



**School District 622**  
NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

# SCHOOL BOARD MEETING

## Regular Meeting

**November 24, 2015  
6:00 PM**

**Board Members:**

Caleb Anderson, Director  
Theresa Augé, Chair  
Amy Coborn, Director  
Steve Hunt, Vice Chair  
Nancy Livingston, Clerk  
Becky Neve, Director  
Michelle Yener, Treasurer

**Superintendent:**

Christine Osorio

622 Education Center  
2520 East 12<sup>th</sup> Avenue  
North St. Paul, Minnesota 55109

***District Mission Statement:***

*A community collaborative dedicated to educating and empowering all learners to excel in our changing world.*

**SCHOOL BOARD  
INDEPENDENT SCHOOL DISTRICT 622  
North St. Paul-Maplewood-Oakdale**

**Regular Meeting  
November 24, 2015  
6:00 PM**

**District Education Center, 2520 East 12th Avenue, North St. Paul**

**A G E N D A**

- I. Call to Order and Pledge of Allegiance**
- II. Approval of the Agenda**
- III. Achievement - *Livingston*** 11
  - A. Grant Boulanger
  - B. Lee Larson
  - C. Chief Paul Schnell & Maplewood Police Department
- IV. Public Comment**  
*An opportunity for public to comment on items pertaining to the agenda. Speakers shall complete a registration card, state their name and address, and will have between two and four minutes, depending on the number of speakers, to speak on an agenda topic. The Public Comment section of the meeting shall last no longer than thirty minutes.*
- V. Consent Agenda** 13  
*The Consent Agenda consists of routine items that are acted on in a single, consolidated motion without Board discussion. Board members have the option of pulling items off the Consent Agenda if they wish to discuss them or consider them individually.*  
***\*I recommend that the consent agenda items, listed below, be approved as presented.***
  - A. Minutes of October 27, 2015 Business Meeting 14
  - B. Minutes of November 10, 2015 Special Meeting 19

C. Minutes of November 10, 2015 Work Study Session	21
D. Routine Personnel	22
E. Bid Calendar	24
F. Disbursements	25
<b>VI. Reports</b>	
A. Student School Board Representatives	
B. Superintendent	
<i>As part of a new reporting structure, I would like to highlight different district initiatives each month at our Board meetings. Tonight's presentation will include the first in this showcase series. Cory will talk about Career &amp; Tech Education; and Bob will discuss the BYOD program and introduce you to a unique tool we use called a Kajeet.</i>	
C. Student Services - McIntyre	
1. CTE	28
<i>Cory McIntyre will be presenting you with an overview of ISD 622's current Career and Technical Education (CTE) program, pathways, and service. He will report on how the district has increased the rigor of CTE; expanded course offerings for students at North High School, Tartan High School, and 916; increased revenue; and plans for future expansion of CTE programs.</i>	
2. Staffing	42
<i>As I shared with you in our last Work Study Session, we are working to monitor our Special Education case loads very carefully. This Fall we have seen an increase in students with IEP's in 622 and we are working to adjust staffing levels as needed. Earlier this fall we came to the board for an initial FTE allocation for Special Education and tonight we are back to request another adjustment due to our continued shifts in enrollment. Staffing adjustments are required to stay in compliance with state staffing guidelines for students with disabilities. Cory McIntyre will present the latest enrollment update</i>	

*for Special Education. Specifically, he will share enrollment changes in programs including but not limited to, Early Childhood Special Education (ECSE), Harmony K - 12 Programs, Next Step, and Elementary Resource. He will also discuss implications for staffing and outline plans to pay for staffing increases.*

#### D. Technology

##### 1. Kajeets & BYOD - *Biddick*

*Bob Biddick will take a few minutes to report on the Bring Your Own Technology Strategy (BYOD) and Student Equity. Each year brings a higher reliance on the need for technology and Internet access for basic instruction, achieving curriculum goals, student learning, project completion, lesson studies, and nightly homework. This technology access is critical before the school day, during the day, and after hours. Without funding to be able to provide all students with a device, we have moved to a "Bring Your Own Device" (BYOD) strategy which encourages all students to bring a device (tablet, laptop, smart phone, etc.) to school and to class. Students are offered the opportunity to connect to the district wireless network and gain access to the Internet.*

*As a district, we have moved most resources to the cloud so students can connect up for learning on their own or in class. This BYOD strategy has several advantages, but also comes with some shortcomings. One such shortcoming is student equity. Not all students can afford to own and bring a device to school. To reduce the impact of this inequity, the district has purchased devices that can be used by those students during the school day and to take home when needed. Another cool device that the district leases to help reduce this equity is called a Kajeet. The Kajeet is a wireless hotspot designed specifically for education. The Kajeet can be checked out by students that do not have Internet access at home to help them obtain the resources needed to complete homework, do projects, conduct research, etc. Kajeets have built-in content*

*filtering to help the district comply with the Federal CIPA law and several clever defined settings that help insure students have sufficient bandwidth on a daily basis to complete their educational objectives.*

E. School Board

1. District 916 - Auge

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*Theresa will has included District 916's 2014-2015 Annual Report for District 622.*

VII. Action Items

A. Teaching & Learning

1. New High School Course Proposals & Proposed Course Name Changes for 2016-2017 - Miller/Paulsen

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*The Teaching & Learning Department is proposing the addition of six new courses, and eleven course proposal name changes for the 2016-2017 school year. Troy Miller and Mark Paulsen will present these items and they have provided the following comments on the course proposal additions (annotation for the proposed course name changes is provided as an attachment):*

Course Proposals:

1)AP Physics I (Science Department-Physics at a college level)

Characteristics of the course:

- a. 3 trimester elective proposed for both high schools
- b. Prerequisite(s) - completed or enrolled in Pre-Calculus
- c. Estimated startup cost \$10,000 per high school (includes lab supplies & textbooks)

Course Rationale:

Currently there is not a college credit option for Physics, the terminal course in our science sequence. Students and parents have requested that we fill this gap. This course will provide a strong foundation for students considering attending college to

study STEM disciplines, many of which require students to complete an introductory, college-level Physics course.

## **2. Forensic Science II (Science Department - continuation of Forensic Science I)**

**Characteristics of the course:**

- a. 1 trimester elective recommended for both high schools, proposed offering at North only for 2016-2017 school year**
- b. Prerequisite(s) - Forensic Science I**
- c. Estimated cost \$0 - existing resources are sufficient**

**Course rationale:**

**This course is a continuation of Forensic Science I which is very popular among students and parents. Many requests have been placed to create a second trimester which would give students more experience applying concepts from all areas of science including Earth Science, Biology, Chemistry, and Physics to real world situations.**

## **3. AP Computer Science Principles (Mathematics Department - Computer Science at the college level)**

**Characteristics of this course:**

- a. 2 trimester elective recommended for both high schools, proposed offering at Tartan only for 2016-2017 school year**
- b. Prerequisite(s) - None**
- c. Cost \$0, curricular resources provided by Code.org as an Open Educational Resource (OER)**

**Course rationale:**

**AP Computer Science Principles is a new Computer Science course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. While students will still learn and do**

some programming, the focus of the class is on computers in society. It helps students think about the issues that will impact them as they use computers in their daily lives.

#### **4. American Sign Language III (World Language Department - Continuation ASL I & ASL II)**

**Characteristics of this course:**

- a. 3 trimester elective recommended for both high schools
- b. Prerequisite(s) - ASL I & ASL II
- c. Cost \$0

**Course rationale:**

ASL III provides students the opportunity to develop greater fluency and receptive capacity of American Sign Language including clarity of sign production, flow and cadence between signs. Students will also expand their understanding of ASL grammar, including all linguistic elements such as sentence types, question types, depiction verbs (e.g. classifiers) and grammatical categories. Students taking ASL III will be better prepared to continue their learning at the collegiate level.

#### **5. Information Technology Exploration (Business Department - Introduction to IT career opportunities)**

**Characteristics of the course:**

- a. 1 trimester elective recommended for both high schools
- b. Prerequisite(s) - None
- c. Cost \$0, existing resources and free OERs are sufficient

**Course rationale:**

STEM classes have been identified by Governor Dayton as important for all students to have exposure to by the time they graduate high school. At this time, there are no classes related to hardware and software in our high schools. There are many career

options in this area (hardware engineer, software engineer, analytics, security, etc.) and this class would allow students to gain exposure to different areas of the IT field.

## 6. Electronics II (Industrial Technology - Continuation of Electronics I)

Characteristics of the course:

- a. 1 trimester elective recommended for both high schools, proposed offering at North High School only for 2016-2017
- b. Prerequisite(s) - Electronics I
- c. Cost \$2,000

Course rationale:

This course is a continuation of Electronics I and Digital Fabrication series of courses. Students will learn about and understand the power of microcontrollers via Arduino open source circuit boards. Students will learn how to control and set up a microcontroller with basic electrical components from Electronics I while introducing programming language as well.

## B. Business Office

- 1. Acknowledgment of Contributions - *Anderson* 139  
*\*I recommend that the list of contributions, with a year to date total of \$147,218.38 be accepted with appreciation.*

## C. Student Services

- 1. Student Services FTE - *McIntyre* 140  
*\*I recommend that the Student Services FTE increase be approved.*

## D. School Board

- 1. Set Agenda for December 15, 2015 Reflection Study Session  
*Our December 15 reflection study session date and time have been set, but we need to take action on the location and agenda.*

*We will start our meeting with our usual check-in; and continue discussion on two topics from the November 10 work study session: Board Officers; and Board Liaisons/Committees.*

*\*I recommend that the December 15, 2015 reflection study session take place in Room 202 of the District Education Center and include the following agenda items: 1)Check In - Board & Superintendent; 2)Board Officers; and 3)Board Liaisons/Committees.*

2. Set Work Study Session

*At our November 10 work study session, we discussed the possibility of adding a work study session in December to talk about enrollment projections, budget assumptions, and levy next steps. Troy has a quick ACT update that he would like to share with you as well. After calendars were checked, December 8 emerged as the best day to have this discussion.*

*\*I recommend that a work study session be held in Room 202 of the District 622 Education Center on December 8, 2015 at 4:30 p.m. and include the following agenda items:*

*1)Enrollment Projections*

*2)Budget Assumptions*

*3)Levy Next Steps*

*4)ACT Update*

3. NSBA Conference

*School Board members are encouraged to participate in professional development activities. Policy GM-023 (Out-of-State Travel by Board Members) requires School Board pre-approval for travel to out-of-state training/meetings for which board members intend to seek reimbursement. Board members must track expenses per the district's travel procedures and turn in a*

*reimbursement form. In addition, upon returning from the conference, attendees are asked to share a report at a future board meeting. Two board members, Nancy and Caleb, indicated an interest in attending the NSBA Conference in Boston in April of 2016.*

*\*I recommend that the resolution seeking approval for Nancy and Caleb to attend the NSBA conference in April, 2016 be adopted.*

**VIII. Board Communications**

**IX. Future Board Meeting Dates**

A. December 15, 2015 Reflection Study Session 5:00 p.m.

B. December 15, 2015 Business Meeting 6:00 p.m. (Board Room)

III. A. ACHIEVEMENT AWARDS, *presented by: Livingston*

The School Board of the North St. Paul-Maplewood-Oakdale School District is proud of its students, citizens, and staff who demonstrate service “above and beyond” the call of duty. We are proud to recognize the following individual(s):

A. **Grant Boulanger**, Spanish teacher at Skyview Middle School, was recently selected as the recipient of the Minnesota World Language Teacher of the Year Award for 2015 from the Minnesota Council on the Teaching of Languages and Cultures (MCTLC).

This is one of the organization’s highest awards and recognizes outstanding all-around work in the field of world languages and cultures education. Grant was recognized at the MCTLC’s annual conference in October. The award represents the first step toward the National Teacher of the Year Award, sponsored by the American Council on the Teaching of Foreign Languages. Kay Edberg, MCTLC’s President, had this to say about Boulanger, “Grant embodies best practices in world language teaching; he believes all students can be successful language learner, he engages his students and pushes them to be the best they can be in the classroom. He is a truly deserving recipient of this award.”

Grant is nominated by Skyview Middle School Principal Joe Slavin.

B. The 622 Transportation Department is extremely proud to nominate **Lee Larson** with an Achievement Award for his lifetime commitment to District 622. Lee started his working life at the age of 14, assisting his father in the fields at the Ramsey County Poor Farm. He also worked as an orderly at the Poor Farm until duty called to serve his country. Lee is a Korean War Vet, and served in an Anti-Air Craft Battalion from 1952 - 1954. After the war, Lee began his career driving school bus for Gladstone Motors where he drove routes into Gladstone and Hazelwood schools. He was approached in August of 1959 to work for District 622, and his 56 year career for the District began.

