

Curriculum Subcommittee

Minutes

June 4, 2010

In attendance: S. Olson, D. Houghton, K. Christian, D. Copp, S. Chisnell

Concern	Action/Decision
General	
<p>Scheduling and attendance at CSC meetings. How do we maintain and respect consistency of meeting times?</p> <p>Since the CSC is a contractual committee which works beneath the Joint Committee, what are obligations of Board/administrators and Association to participate?</p>	<p>Contract VIII.D.3: "This Subcommittee shall meet once per month, as necessary, at times during, but not limited to, school hours. Association representatives on said Committee shall be accorded release time from regular duties and without cost to the Association, or to said representatives, in order to attend regularly scheduled meetings."</p> <p>The CSC shall "consist of the superintendent's designee and two (2) Board representatives as well as three (3) representatives of the Association who have been appointed by the Association" (VIII.D.1)</p> <p>Both Board representatives and Association representatives are expected to attend or arrange for substitute representation in the event that they cannot attend.</p>
<p>IB/MYP Updates? (Middle Years Program for International Baccalaureate program)</p>	<p>10-15 secondary teachers (mostly ROHS) will be trained this summer in MYP.</p> <p>The goal is to implement one teaching unit of inquiry for each department across grades 6-10. (Several ROMS teachers have already received similar training.)</p> <p>If you are interested in getting more involved in this process, contact your building principal.</p>

Elementary School	
<p>Shortage in substitute pool:</p> <ul style="list-style-type: none"> • Has privatization impacted availability? • Are substitutes less available for teachers of specials? • Is comp time available? • Is pay rate competitive with other districts? 	<p>Referred to Joint Committee.</p>
Middle School / High School	
<p>Special Education mainstreaming:</p> <ul style="list-style-type: none"> • Which student certifications will be mainstreamed? • When can we expect process information? • How will PD be handled? • How do the changes conform to our legal obligations to these students? 	<p>Each special education student will still have a teacher-consultant and/or caseload specialist so that the specific needs of each mainstreamed student can be addressed on a case-by-case basis.</p> <p>Upcoming MYP training emphasizes, for instance, <i>acceptance</i> of diverse learning styles, etc. which is a critical concept for this transition. General education teachers should consider this acceptance/welcoming idea first in addressing these students new to their classrooms; teachers are not expected to see all of these students meet common assessment and GLCE/HSCE expectations. IEPs determine learning goals for these students.</p> <p>The structure of the change is still being drafted.</p> <p>BFCs should work with secondary administration to coordinate professional time between special education teachers and general education teachers. Elementary buildings have been working successfully with inclusion for years.</p> <p>Royal Oak will continue to meet the legal obligations of support for these students.</p>

<p>Personalized Curriculum – What is it and when can it be used?</p>	<p>Personalized Curriculum is part of the Michigan Merit Curriculum law which allows Districts, if they wish, to modify graduation requirements for students. It is used rarely, mostly in the cases of IEP recommendations.</p> <p>The District discourages any method of opting out of graduation requirements which represent well-rounded coursework.</p>
<p>Around the Table</p>	
<p>Comprehensive Exam Calendar for district– Can one be created?</p>	<p>New web software for our curriculum will include this in the fall.</p>