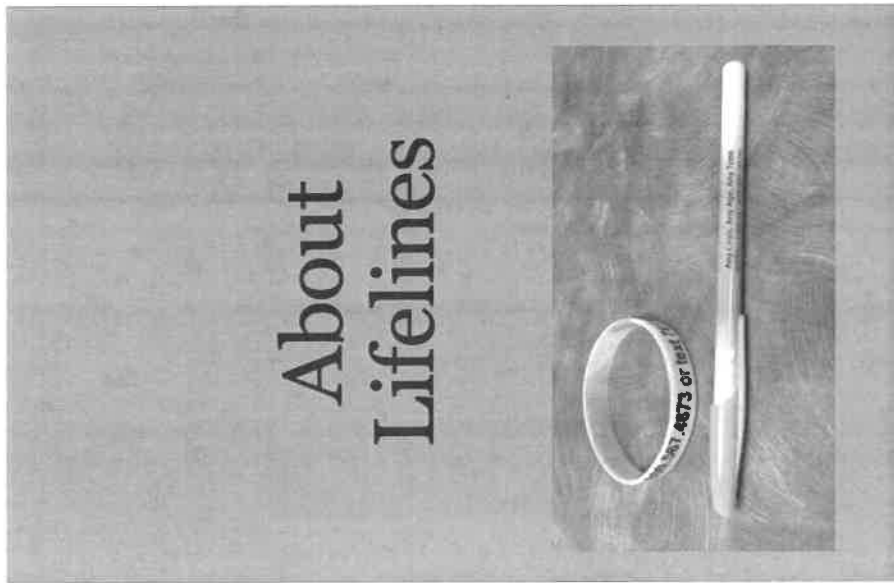
- Whole school program (appropriate for ages 12-19, middle schools and high schools)

- Evidence based, most effective and improves outcomes

- Educated students on facts about suicide and the students' role in suicide prevention

- Typically fits into health class setting

- Provides information on where to find resources in community and in school



Con't

- PVFF has facilitated this program since 2010, working with schools in Allen County, Auglaize County, and Hardin County
- There is no cost to bring program into schools. Program is support by the Mental Health and Recovery Services Board



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Mental Health & Recovery
Services Board of Allen,
Auglaize and Hardin Counties

- Four day program, 45 minute sessions
- Includes interactive activities
- Includes two videos
 - First video shows four different scenes of students giving appropriate responses to a suicidal peer (S2-2)
 - Second video shows a real life story of an actual response from three friends to a suicidal peer after they had taken Lifelines (S3-1)
- Students will also participate in role playing exercises that teach them how to react to a suicidal peer (four different scenarios)



Emphasis

- Warning Signs (S2-1)
 - FACTS
 - Feelings
 - Actions
 - Changes
 - Threats
 - Situation
 - Three Intervention Steps (S2-3)
 - Show you care
 - Ask about suicide
 - Get help
- Get help from a trusted adult
- NEVER keep it a secret
- We all have a role to play

Myths and Facts

- Q: Will talking about suicide give people the idea to do it? Could we do more harm than good?
 - A: Talking about suicide will not cause suicide to occur. People who are not suicidal reject the idea, while it gives people who are thinking about it opportunity to talk about it. This often brings some relief because it lets people know that someone cares to listen and recognizes their pain. This also lets people know that help is available and breaks the secrecy that occurs regarding this matter. By not talking about suicide, we increase the isolation and despair the individuals thinking about it.
- (In order to fix a problem, we must talk about it)

Outcomes of Lifelines Program

- Knowledge about suicide
- Attitudes towards suicide
- Able to identify trusted adults (S4-3)
- Responses towards suicidal peers
- We all know that suicide is not always prevented, but suicide prevention is ALWAYS worth trying and anyone can learn how to intervene.