He drove school bus for 27 years, working in the warehouse and grounds during mid-days and summers. In January of 1986, Lee retired from full time employment, but returned after one month to a part time bus driver position. He worked a mere 29 years as a part-timer before his career as a bus driver ended. But Lee wasn’t quite ready to join his peers in retirement! Once again he came back to the Transportation Department and worked as a bus monitor for two more years. It was just this fall that Lee finally succumbed to full time retirement.

Fifty-six years of exceptional service, dedication, and commitment to the students, staff and community of School District 622. We thank you, Lee Larson.

C. **Chief Paul Schnell & the Maplewood Police Department** are nominated for an Achievement Award for providing meritorious service to School District 622. Chief Schnell and the Maplewood Police Department have provided outstanding support with crisis response, school safety, preventative support, and strong School Resource Officer response. They have built collaborative relationships with students, parents and staff and are greatly valued and appreciated.

Chief Schnell and the Maplewood Police Department are nominated by Student Services Director Cory McIntyre.

V. CONSENT AGENDA

The Consent Agenda is designed to expedite the handling of routine and miscellaneous official business of the School Board. The entire agenda may be adopted by the Board in one motion. The motion for adoption is not debatable and must receive unanimous approval. By request of an individual Board member, an item can be removed from the Consent Agenda and placed upon the regular agenda for consideration and action.

Therefore, the following resolution is recommended:

BE IT RESOLVED by the School Board of Independent School District No. 622 that Consent Agenda Items, V.A. through V.F., be approved as written, and a copy of the agenda items is attached to the minutes.

MOTION:

SECOND:

**INDEPENDENT SCHOOL DISTRICT 622  
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**REGULAR MEETING  
SCHOOL BOARD  
October 27, 2015**

Chair Augé called the meeting to order at 6:01 p.m. with the following present: Chair Augé, Vice Chair Hunt, Clerk Livingston, Treasurer Yener, Directors Anderson, Coborn, Neve, Superintendent Osorio, Student Representatives Phoebe Ato and Charlotte Zangs.

Others present were: Keith Gray, Director of Human Resources; Troy Miller, Assistant Superintendent; Randy Anderson, Director of Business Services; Cory McIntyre, Director of Student Services; and Kim Cavallaro, Administrative Assistant.

The meeting opened with the Pledge of Allegiance led by Cowern fifth grade students Willy Coborn and Logan Woods.

Livingston moved and Neve seconded the following motion, which carried:

THAT the agenda be approved as presented.

Yener presented Achievement Awards to Carver Elementary for being recognized by the Minnesota Department of Education as a Reward school and achieving academic success with all students for the fourth time; and Cowern Elementary for being recognized by PeaceMaker Minnesota for a Commitment to Excellence Award which honors schools that have shown significant improvement in anti-bullying survey results.

During the Public Comment portion of the meeting, Sonya Czerepak, Delene Thomas Sanders, Dennis Fendt, and Ben Jarman addressed the Board regarding the levy.

The Consent Agenda was considered. Augé and Hunt asked that Item V. E., MSHSL Grant, be removed for conversation.

Livingston moved and Yener seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following Consent Agenda Items, V.A. through V.D. and Item V.F., be approved as written, and a copy of the agenda items is attached to the minutes.

Miller discussed Consent Agenda Item V.E., MSHSL Grant and explained that the purpose of the resolution was for District 622 to apply for a grant from the Minnesota State High School League Foundation to offset student activity fees. Hunt moved and Livingston seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following Consent Agenda Item. V.E., be approved as written, and a copy of the agenda item is attached to the minutes.

North High Student Board Representative Charlotte Zangs reported on the following items: North is already two months into the school year and things are going smoothly; mid-term exams are taking place; a Respect Retreat was held today for freshmen; North Football won the Section game against Mahtomedi on Saturday and achieved the title of Section Champs, and a pep rally will be held on Friday to celebrate their success before they go to State and play against St. Thomas.

Tartan Student Board Representative Phoebe Ato reported on the following items: Student Council is having their annual Holiday Helping Hands which is a program to buy holiday gifts for families in need; Girls Hockey started their first combined game with North High; Twitter is starting at Tartan with announcements; Relay for Life has a kickoff week with spirit events planned for each day of the week and has raised over \$3,000; Tartan students will be attending the We Day Celebration at the Xcel Energy Center, an event which celebrates volunteerism; and two Tartan students were elected as BPA regional officers.

Osorio gave a levy referendum presentation with key talking points and discussed frequently asked questions on fiscal responsibility, allocation of funds, class sizes, cost to homeowners, and what will happen if the levy does not pass.

Osorio reviewed her goals for 2015-2016 including three goals that focus on superintendent school district goals, and one goal which focuses on superintendent professional development: 1) Establish Diverse Positive Relationships with Internal and External Stakeholders; 2) Initiate Strategic Planning for ISD 622 for Raising Student Achievement and Strengthening College and Career Readiness; 3) Strengthen Financial Stability Through Organizational Management; and 4) Develop a Superintendent Support Network.

Osorio introduced Data, Literacy & Program Evaluation Coordinator Khriisslyn Goodman. Osorio noted that Goodman had shared an in-depth presentation on the topic of Achievement at the October 13, 2015 work study session, and that her presentation at the business meeting would be comprised of an achievement summary. Goodman presented an achievement recap for the 2014-2015 school year.

Augé reported on District 622's student enrollment in District 916's Career & Technical Programs.

Yener moved and Coborn seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
State Farm Insurance	Office chairs	Skyview Middle School
Alan and Marie Keenan Winn	\$25.00	In memory of Lorraine Schofield for ESL adults at Harmony
Sue Jenson	Ficus Tree	ISD 622 Education Center
Angeline and Roseann Cronk	\$25.00	In memory of John Boland for Carver Elementary School
M.M. Ellingwood	\$50.00	In memory of Jane Johnson for Meals on Wheels
Cynthia Paslawski	\$20.00	Community Bridge
Gopher Electronics	\$500.00	North High - Robotics Club
Kopp Family Foundation	\$500.00	North High Random Acts of Kindness for students in need
Linda Kallevang	Vito tenor saxophone (valued at \$500); Yamaha alto saxophone (valued at \$400); Yamaha trumpet (valued at \$200)	Skyview Middle School Band Program
Christa Waymire	\$50.00	Harmony Learning Center Pilot Program
Taco John's	100 free taco coupons and 100 free dessert coupons (valued at \$200.00)	Skyview Middle School student recognition programs / PBIS
Sun Ray Lanes	150 free bowling game coupons (valued at \$600.00)	Skyview Middle School student recognition programs / PBIS
Wendy's	50 free small frosty coupons (valued at \$50.00)	Skyview Middle School student recognition programs / PBIS
The Neve Family	Mulch, plants and flowers (valued at \$200.00)	John Glenn Gardens
Truist	\$42.32	Maplewood Meals on Wheels
North High Volleyball Booster Club	\$4,813.53	North High Assistant Volleyball Coach
Joanne Romain	Drum Kit (valued at \$75.00)	John Glenn Band
Bonnie Peters	78 Stampin Up Sets (valued at \$1,404.00)	Cowern Elementary
White House Custom Color	5 boxes of rolled canvas and 6 boxes of matte	Tartan High art program

board

Hudson Baking Company	700 individually wrapped bars	ISD 622 Welcome Back BBQ
Shirley Strum	\$15.00	Gladstone Meals on Wheels
Caribou Coffee	2.5 gallons of coffee (valued at \$44.00)	Oakdale teacher luncheon for conferences
Sgt. Peppers	Waffle fries and dip (valued at \$50.00)	Oakdale teacher luncheon for conferences
Carbone's Pizzeria	5 large pizzas (valued at \$78.19)	Oakdale teacher luncheon for conferences
SuperAmerica	6 2-liters of soda (valued at \$10.71)	Oakdale teacher luncheon for conferences
Marc Cove/Platinum Bank	Sam's Club-Food & Supplies/Oakdale Rental Grill & Tables (Valued at \$712.13)	ISD 622 Welcome Back BBQ
Peacemaker Foundation	\$3,630.00	Cowern Elementary - supporting efforts to stop bullying and teach positive relational skills.

Augé asked Board Members to set a School Board Retreat. Anderson moved and Neve seconded the following motion, which carried:

THAT the Board will have a School Board Retreat on Friday, January 22, 2016, from 4:00 - 9:00 p.m. and Saturday, January 23, 2016, from 8:00 a.m. - 12:00 noon at the Hilton Garden Inn in Oakdale.

During Board Communications, the following items were shared:

- ✓ Livingston congratulated the Polar Football Team and wished them the best of luck at State. She mentioned that she had toured the District 916 programs at Capitol View, including the ALC, and said that she was impressed by all of them.
- ✓ Yener reminded everyone to get out and vote on November 3<sup>rd</sup>.
- ✓ Neve reported that she had an opportunity to attend the Maplewood Community Breakfast along with Livingston. She said that it was a great venue for community members and schools to get together and wonderful information was shared.
- ✓ Coborn congratulated the Polars, and also wished them luck on Friday. She reminded everyone about the upcoming Taste of 622; an event sponsored by the 622 Education Foundation and North & Tartan's National Honor Societies that will be held at 2:00 p.m. on November 7. Coborn added that a vendor fair

will take place at the same time that will help fund the senior class party. Coborn ended her report by reminding everyone to get to the polls on November 3<sup>rd</sup>.

- ✓ Augé said that she had a chance to lecture in Forensic Science at North High and how much she enjoys having this engaging opportunity each year. She also thanked R. Anderson and Osorio for all of their work with the levy.

Livingston moved and Neve seconded the following motion, which carried:

THAT the meeting be adjourned.

The meeting adjourned at 7:41 p.m.

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Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, [www.isd622.org](http://www.isd622.org).

**INDEPENDENT SCHOOL DISTRICT 622  
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**SPECIAL MEETING SESSION  
SCHOOL BOARD  
November 10, 2015**

Chair Augé called the meeting to order at 4:30 PM with the following present: Chair Augé, Vice Chair Hunt, Treasurer Yener, Directors Coborn, Neve, and Superintendent Osorio. Absent: Clerk Livingston, Director Anderson. Arriving at 4:32 PM: Director Anderson.

Others present were: Randy Anderson, Kim Cavallaro, Cory McIntyre, and Troy Miller.

Due to Livingston's absence, Augé appointed Coborn as Clerk pro tem.

Yener moved and Neve seconded the following resolution, which carried:

BE IT RESOLVED by the School Board of Independent School District No. 622, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the special election of the voters of this school district held on November 3, 2015, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 10,966 voters of the school district voted on the question of revoking the existing referendum revenue authorization of the school district and approving a new authorization for taxes payable in 2016 and thereafter (SCHOOL DISTRICT QUESTION 1), of which 4,415 voted in favor, 6,421 voted against the same, and there were 50 completely blank or defective ballots. Said proposition, having not received the approval of at least a majority of such votes, is hereby declared to have failed.

3. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 10,996 voters of the school district voted on the question of approving a capital project levy authorization for taxes payable in 2016 and thereafter (SCHOOL DISTRICT QUESTION 2), of which 4,397 voted in favor, 6,314 voted against the same, and there were 50 completely blank or defective ballots. The passage of School District Question 2 is contingent on the passage of School District Question 1. School District Question 1 having failed and School District Question 2 having not received the approval of at least a majority of such votes, School District Question 2 is hereby declared to have failed.

4. The clerk is hereby directed to certify the results of the election to the county auditors of each county in which the school district is located in whole or in part. The clerk is also directed to report the results of the referendum revenue authorization election to the Commissioner of Education within fifteen (15) days of the date hereof.

Coborn moved and Anderson seconded the following motion:

**THAT** the meeting be adjourned.

The meeting adjourned at 4:35 p.m.

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Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, [www.isd622.org](http://www.isd622.org).

**INDEPENDENT SCHOOL DISTRICT 622  
NORTH ST. PAUL-MAPLEWOOD-OAKDALE SCHOOLS**

**WORK STUDY SESSION  
SCHOOL BOARD  
November 10, 2015**

Chair Augé called the meeting to order at 4:39 PM with the following present: Chair Augé, Vice Chair Hunt, Treasurer Yener, Directors Anderson, Coborn, Neve, and Superintendent Osorio. Absent: Clerk Livingston.

Others present were: Randy Anderson, Bob Biddick, Mike Boland, Kim Cavallaro, Keith Gray, Jo McCabe, Cory McIntyre, and Troy Miller.

In the audience: Rich Bennett, Kevin Berglund, and Rory Sanders.

Osorio discussed post levy communications and proposed agenda items for the November 24, 2015 board business meeting.

Board members shared their thoughts on the outcome of the November 3 special election. R.Anderson and Boland reviewed the long term facilities maintenance projects that are taking place in the current year and a preliminary look at the next fiscal year's projects.

R. Anderson reviewed specific groups of enrollment and enrollment trends. He indicated that this is a start in the enrollment projection process for 2016-2017 which the District uses for three year financial projections and building the 2016-2017 budgets.

R. Anderson commented on the 2014-2015 audited general fund balance and showed the results as compared to the February 2015 revised budget numbers.

Board Members discussed the board officer succession plan, and shared their interest in officer positions. Continued discussion will take place at the December 15, 2015 reflection study session.

Board Liaison & Committee Assignments for 2016 were reviewed and this will be an agenda item at the December 15, 2015 reflection study session. Board Liaison & Committee Assignments will be an Action Item as part of the organizational resolution at the January 2016 special meeting.

The meeting adjourned at 6:50 PM.

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Clerk

Public notice for solicitation of bids, requests for quotes and requests for proposals are located on the ISD 622 website, [www.isd622.org](http://www.isd622.org).

# Employment

First Name	Last Name	Employed as	Building	Effective	Pay Rate	Per
Hindi	Abdi	Girls Soccer - Assistant Coach	Skyview Middle School	42255	533.54	assignment
Charles	Adebajo	CREED Para	Tartan	10/29/2015	\$14.85	hour
Kristen	Bark	Theater Choreographer	Tartan	9/8/2015	\$1,278.00	assignment
Benjamin	Belin	Water Safety Aid	District-Wide	10/24/15	\$9.00	hour
Sheri	Blesener	ECSE Para	Beaver Lake/Gladstone	11/2/2015	\$14.85	hour
Thomas	Cummings	Boys Wrestling - Assistant Coach	John Glenn Middle School	42304	1818.75	assignment
Tamera	Ekstrand	Middle School Lifeguard	John Glenn	1/8/16	\$15.85	hour
Erik	Erlandson	EBD Para	Harmony	11/3/2015	\$14.18	hour
Warren	Falls	Misc Activities	North High	9/14/15	\$17.25	hour
Kelsey	Field	Dance Line	Tartan	9/8/15	\$3,270.00	assignment
Cynthia	Fournelle	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Sara	Gruber	Chaperone	Skyview Middle	10/29/15	\$16.65	hour
Renee	Guittar	Choreographer	North	10/29/2015	\$1,639.00	assignment
Barbara	Hall	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Margaret	Halsten	Band Director	Skyview Middle	12/7/2015	\$30,632.94	year
Kionna	Hampton	CID Para	Tartan	10/21/2015	\$15.55	hour
Patricia	Harper	ECSE Para	Beaver Lake/Gladstone	11/16/2015	\$14.18	hour
David	Heintz	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Amy	Hering	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Casey	Holm	Enrichment Instructor	District-Wide	6/15/15	\$25.00	hour
Alonso	Jaque-Pino	Interpreter	Carver	10/16/15	\$36.25	hour
Kayla	Johnson	CREED Para	Skyview Elementary	11/11/2015	\$14.51	hour
Kyle	Johnson	Transportation Supervisor	Bus Garage	12/7/15	\$90,000.00	Year
Brian	Kelly	Lunch/Playground Monitor	Castle	10/22/2015	\$13.35	hour
Rickell	Kimble	Bus Monitor	Bus Garage	11/9/15	\$16.58	hour
Scott	Kispert	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Kathleen	Koehn	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Nicole	Krinke	FAN Para	Cowern	11/2/2015	\$14.51	hour
Jacqueline	Krogh	Non-Public Title I Teacher	Districtwide	11/1/2015	\$28.00	hour
Jacob	Law	English Language Intake Test Proctor	District-Wide	10/21/15	\$21.75	hour
Jacob	Law	Interpreter	District-Wide	10/23/15	\$36.25	hour
Cole	Leitch	Boys Hockey - Assistant Coach	Tartan	42317	3992.49	assignment
Evan	Leung	Youth Enrichment Instructor	District-Wide	7/1/15	\$16.00	hour
Kim	Loos	Care & Treatment Teacher	Harmony	10/26/2015	\$29,723.09	year
Tammy	Molohon	Copy Room EA	North	11/4/2015	\$13.82	hour
Jacqueline	Morris	ECSE Para	Beaver Lake/Gladstone	11/9/2015	\$14.18	hour
Alexyis	Nelson	Adv. Conn. CC Para	Carver	10/26/2015	\$11.65	hour
Abel	Nyakondo	SPED Building Para	Next Step	11/2/2015	\$15.55	hour
Cathleen	O'Donnell	SPED Resource Teacher	Skyview Middle	11/23/2015	\$45,094.18	year
Nadia	Phipps	CREED Para	Maplewood	11/11/2015	\$15.19	hour
Lacey	Puente	FSIII - Cafeteria Assistant (Short Hour)	Maplewood Middle	11/2/15	\$13.11	hour
Jody	Rademaker	Math Intervention EA	Carver	11/12/2015	\$13.33	hour
Amanda	Richie	Dance Team - Assistant Coach	Tartan	42296	2962.17	assignment
Paul	Roberts	CID Para	Skyview Middle	11/2/2015	\$14.18	hour
Mitch	Rowe	Coach	Tartan	42317	901.53	assignment
Amanda	Scherling	Language Arts Teacher	Skyview Middle	12/7/2015	\$23,710.05	year
Jaclyn	Schwartz	Pianist	North	10/29/2015	\$1,170.00	assignment
Ray	Sierakowski	Boys Hockey - Assistant Coach	Tartan	42317	5280.39	assignment

Robert	Tallarico	Boys Hockey - Assistant Coach	Tartan	42317	2318.22	assignment
Danielle	Timmerman	Chaperone	Skyview Middle	10/29/15	\$16.65	hour
Diane	Wales	Intervention EA	Webster	10/20/2015	\$14.72	hour
Victoria	Wendt	Adv. Conn. SN CC Para	Carver	11/16/2015	\$15.55	hour
Kathleen	Wilson	FSIII - Cafeteria Assistant (Short Hour)	North High	11/2/15	\$13.11	hour
Joshua	Young	CREED Para	Richardson	10/26/2015	\$14.85	hour

## Status Change

First Name	Last Name	From	To	Effective	Pay Rate	Per
Kumari	Arimilli	ECFE CC Para .15	ECFE CC Para .18	11/10/15	\$13.99	hour
Mary	Fowler	Licensed Health Asst. .16	Licensed Health Asst. .15	11/2/15	\$21.25	hour
Marie	Frank	.75 Occupational Therapist	.95 Occupational Therapist	11/10/15	\$40,208.25	year
Michael	Gagliardi	Night Lead Custodian	Elementary Engineer	11/2/2015	\$23.21	hour
Derek	Huseby	Night Custodian	Night Lead Custodian	11/11/2015	\$23.06	hour
Mary Jo	Huseby	FSIII - Cafeteria Assistant (Short Hour)	FSIII - Cafeteria Assistant (Long Hour)	11/2/2015	\$14.83	hour
Julianne	Koster	Licensed Health Asst. .16	Licensed Health Asst. .15	11/2/15	\$18.00	hour
Judith	Markoe	Licensed Health Asst. .24	Licensed Health Asst. .25	11/2/15	\$21.00	hour
Robert	Schahn	.80 Art Teacher	.80 Art Teacher/.20 Reading Support	11/2/15	\$61,929.33	year
Viviane	Vaaj	Licensed Health Asst. .11	Licensed Health Asst. .12	11/2/15	\$20.25	hour

## Leave of Absence

First Name	Last Name	Assignment	Building	Leave Type	Dates
Jenelle	Den Herder	Kindergarten Teacher	Castle	Child Care	12/28/2015-1/29/2016
Errin	Destics	Language Arts Teacher	North	Child Care	12/22/2015-6/10/2016
Latoya	Garrahan	Social Worker	Next Step	Child Care	12/7/2015 - 1/1/2016
Rachel	Schumann	Adv. Conn. SN CC Para & ECSE Para	Eagle Point & Beaver Lake/Gladstone	Child Care	9/21/15 - 6/9/16

## Resignation

First Name	Last Name	Assignment	Building	Effective
Mary	Barber	Speech Language Pathologist	Beaver Lake/Gladstone	2/12/16
Patrick	Dunbar	PT Bus Driver	Bus Garage	10/27/2015
Clarissa	Herrera	Before School Monitor	Oakdale	11/25/15
Clarissa	Herrera	Intervention EA	Oakdale	11/25/15
Nicole	Krinke	FAN Para	Cowern	11/5/15
Stephanie	Krinke	Lunch/Playground Monitor	Oakdale	10/29/15
Rebecca	Lewis	CID Teacher	Skyview Middle	11/25/15
Karina	Samy	Band Teacher	Districtwide	11/9/15
Victoria	Stensland	ECSE Para	Beaver Lake/Gladstone	10/14/15
Barbara	Stransky	FAN Teacher	Tartan	1/15/16

## Termination

First Name	Last Name	Assignment	Building	Effective
Leon	Lang	PT Bus Driver	Bus Garage	6/4/2015
John	Verhulst	Elementary Engineer	Webster	10/20/2015

## BID/RFP CALENDARS

<u>NAME OF BID</u>	<u>BID OPENING</u>	<u>BOARD MEETING</u>
PAGING & CLOCK SYSTEM REPLACEMENTS – DISTRICT WIDE	12/2/2015 10:00 A.M. Room 101 Board Room East	12/15/2015

<u>NAME OF RFP</u>	<u>RFP DUE DATE/TIME</u>	<u>BOARD MEETING</u> (if applicable)

*“Notice to Bidders” can be found on ISD 622 website at [www.isd622.org](http://www.isd622.org). Click on “New Bid/RFP Posted” Quick Link to see a complete listing of Bids and RFPs.*

*Note: RFP’S have a due date/time only. There is not a formal opening or reading of the proposals unless noted. Bids have a due date/time and room location for the formal opening and reading of the bids.*

V. F. DISBURSEMENTS

State statutes require school boards to provide for payment of just claims and also require that a list of electronic fund transfers be submitted to the school board at its next regular meeting. This action will authorize payment of audited and allowable claims, purchase of investments, transfers to the payroll account, and transactions by electronic fund (wire) transfers.

Therefore, the Director of Business Services recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the following disbursements and transfers be approved:

General Fund	\$	2,637,467.00
Food Service		415,001.00
Community Service		39,154.00
Building		223,824.00
Debt Redemption		1,650.00
Trust		80,588.00
Internal Health Insurance		24,775.00
OPEB Benefits Trust		5,032.00
		<hr/>
A/P Checks Disbursed (10-01-15 thru 10-31-15)	\$	3,427,491.00
Payroll Disbursed - Net (10-01-15 thru 10-31-15)	\$	4,183,041.00
Wire Transfers (10-01-15 thru 10-31-15)	\$	16,688,826.00
Investments on 11-17-15	\$	40,940,564.00

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

INVESTMENTS

DEPOSITORY	TYPE	RATE	PURCHASED	MATURES	AMOUNT
MSDLAF OTHER FUNDS	MM	0.02%	(BALANCE AT 11-17-15)		\$162,002.00
P M A SECURITIES OPERATING FUNDS	VARIOUS	0.04%	(BALANCE AT 11-17-15)		\$26,037,783.00
P M A SECURITIES OPEB BONDS	VARIOUS	0.04%	(BALANCE AT 11-17-15)		\$13,097,889.00
ASSOCIATED BANK EQUITY INVESTMENTS	EQUITY	1.30%	(BALANCE AT 11-17-15)		\$1,642,890.00
					<u>\$40,940,564.00</u>

NORTH ST PAUL - MAPLEWOOD - OAKDALE SCHOOLS

WIRE TRANSFERS

10-01-15 thru 10-31-15

DATE	FROM	TO		REASON
10/01/15	P M A	HEALTH PARTNERS	\$224,516.00	MEDICAL CLAIM FEES
10/01/15	PREMIER BANK	DELTA DENTAL	\$120,390.00	MONTHLY PAYMENT
10/01/15	PREMIER BANK	STATE OF MINN.	\$151,155.00	PAYROLL TAX
10/02/15	P M A	PREMIER BANK	\$500,000.00	A/P - P/R*
10/02/15	PREMIER BANK	ANNUITY COMPANIES	\$214,337.00	PAYROLL PAYABLES
10/05/15	PREMIER BANK	HEALTH PARTNERS	\$263,663.00	HEALTH CLAIMS
10/07/15	PREMIER BANK	CORPORATE HEALTH	\$5,839.00	FLEX PROCESSING
10/08/15	PREMIER BANK	ANNUITY COMPANIES	\$524,625.00	PAYROLL PAYABLES
10/08/15	PREMIER BANK	BANKCARD	\$7,010.00	CREDIT CARD FEES
10/09/15	P M A	PREMIER BANK	\$750,000.00	A/P - P/R*
10/13/15	P M A	PREMIER BANK	\$3,100,000.00	A/P - P/R*
10/13/15	PREMIER BANK	HEALTH PARTNERS	\$231,934.00	HEALTH CLAIMS
10/13/15	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
10/15/15	P M A	PREMIER BANK	\$1,000,000.00	A/P - P/R*
10/15/15	PREMIER BANK	CORPORATE HEALTH	\$14,118.00	FLEX PROCESSING
10/15/15	PREMIER BANK	I R S	\$819,018.00	PAYROLL TAX
10/15/15	PREMIER BANK	NSPMOEA	\$33,868.00	UNION DUES
10/16/15	PREMIER BANK	ANNUITY COMPANIES	\$1,166.00	PAYROLL PAYABLES
10/16/15	PREMIER BANK	STATE OF MINN.	\$129,271.00	PAYROLL TAX
10/19/15	PREMIER BANK	HEALTH PARTNERS	\$208,562.00	HEALTH CLAIMS
10/23/15	P M A	PREMIER BANK	\$1,700,000.00	A/P - P/R*
10/26/15	PREMIER BANK	CORPORATE HEALTH	\$53,743.00	FLEX PROCESSING
10/26/15	PREMIER BANK	HEALTH PARTNERS	\$129,674.00	HEALTH CLAIMS
10/28/15	PREMIER BANK	PITNEY BOWES	\$3,000.00	POSTAGE
10/30/15	P M A	PREMIER BANK	\$4,965,000.00	A/P - P/R*
10/30/15	PREMIER BANK	ANNUITY COMPANIES	\$708,473.00	PAYROLL PAYABLES
10/30/15	PREMIER BANK	CORPORATE HEALTH	\$10,533.00	FLEX PROCESSING
10/30/15	PREMIER BANK	I R S	\$781,415.00	PAYROLL TAX
10/30/15	PREMIER BANK	MISCELLANEOUS	\$427.00	MISCELLANEOUS
10/30/15	PREMIER BANK	NSPMOEA	\$34,089.00	UNION DUES
		TOTAL	\$16,688,826.00	

\* TO COVER ACCOUNTS PAYABLE OR PAYROLL CHECKS



# Career and Technical Education

Preparing ISD 622 Students to be  
College & Career Ready



**School District 622**

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

1. High Demand, Skills, Wages
2. More options, more students
3. Financial Overview
4. Continuous Improvement

## Four Key Topics



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

- Past--Vocational Education (preparation for a trade)
- Future--Career & Technical Education
- Preparation for Students for Careers that are in High Demand, Require High Skills and pay High-Wages
- Post Secondary Credential For All--certificate, certification, degree, license
- Career Wheel--6 broad career fields, 16 career clusters, 79 pathways

30

# High Demand, Skills, Wages



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

## Continuum of Programming

2012-13	61 Course Offerings
2013-14	72 Course Offerings
2014-15	74 Course Offerings
2015-16	77 Course Offerings

## Student CTE Course Participation (ISD 622 & 916 CTE)

	2012-13	2013-14
31	1,043 students	1,361 students

ISD 622 CTE Credits Earned	2012-13	2013-14	2014-15
North	2772	2453	2706
Tartan	2153	2200	1995

# More Options, More Students



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

1. **State CTE Levy--General Fund**      \$80 x ADM (10th-12th grade students enrolled in 622)

2015-16                      \$260,020.00

2. **State CTE Revenue----Expenditures Eligible for Reimbursement**

CTE licensed Teachers/CTE Program Approved Courses

Reimburse 35% of Program Expenses (salary, instructional supplies, professional development, equipment)

**CTE Reimbursement**

2012-13	\$143,111.35 reimb				
2013-14	\$304,476.58 reimb				
2014-15	\$357,565.56 reimb				
2015-16	\$421,016.70 anticipated reimb				

# Financial Overview



**School District 622**

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

- Defined pathways for students specific to career interest and post secondary path
- Provide CTE course options in all career clusters offered by ISD 622 & 916 CTE
- Education of careers in every general education class (i.e. Math class--careers that require strong math skills)
- Increase the number of teachers licensed in CTE, shift many existing courses to be CTE program approved

# Continuous Improvement



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

# Stories From the Field

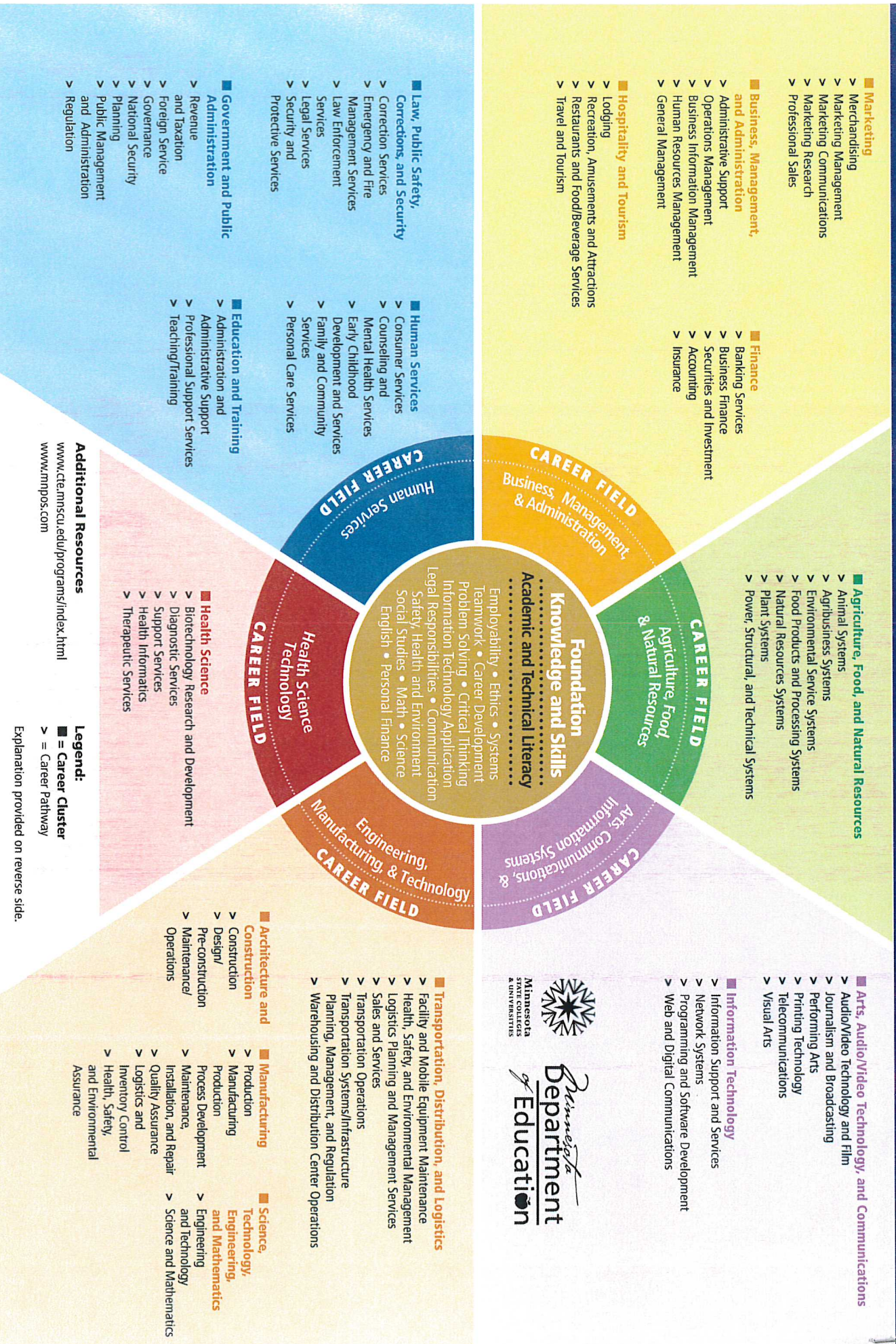


School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

*Ready for tomorrow*

# Minnesota Career Fields, Clusters & Pathways



# Minnesota Career Fields, Clusters & Pathways Chart Explanation

## FOUNDATION KNOWLEDGE AND SKILLS

Foundation Knowledge and Skills, located in the centermost circle of the Minnesota Career Fields, Clusters & Pathways chart, represent the base from which to build work and college readiness.

## CAREER FIELDS

Career Fields, which are identified in the segmented ring around Foundation Knowledge and Skills, are the organizing structure for the 16 career clusters and 81 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. Career fields have been identified as:

- ~ Agriculture, Food, & Natural Resources
- ~ Arts, Communications, & Information Systems
- ~ Engineering, Manufacturing, & Technology
- ~ Health Science Technology
- ~ Human Services
- ~ Business, Management, & Administration

## CAREER CLUSTERS

Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

- ~ Agriculture, Food, and Natural Resources
- ~ Hospitality and Tourism
- ~ Architecture and Construction
- ~ Human Services
- ~ Arts, Audio/Video Technology and Communications
- ~ Information Technology
- ~ Business, Management, and Administration
- ~ Law, Public Safety, Corrections, and Security
- ~ Education and Training
- ~ Manufacturing
- ~ Finance
- ~ Marketing
- ~ Government and Public Administration
- ~ Science, Technology, Engineering, and Mathematics
- ~ Health Science
- ~ Transportation, Distribution, Logistics

## CAREER PATHWAYS

Career Pathways, which are identified by the symbol (>) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.

### See Reverse Side



Minnesota  
STATE COLLEGES  
& UNIVERSITIES  
*Minnesota*  
Department  
of Education

The Minnesota State Colleges and Universities system and the Minnesota Department of Education are Equal Opportunity employers and educators.

## Minnesota Programs of Study

The Minnesota Career Fields, Clusters & Pathways chart, on the reverse side, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

**Programs of study** are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:

- ~ Competency based curricula tied to industry expectations and skill standards;
- ~ Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable "stepping stones" of skill building, high school graduation and postsecondary education completion;
- ~ Flexible course and program formats convenient for learner segments;
- ~ Course portability for seamless progression;
- ~ Multiple entry and exit points to support continuing education, returning adults, and dislocated workers;
- ~ Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations.

## ISD 622 Career & Technical Education Approved Courses

\*X-Offered for 2015-16

Course	Tartan	North	Next Step	Harmony
<b>Administrative Support Occupations Economics*</b>		X		
Accounting I	X	X		
Accounting II	X	X		
Finance & Investing	X	X		
Consumer Skills*		X		
Introduction to Word Processing	X	X		
Advanced Word Processing	X	X		
Career Investigations	X	X		
Business Law		X		
Adobe In-Design and Powerpoint				
Introduction to Business				
International Business				
Computer Applications		X		
Microsoft Office	X	X		
Web Design	X	X		
Entrepreneurship	X	X		
Multi-media for Business Applications	X			
<b>Teacher-Coord, Business &amp; Office Business/BPA Seminar</b>	X	X		
Business Internship	X	X		
<b>Marketing Education Advertising</b>				
Advertising & Promotion	X	X		
Career Investigations	X	X		
Entrepreneurship	X	X		
Entertainment and Sports Marketing	X	X		
Fashion Promotion				

Course	Tartan	North	Next Step	Harmony
Introduction to Business				
Introduction to Marketing	X			
International Business				
Sales				
Sales and Marketing	X	X		
<b>Teacher-Coord,Marketing Coop</b> Marketing/DECA Seminar	X	X		
Marketing Internship	X	X		
<b>Auto Mechanics</b> Vocational Auto Tech I	X	X		
Vocational Auto Tech II	X	X		
<b>Vehicle Services</b> Small Engines	X	X		
<b>Construction Occupations -Finishing</b> Woods I	X	X		
Woods II	X	X		
Woods III	X	X		
Manufacturing Independent Study	X	X		
Cabinetmaking-Furniture and Case		X		
Career Investigations	X			
<b>Construction Occupations-General</b> Drafting I CAD	X	X		
Drafting II CAD	X	X		
Architectural Drafting /CAD III	X	X		
Architectural Drafting II/CAD IV	X	X		
Engineering Drafting				
Home Mechanics		X		
<b>Electronic Occupations</b> Robotics		X		
Electronics I*		X		
How to Build Almost Anything A*		X		
<b>Manufacturing Technology Occupations</b> Robotics	X	X		

Course	Tartan	North	Next Step	Harmony
<b>Metal Fabrication Occupations</b>				
Metals I				
Metals II				
Metals III				
<b>FACS</b>				
Conflict Resolution				
Family Life	X	X		
Child Development I	X	X		
Advanced Child Development	X	X		
Parenting	X	X		
Consumer Skills/Personal Finance	X	X		
Housing & Interior Design I	X	X		
Housing & Interior Design II	X	X		
Recipe Design		X		
International Foods		X		
Foods and Nutrition	X	X		
Advanced Foods	X	X		
Culinary Arts (Pro Start Cert)	X			
Clothing and Fashion	X	X		
Advanced Clothing and Fashion	X	X		
Healthy Living		X		
<b>Teacher-Coordinator FACS Coop</b>				
Skills USA Seminar	X			
Skills USA Internship	X			
<b>WE-Disadvantaged</b>				
Employment Development	X	X		
On the Job Training	X	X		
<b>WE-Disabled</b>				
Employment Development	X	X	X	X
On the Job Training-Community	X	X	X	X
PAES Lab	X	X		X

**CAREER & TECHNICAL CENTER**

Student Enrollment for North St. Paul, Maplewood, Oakdale Schools  
as of September 30, 2015

Program Name	No	Tart	Next Step Trans	Total	Career Tech TOTAL
American Sign Language II-MV	-	-	-	-	-
American Sign Language II-WBL	-	-	-	-	3
American Sign Language I-WBL	-	-	-	-	-
American Sign Language-MV	-	-	-	-	1
Animal Science	4	11	-	15	72
Auto Dismantling	1	3	3	7	56
Automotive Technology	3	2	-	5	50
Aviation and Aerospace	-	-	-	-	-
CC-Heating & Air Conditioning	-	-	-	-	2
CC-Cosmetology	-	-	-	-	-
CC-Info & Telecom. Technology	-	-	-	-	4
CC-Marketing	-	-	-	-	-
CC-Mechanical Drafting (CAD)	-	-	-	-	1
CC-Prosthetics	-	-	-	-	1
CC-Visual Communications	-	-	-	-	2
Computer Hardware/Software Gaming	2	7	2	11	79
Construction Occup-NEM No	3	-	1	4	34
Cosmetology Concurrent	2	3	-	5	46
Cosmetology Exploration	6	3	1	10	65
Dental Occupations	7	1	-	8	32
Design & Interactive Media	1	6	1	8	59
Diesel Trucks & Engine Technology	2	3	-	5	65
Education & Human Services Careers	2	3	3	8	53
Emergency Medical Technician	10	2	-	12	45
Entertain/eMarketing/Event Pla	1	-	1	2	13
Introduction Basic Engineering	-	-	-	-	-
Junior ROTC Aerospace	-	-	-	-	4
Law Enforcement/Criminal Justice	4	9	-	13	76
Maintenance/Environmental Srv	-	-	3	3	9
Medical Careers	8	8	-	16	76
Mentor Connection	-	-	-	-	13
Motor Sports	-	-	-	-	1
PAES	-	-	-	-	11
Visual Arts Offset Printing	-	-	-	-	-
<b>Grand Total</b>	<b>56</b>	<b>61</b>	<b>15</b>	<b>132</b>	<b>873</b>
<b>CC Programs Totals</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10</b>

**Student Enrollment by Program and District as of September 30, 2015**

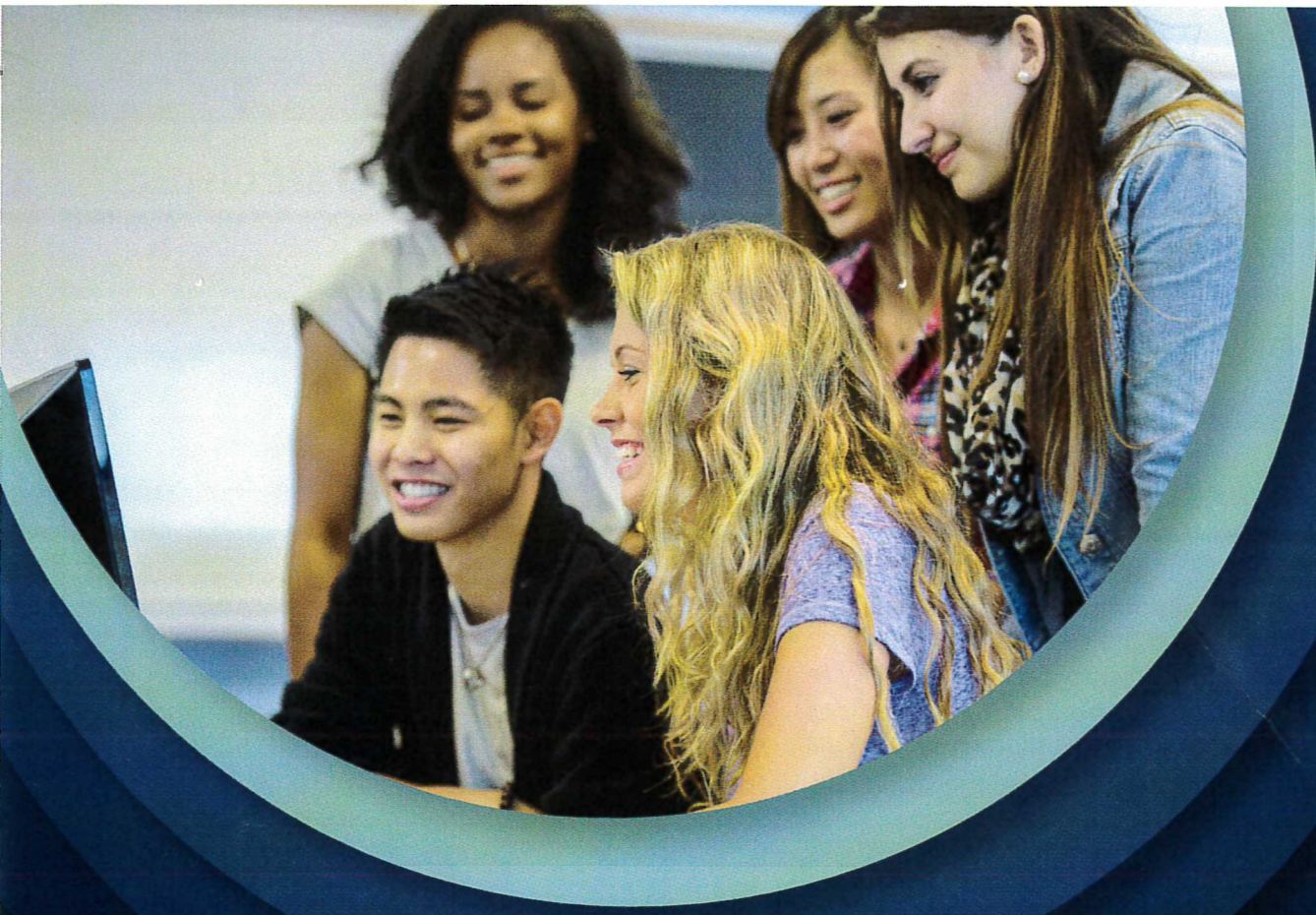
Program Name	12	13	16	NV	Iron	ALC REACH CLT	No	Tart	Next Step Trans	623	624	832	Park	Wdby AHS	SW- Nxt Step	SW- Diplom a	EAST Rldge HS	834	Other	TOTAL
American Sign Language II-MV	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Sign Language II-WBL	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-
American Sign Language I-WBL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Sign Language-MV	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Animal Science	2	2	-	1	1	-	4	11	-	7	7	2	8	6	2	-	4	9	6	72
Auto Dismantling	5	4	-	-	2	1	1	3	3	-	3	-	6	5	3	-	3	12	5	56
Automotive Technology	3	-	-	1	-	-	3	2	-	7	5	1	14	4	1	-	4	4	-	50
Aviation and Aerospace	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CC-Heating & Air Conditioning	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	2
CC-Cosmetology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CC-Info & Telecom. Technology	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	1	-	4
CC-Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CC-Mechanical Drafting (CAD)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
CC-Prosthetics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
CC-Visual Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Computer Hardware/Software Gaming	7	-	1	1	2	2	2	7	2	15	3	7	1	7	2	-	10	6	4	79
Construction Occup-NEM No	1	-	-	1	1	-	3	-	1	4	5	4	4	2	1	-	1	3	3	34
Cosmetology Concurrent	1	-	1	1	2	-	2	3	-	10	6	3	3	2	-	-	3	9	-	46
Cosmetology Exploration	5	-	1	5	3	-	6	3	1	11	5	-	8	5	1	-	2	4	4	65
Dental Occupations	-	-	-	-	1	-	7	1	-	-	4	1	9	3	-	-	2	3	1	32
Design & Interactive Media	7	-	-	-	1	1	1	6	1	4	3	6	5	2	-	-	1	5	13	59
Diesel Trucks & Engine Technology	3	2	2	1	4	-	2	3	-	2	11	3	8	3	-	-	7	12	2	65
Education & Human Services Careers	2	-	1	1	-	3	2	3	3	3	3	1	2	3	1	-	4	11	5	53
Emergency Medical Technician	-	-	-	-	2	-	10	2	-	7	4	3	4	3	-	-	3	6	1	45
Entertrain/Marketing/Event Pla	2	2	-	-	-	1	1	-	1	1	-	2	-	-	-	-	-	3	-	13
Introduction Basic Engineering	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Junior ROTC Aerospace	-	-	-	1	-	-	-	-	-	1	-	1	-	-	-	-	-	1	-	4
Law Enforcement/Criminal Justice	5	-	1	-	1	1	4	9	-	11	7	1	10	7	-	-	9	8	1	76
Maintenance/Environmental Srv	-	-	-	-	1	2	-	-	3	-	-	-	-	-	1	-	-	-	2	9
Medical Careers	3	-	-	-	3	2	8	8	-	20	4	2	11	4	1	-	5	5	-	76
Mentor Connection	-	-	-	-	-	-	-	-	-	-	-	3	1	8	-	-	1	-	-	13
Motor Sports	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
PAES	4	2	-	-	-	-	-	-	-	2	-	2	-	-	-	-	-	-	1	11
Visual Arts Offset Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	51	13	7	15	24	14	56	61	15	105	70	46	94	65	4	22	59	104	48	873
CC Programs Totals	1	-	-	1	-	1	-	-	-	-	-	-	-	1	-	3	-	3	-	10

## November 2015 Staffing Adjustment Proposal

The Student Services Department has worked hard to find delivery efficiencies to maximize resources and cost effective ways to right size our case loads. In doing so, our budgeting has been meticulously planned as we staffed our programs extremely tight. We have continued closely monitored student enrollment and staffing at a micro level. With the additional FTE approved in September we also shared that there was the potential need for 10 additional FTE. With this, we want to be highly transparent with any small adjustments needed as our enrollment shifts. We are working to respond quickly to enrollment changes within our system.

Identified below are the current recommendations for FTE adjustments within our district.

Program	Current Needs	Current Staff FTE	Additional FTE Needed as of 11-24-15	Potential Needs	Funding
Center Based	State mandated ratios, increased Student Enrollment in intensive high-needs students with Emotional Behavioral Disabilities	57.6	+3	+2	Special Education revenue for 2014-15 is came is \$750,000 above budget which will increased our 2014-15 fund balance.
Resource	Increased Student Enrollment and service hours due to increased student need. Caseloads continue to be especially high at Carver, Castle, Cowern, and Oakdale.	53.59	0	+2	Medical Assistance revenue came in \$261,000 over budget for 2014-15 and looks to exceed budgeted revenue for 2015-16 by \$400,000.
Early Childhood ECSE	State Mandated Ratios. Up 20% from last fall; Current enrollment at 260 with 130 students in evaluation B-5 (historically 90% of these will qualify for an IEP).	41.98	+2	+3	All FTE added will be offset by an increase in State Special Ed Revenue which is approximately 50% of total compensation.
<b>TOTAL</b>		<b>153.14</b>	<b>+5</b>	<b>+7</b>	



# ANNUAL REPORT | 2014-15

North St. Paul-Maplewood-Oakdale  
School District #622

**MISSION STATEMENT** | Northeast Metro 916 Intermediate School District responds to the unique needs of students, educators, and school districts with innovation, quality, and trusted experience.

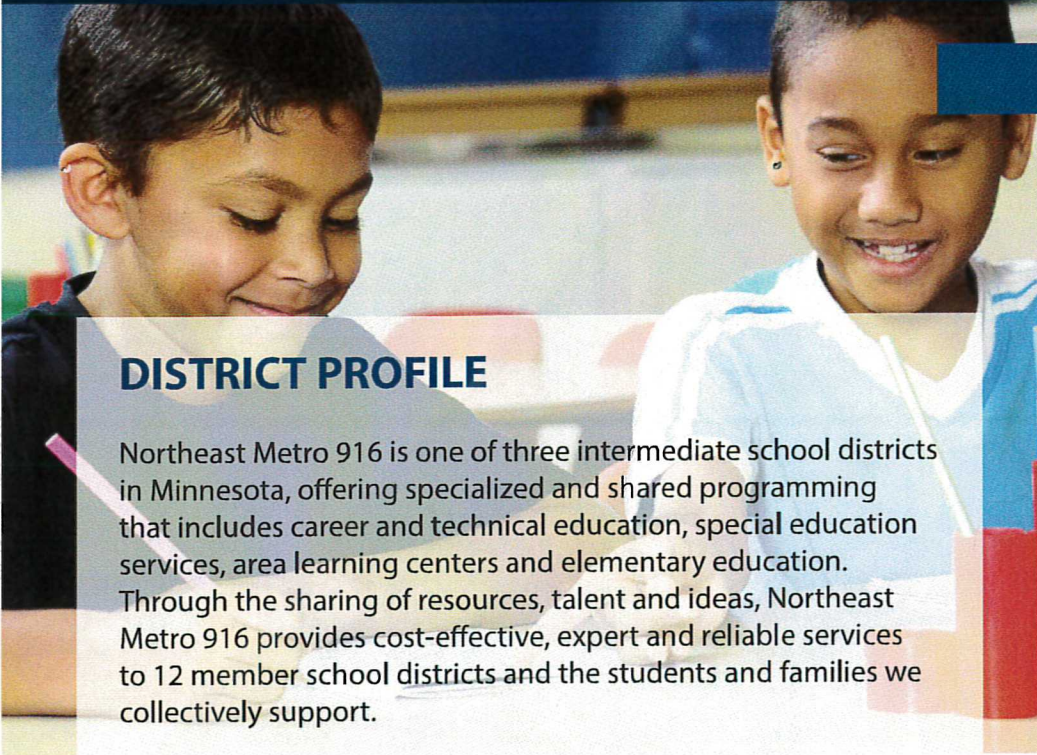
To learn more about the information in this annual report, please visit [www.nemetro.k12.mn.us](http://www.nemetro.k12.mn.us).



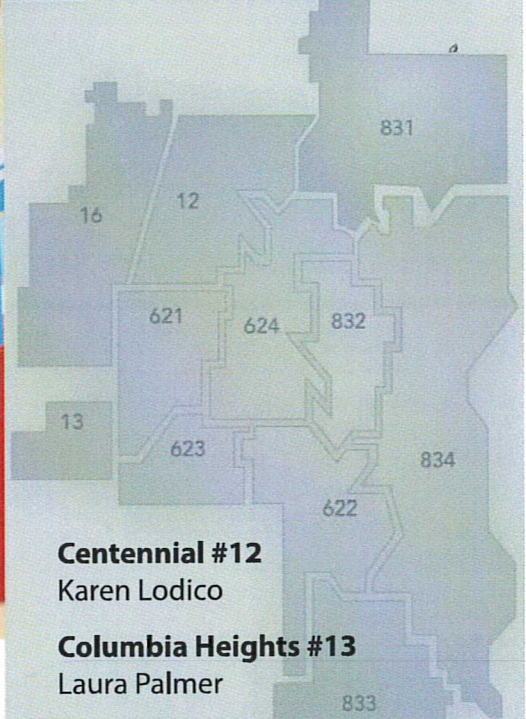
**NORTHEAST METRO** | **916**  
Intermediate School District

*partners in education*

# DISTRICT OVERVIEW



## MEMBER DISTRICTS SCHOOL BOARD MEMBERS



## DISTRICT PROFILE

Northeast Metro 916 is one of three intermediate school districts in Minnesota, offering specialized and shared programming that includes career and technical education, special education services, area learning centers and elementary education. Through the sharing of resources, talent and ideas, Northeast Metro 916 provides cost-effective, expert and reliable services to 12 member school districts and the students and families we collectively support.

### Centennial #12

Karen Lodico

### Columbia Heights #13

Laura Palmer

### Forest Lake #831

Gail Theisen

### Fridley #14

Marcia Lindblad

### Mahtomedi #832

Judy Schwartz

### Mounds View #621

Marre Jo Sager

### North St. Paul - Maplewood -

Oakdale #622

Theresa Auge'

### Roseville #623

Lisa Edstrom

### South Washington County

#833

Tracy Brunnette

### Spring Lake Park #16

Marilynn Forsberg

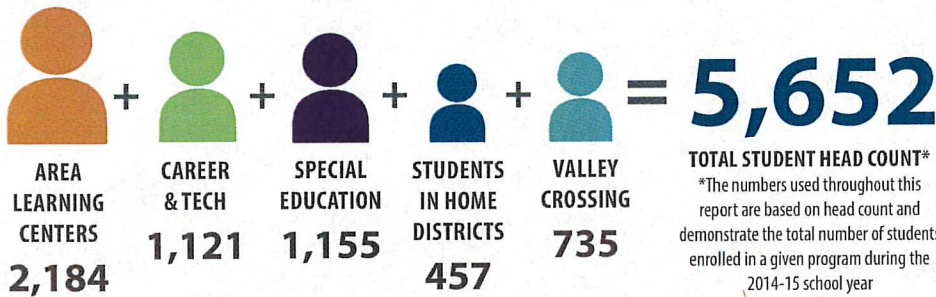
### Stillwater #834

Mike Ptacek

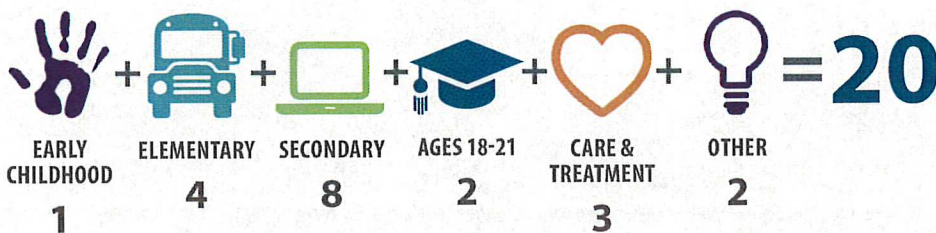
### White Bear Lake #624

Janet Newberg

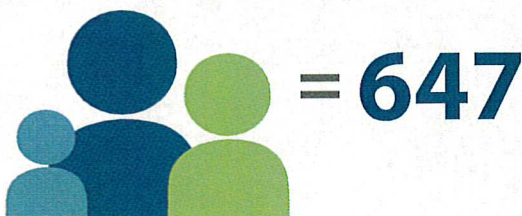
## STUDENTS



## PROGRAMS



## STAFF



# 89%

### OF STAFF PROVIDE DIRECT STUDENT SUPPORT

Northeast Metro 916 employs a high staff to student ratio in some programs, with a large number of teachers and education assistants, as well as other licensed positions such as social workers, licensed school nurses, and more.

## FACILITIES

Northeast Metro 916 conducted extensive facilities studies and planning from 2006 through 2011. A steering committee was brought together with stakeholders from member districts who developed the 3-Step Facilities Plan. The plan was approved by the School Board in June 2012. This is the first major district-wide facilities overhaul since the late 80s when special education additions were constructed at member district schools.

### THREE-STEP FACILITIES PLAN:



**New K-8 consolidated special education facility in the Northwest**  
 Karner Blue Education Center opened fall 2014  
 (Blaine)



**New K-8 consolidated special education facility in the Southeast**  
 Pankalo Education Center planned to open fall 2017  
 (Lake Elmo)



**Rebuild Capitol View secondary education facility**  
 New building planned to open fall 2018  
 (Little Canada)



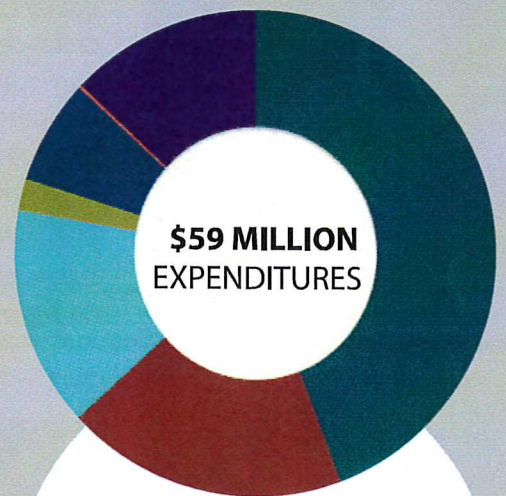
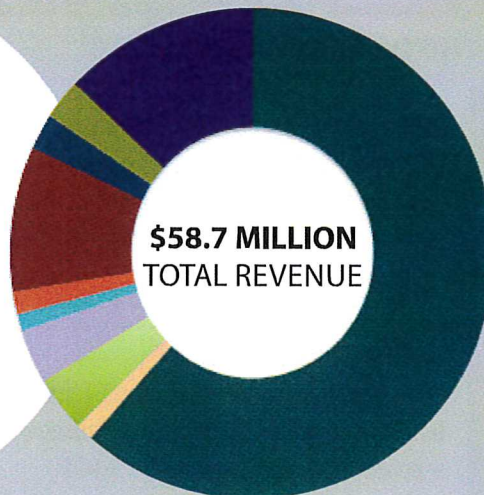
### 2014-15 HIGHLIGHT: Karner Blue Education Center opens

Karner Blue is the first school of its kind to create an innovative educational environment designed specifically to support the unique learning that supports and encourages learning for students with highly complex disabilities. Drawing inspiration from the surrounding natural environment, as well as employing design strategies from hospitals and mental health facilities, the school is called a "healing learning environment." The floor plan departs from traditional school design to create four unique learning communities with more open space and daylight that accommodates different learning styles and encourages exploration. The staff welcomed their inaugural class of 90 students in September 2014 and have continued to enroll additional students as referral requests are made / [READ MORE](#)

## FINANCE

Intermediate districts operate on a fee-for-service basis. Revenue to fund student services is generated by tuition billing. The majority of the district expenditures consists of salaries and benefits with budgets in specialized programs consisting of over 90% staffing costs.

TUITION.....	36,205,830
NON MEMBER ACCESS FEE ...	663,662
MEMBERSHIP FEE.....	2,119,981
LEVIES.....	2,070,919
THIRD PARTY BILLING.....	637,070
GRANTS.....	846,139
CONTRACTED SERVICES.....	5,484,677
DEBT SERVICE.....	1,353,387
OTHER.....	1,550,576
VALLEY CROSSING.....	7,764,672



SALARY.....	26,035,431
BENEFITS.....	11,364,697
PURCHASED SERVICES.....	8,433,483
SUPPLIES.....	1,225,248
CAPITAL OUTLAY.....	4,072,864
OTHER.....	98,403
VALLEY CROSSING.....	7,786,961

# EDUCATIONAL PROGRAMS



## AREA LEARNING CENTERS

Area Learning Centers (ALCs) help students achieve their educational and career goals in a non-traditional learning environment. The three locations offer comprehensive and rigorous high school curriculum delivered within a personalized, flexible and nurturing environment. Students receive assistance in meeting graduation requirements, and have opportunities to gain vocational skills and work experience.

### 2014-15 SCHOOL YEAR HIGHLIGHTS:



#### Summer school credits reach record high

Students attending summer school at East View Academy, Metro Heights Academy and a satellite location in Columbia Heights earned a total of 518.6 credits.

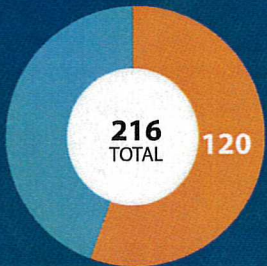


#### Teachers invited to attend Teach to Lead Summit- Denver

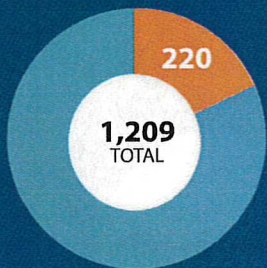
916 Mahtomedi Academy teachers had the opportunity to work side-by-side with national leaders in education to help develop innovative ideas / [READ MORE](#)

## ALC ENROLLMENT

Students in grades 9 to 12+ attending full time, part-time and for specific credit recovery



916 Mahtomedi Academy (Mahtomedi)



East View Academy (Little Canada)



Metro Heights Academy (Fridley)

**TOTAL STUDENTS = 2,184**  
Free & Reduced Lunch = 48%  
Students of Color = 57%

District #622 Cumulative

## VALLEY CROSSING COMMUNITY SCHOOL

Valley Crossing Community School (VCCS) is a unique, child-centered place-based on the best practices in curriculum, organization, and architecture. In planning the school, visionary parents collaborated with teachers, superintendents, school boards, and other educational and community leaders to implement best practices from the most effective schools.

*Note: In January 2015, District #833 announced the purchase of Valley Crossing and will assume management in July 2016.*

### 2014-15 SCHOOL YEAR HIGHLIGHTS:



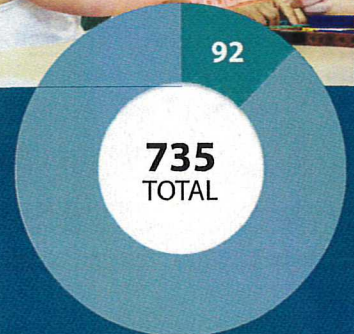
#### VCCS ranks among top Title I Schools

For the fourth year in a row, VCCS has been named a Reward School, a designation given to the top performing 15 percent of Title 1 schools / [READ MORE](#)



#### Focus on Financial Literacy

4th-6th graders brought their financial and business learning to life through a simulation experience called BizTown / [READ MORE](#)



## VCCS ENROLLMENT (Woodbury)

Students in grades K-6 enroll in Valley Crossing from North St. Paul-Maplewood-Oakdale #622, South Washington County #833 and Stillwater Area Schools #834. Families can also open enroll in Valley Crossing through District #833.

Free & Reduced Lunch = 11%  
Students of Color = 30%

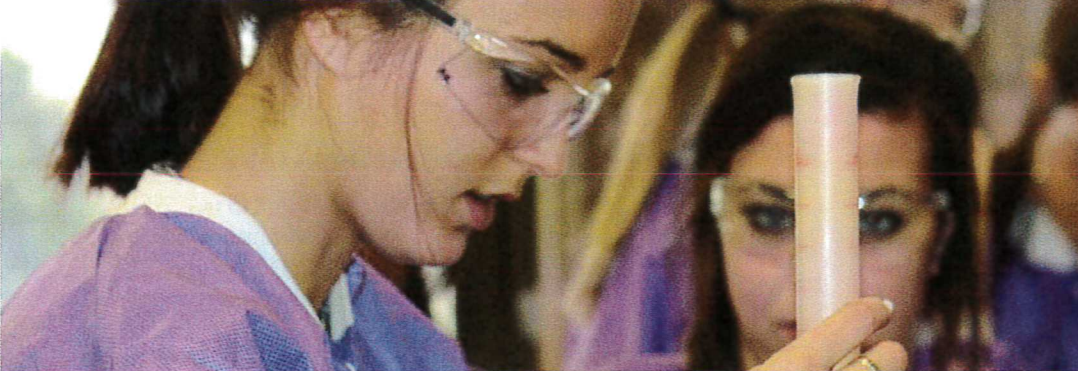
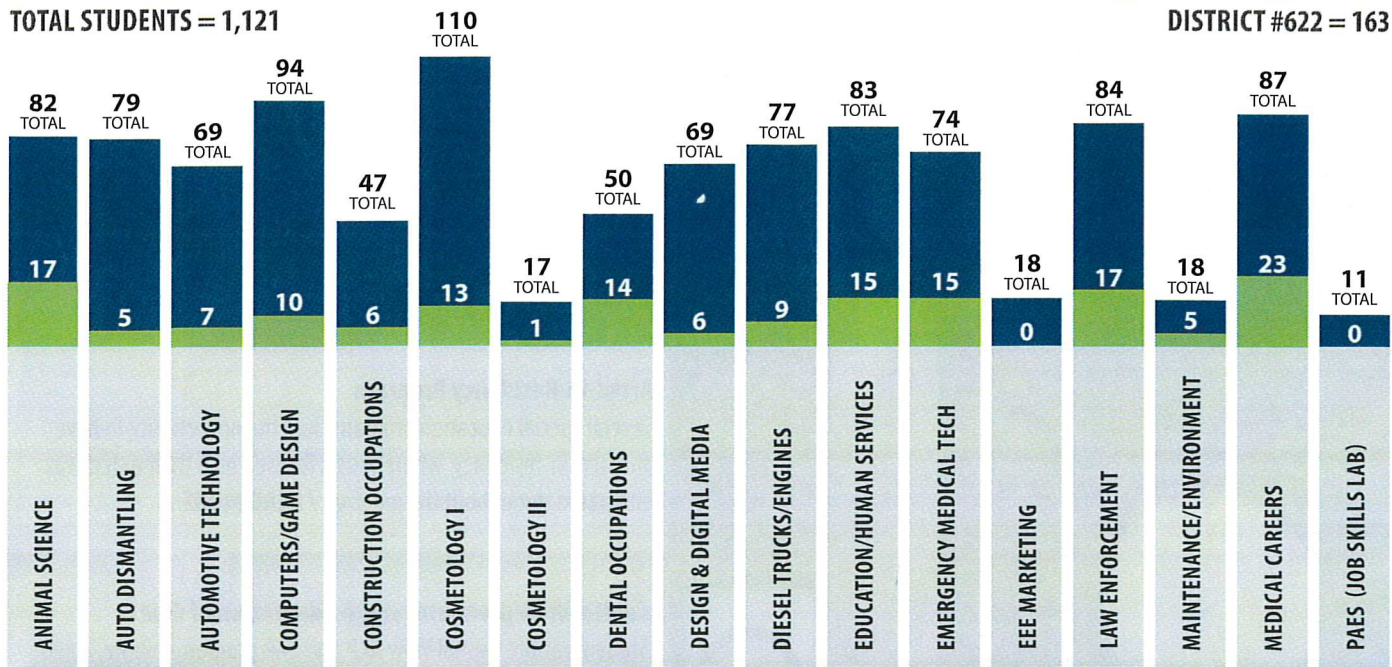
District #622 Cumulative

## CTC ENROLLMENT

TOTAL STUDENTS = 1,121

District #622 Cumulative

DISTRICT #622 = 163



## COLLEGE CREDIT

Students participating in CTC courses earn college credit through articulation agreements with over 15 post-secondary institutions across the state. Additionally, many CTC programs align directly with Century College courses and provide dual credit options for students to earn both high school and Century College credits.



## CAREER & TECHNICAL CENTER

Located on the East Campus of Century College (Mahtomedi), the Career and Technical Center (CTC) provides unique and meaningful hands-on learning opportunities that allow students in grades 11-12 from participating schools to explore a passion while earning high school and college credit in a college setting. Students attend one 2-hour block during the school day.

### 2014-15 SCHOOL YEAR HIGHLIGHTS:



#### CTC earns top ranks at national HOSA Competition

The CTC Emergency Medical Technician teams took both first and second place at the national HOSA competition, an organization for future health professionals that develops leadership and technical competencies.

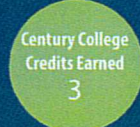


#### Entertainment, E-Marketing, Event Planning Course Premieres

In Fall 2014, CTC introduced a new class which the students affectionately refer to as "EEE Marketing" for short. The new class provides hands-on business learning experiences / [READ MORE](#)

## CONCURRENT ENROLLMENT & SATELLITE PROGRAMS

In addition to CTC program offerings, students have the opportunity to participate in concurrent enrollment (CC) courses at Century College or satellite programs (SP) offered at member district high school locations. Concurrent enrollment courses are taught by Century College instructors with high school and college students in the same classroom. Participating students earn college credit through Century College.



## COURSE ENROLLMENT

SP American Sign Language I & II (District #624).....	1
SP American Sign Language II (District #621).....	0
SP Aviation and Aerospace (District #624).....	0
CC Heating & Air Conditioning.....	0
CC Info & Telecommunications Technology.....	0
SP Junior ROTC Aerospace (#833).....	0
SP Mentor Connection.....	0
CC Prosthetics.....	0
CC Visual Communications.....	1
#622.....	2
<b>Cumulative Total.....</b>	<b>50</b>

# SPECIAL EDUCATION

Special Education programs and services at Northeast Metro 916 are highly specialized to respond to our member districts' students with the most challenging needs. Highly-structured, supportive learning environments address students' academic, social, emotional, behavior and communication needs.

## 2014-15 SCHOOL YEAR HIGHLIGHTS:



### Artist-in-Residency Program

Several special education programs had the opportunity to have an artist-in-residency, where artists focused on a theme that was integrated throughout the program / [READ MORE](#)



### Capitol View premieres stage adaptation of *Clue*

Students at the Capitol View ALP and CAP programs wrote, acted and directed in an original bold and witty stage remake of *Clue*, captivating the audience with humor and mystery.

## ENROLLMENT

Enrollment in Northeast Metro 916 special education site-based programs are on a referral basis only, with students being referred by their home districts.

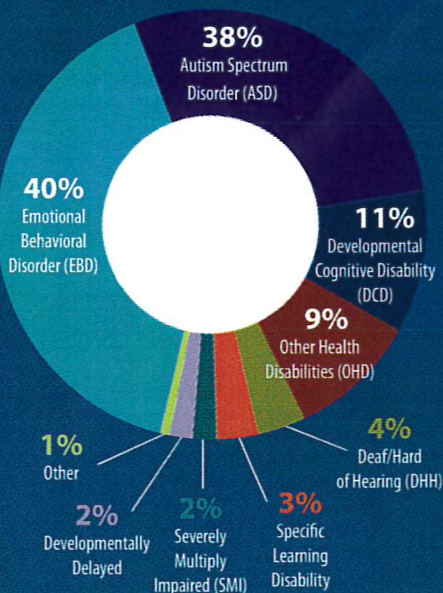
Northeast Metro 916 contracts with care and treatment facilities to provide education services.

**TOTAL STUDENTS = 1,555**

Free & Reduced Lunch = 48%  
Students of Color = 32%

## STUDENT PROFILE

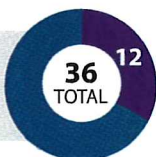
Special Education site-based programs (excludes care and treatment)



North St. Paul Cumulative

### AUDITORY/ORAL PROGRAM

Specialized services for ages birth to K with hearing loss (Stillwater)



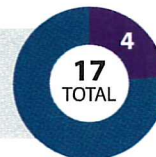
### ALP CAPITOL VIEW

Serving students grades 6-12 with behavioral needs (Little Canada)



### ALP JOHN GLENN

Serving students grades K-5 with ASD and EBD (Maplewood)



17 TOTAL

### ALP VALLEY CROSSING

Serving students grades K-5 with behavioral needs (Woodbury)



109 TOTAL

### ARIS

Care and treatment education services for K-12 (Woodbury)



16 TOTAL

### ASSESSMENT CENTER

Comprehensive educational and behavioral evaluation (Little Canada)



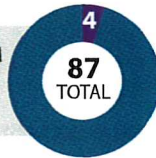
### BELLAIRE EDUCATION CENTER

Serving students grades 6-12 with ASD and EBD (White Bear Lake)



### CREATIVE ALTERNATIVES PROGRAM

Serving grades 6-12 with neuro-biological disorders (Little Canada)



### KARNER BLUE EDUCATION CENTER

Serving students grades K-8 with ASD and EBD (Blaine)



268 TOTAL

### LIFESPAN

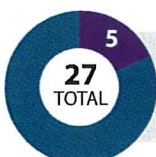
Care and treatment education services for K-12 (Shoreview)



27 TOTAL

### PROJECT RETURN

Short-term program for students facing suspension/expulsion (Little Canada)



85 TOTAL

### SOUTH CAMPUS

Serving students grades 6-12 with ASD and DCD (White Bear Lake)



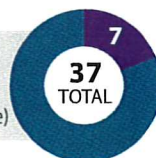
### THE WILLOWS

Care and treatment education services for girls ages 12-18 (Blaine)



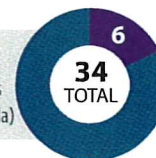
### WELS-NORTH

Work experience program for ages 18-21 with ASD, EBD, DCD (White Bear Lake)



### WELS-SOUTH

Work experience and life skills for ages 18-21 with DCD, ASD, SMI (Little Canada)



DISTRICT #622 = 79

# SERVICES

## PROFESSIONAL SERVICES

Northeast Metro 916 provides specialized professional and contracted services which develop from the collaboration with member districts. These services impact general education and special education programs as well as support the administrative and operational needs of partner districts. By sharing resources, districts are able to receive cost-effective, expert and reliable services which are also open to non-member participation when the capacity is available.

### 2014-15 HIGHLIGHTS:



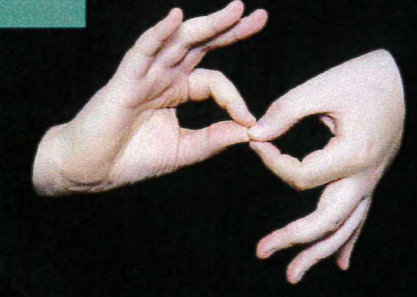
#### EA Pathway to Licensure Program

23 education assistants from five participating districts are part of an accelerated cohort working to earn their master's degree and special education license in EBD / [READ MORE](#)



#### Academic Return on Investment

Northeast Metro 916 is facilitating an opportunity for districts to measure which programs drive student achievement and ultimately make better data-driven decisions / [READ MORE](#)



### SPECIAL ED CONTRACTED SERVICES (FTE)

	#622	Total
Audiologist	0.14	1.47
Autism Specialist	0.00	1.50
Behavioral Specialist	0.00	0.01
Brailist	0.98	1.23
Blind/Visually Impaired Teacher	2.26	5.94
Captionist	0.00	1.25
Certified Occupational Therapy Asst.	0.00	3.45
Deaf/Hard of Hearing Teacher	1.90	8.86
Education Assistant	0.00	0.05
Health Specialist	0.00	1.81
Interpreter	2.84	13.47
Intervener	3.05	7.58
Licensed School Nurse	0.00	1.00
Orientation & Mobility Specialist	0.55	1.36
Occupational Therapist	0.00	1.35
Physical Health Disabilities Teacher	0.40	3.79
Programmer	0.00	0.71
Psychologist	0.00	1.39
Physical Therapist	0.50	2.22
Signing Education Assistant	0.75	1.24
Social Worker	0.00	0.37
Special Education Teacher	0.00	0.05
Speech Therapist	0.00	2.34
<b>Total</b>	<b>13.37</b>	<b>62.44</b>

### GRANTS & RESEARCH OFFICE

	Yes	No
9 Ways for "Strategic" Teachers to Support Struggling Readers in Content Classrooms Grades 6-12	<input checked="" type="radio"/>	<input type="radio"/>
Becoming a Reflective Teacher in a Highly Engaged Classroom	<input type="radio"/>	<input checked="" type="radio"/>
Becoming a Reflective Teacher in a Highly Engaged Classroom - Level 2	<input type="radio"/>	<input checked="" type="radio"/>
GRO-O-GRAM Subscription	<input checked="" type="radio"/>	<input type="radio"/>
Math/Science Teacher Partnership	<input type="radio"/>	<input checked="" type="radio"/>
Neurodiversity in the Classroom - A Revolutionary New Concept for Special Education	<input checked="" type="radio"/>	<input type="radio"/>
Prioritizing Instruction - A Seminar Series for School Leaders in Non-General Education Settings	<input checked="" type="radio"/>	<input type="radio"/>
The Visible Learning Institute	<input type="radio"/>	<input checked="" type="radio"/>

### ADMINISTRATIVE SERVICES

	Yes	No
ALC Management	<input type="radio"/>	<input checked="" type="radio"/>
DMC Membership	<input checked="" type="radio"/>	<input type="radio"/>
DMC Studies	<input checked="" type="radio"/>	<input type="radio"/>
Document Imaging	<input type="radio"/>	<input checked="" type="radio"/>
EA Pathway to Licensure	<input checked="" type="radio"/>	<input type="radio"/>
Individual District Survey	<input type="radio"/>	<input checked="" type="radio"/>
Joint Purchasing	<input checked="" type="radio"/>	<input type="radio"/>
Legal Services	<input checked="" type="radio"/>	<input type="radio"/>
Programmer	<input type="radio"/>	<input checked="" type="radio"/>
Targeted Services	<input type="radio"/>	<input checked="" type="radio"/>
Transportation Services	<input checked="" type="radio"/>	<input type="radio"/>

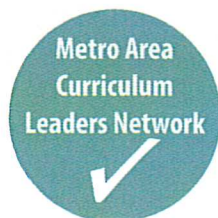
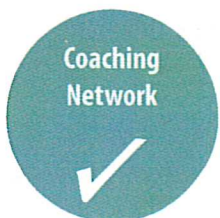
### TRAINING & TECHNICAL ASSISTANCE

	Yes	No
Assistive Technology Library	<input checked="" type="radio"/>	<input type="radio"/>
Audiology	<input checked="" type="radio"/>	<input type="radio"/>
Behavioral Analyst Services	<input checked="" type="radio"/>	<input type="radio"/>
Behavior Tools	<input checked="" type="radio"/>	<input type="radio"/>
Nonviolent Crisis Prevention (CPI)	<input checked="" type="radio"/>	<input type="radio"/>
Professional Crisis Management (CPM)	<input checked="" type="radio"/>	<input type="radio"/>

### STUDENTS SERVED IN HOME DISTRICTS

	#622	Total
Blind/Visually Impaired	24	141
Deaf/Hard of Hearing	43	316
<b>Total</b>	<b>67</b>	<b>457</b>

### PROFESSIONAL NETWORKS



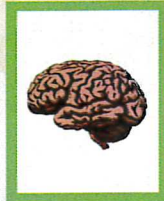
# PARTNERSHIPS & COLLABORATION



## COMMUNITY CONNECTIONS

Thanks to the generosity of community partners, students throughout the district are able to gain hands-on work and educational experiences and have access to invaluable resources that help them become better prepared for their future.

### 2015-16 HIGHLIGHTS:



#### University of Minnesota Psychiatric Fellows

Through a partnership with the University of Minnesota Psychiatric Department, two fifth-year Fellows provide consultation and training to mental health staff one day a week for a full year at four sites.



#### Goodwill Work Experience

Goodwill Maplewood works collaboratively with Northeast Metro 916 to provide job opportunities for students in transition programs to gain on-the-job skills and experience for future employment.



#### Urban Boat Builders

Special education students participate in Urban Boat Builders as a choice activity, working throughout the year to build artisan boats which they launch in May. In 2014-15, the students built two canoes and a kayak.

- 3M
- Alexandra House Advocate
- Allina Health
- Argosy University
- Art Inst. International MN
- Aveda
- Canvas Health
- City of North St. Paul
- Cottage Grove Police Dept.
- Century College
- Dakota County Technical College
- District Management Council
- Dunwoody College of Technology
- Eagle Bluff Environmental Learning Center
- Eagle Brook Church
- Empire Beauty School
- Feed My Starving Children
- Festival Foods
- Fridley Police Department
- Good Samaritan
- Goodwill
- HealthEast
- Houles
- Inver Hills Community College
- Intermediate District #287
- Intermediate District #917
- John's Auto Parts
- Kraus-Anderson Construction
- Nordic Rocks
- Project Enhance
- Ramsey County
- Redeemer Lutheran Church
- Regency Beauty Institute
- Roseville Lutheran Church
- Maplewood Care Center
- Meals On Wheels
- Minneapolis Business College
- Minneapolis Community and Technical College
- MN Auto Dealers and Independents
- MN School of Cosmetology
- Minnesota State Patrol
- Oakdale Police Department
- PCI Academy
- Pratt Homes
- Regency Beauty School
- Ronald McDonald House
- Saint Paul College
- South Metro Fire
- STEP-UP
- St. Francis Animal and Bird Hospital
- St. John's Hospital
- Stillwater Chamber of Commerce
- Smitty Big Tow and Recovery
- Teacher-Child Interaction
- Training Universal
- Teen Challenge
- The Builders Group
- Tree Trust
- University of Minnesota
- Urban Boat Builders
- Value Village
- Village Orthodontics
- Washington County Sheriff's Department
- White Bear Area Chamber of Commerce
- White Bear Area Emergency Food Shelf
- White Bear Lake Police & Fire Departments
- White Bear Township Theater
- Woodbury Health Care
- Woodbury Police Department
- Woodbury Public Safety
- Youth Frontiers

## 916 EDUCATION FOUNDATION



The 916 Education Foundation is a charitable organization that enhances teaching and learning through economic support to the students, staff, programs and member districts of Northeast Metro 916. The foundation raises money to augment the resources of Northeast Metro 916 for students and staff through student scholarships and recognition, specialized equipment, program grants and staff recognition. The foundation has supported the district since 1984, and over the last five years has awarded over a half a million dollars in scholarships and grants for students and teachers.

<b>District #622 Student Scholarships.....</b>	<b>\$5,000</b>
<b>District #622 Student of the Month.....</b>	<b>\$380</b>
<b>Total 2014-15 Giving Programs.....</b>	<b>\$86,405</b>

**Adoption of High School Course Proposals and Name Changes Beginning Fall 2016**

**November 2015**

The Teaching and Learning Department is proposing the addition of six new courses for the 2016-2017 school year.

**District 622 High School Course Proposals for 2016-2017**

- 1. Science**
  - a. AP Physics I (Physics at a college level)
  - b. Forensic Science II (Continuation of Forensic Science I)
  
- 2. Mathematics**
  - a. AP Computer Science Principles (Computer Science at a college level)
  
- 3. World Language**
  - a. American Sign Language III (Continuation of the American Sign Language I & II)
  
- 4. Business**
  - a. Information Technology Exploration (Introduction to IT career opportunities)
  
- 5. Industrial Technology**
  - a. Electronics II (Continuation of the Electronics I)

The following name changes are also recommended for the 2016-2017 school year:

**1. Industrial Technology**

<b>Current</b>	<b>Proposed</b>
How to Build Almost Anything 'A'	Introduction Digital Fabrication
How to Build Almost Anything 'B'	Digital Fabrication: Mechanical
How To Build Almost Anything 'C'	Digital Fabrication: Electrical
Woods I	Woodworking Technology I: Creating the Foundation
Woods II	Woodworking Technology II: Create a Quality Piece
Woods III	Introduction to Cabinet Making: Design and Create a Quality Piece
Home Mechanics	Carpentry: Home Construction

**2. Integrated Language Arts**

<b>Current</b>	<b>Proposed</b>
Study Skills	College Readiness: Reading, Test Taking and Study Skills
Writing Studio	Academic Writing Foundations

**3. Health and Physical Education**

<b>Current</b>	<b>Proposed</b>
Life Time Wellness & Activities	Life Time Activities I
Individual and Dual Sports	Life Time Activities II

District 622 Teaching and Learning and the 622 Advisory Committee recommends the addition of these six courses along with the proposed name changes for Fall 2016.

Therefore, the Assistant Superintendent recommends the following resolution:

BE IT RESOLVED, that the School Board of ISD 622 adopt the course curricula and course name changes beginning Fall 2016 for:

- New Course Proposals
  - AP Physics I
  - Forensic Science II
  - AP Computer Science Principles
  - American Sign Language III
  - IT Exploration
  - Electronics II
- Course Name Changes

Current	Proposed
How to Build Almost Anything 'A'	Introduction Digital Fabrication
How to Build Almost Anything 'B'	Digital Fabrication: Mechanical
How To Build Almost Anything 'C'	Digital Fabrication: Electrical
Woods I	Woodworking Technology I: Creating the Foundation
Woods II	Woodworking Technology II: Create a Quality Piece
Woods III	Introduction to Cabinet Making: Design and Create a Quality Piece
Home Mechanics	Carpentry: Home Construction
Study Skills	College Readiness: Reading, Test Taking and Study Skills
Writing Studio	Academic Writing Foundations
Life Time Wellness & Activities	Life Time Activities I
Individual and Dual Sports	Life Time Activities II

## New Course Approval — Coversheet —

Course Title: **AP Computer Science Principles**      Subject Area: **Mathematics**

Tartan       North       Both High Schools       Alternative Programming

-Course Length:     1 trimester       2 trimesters       3 trimesters

Proposal:       New course       Course replication  
 Change in existing course       Course deletion  
 Required       Elective  
 Prerequisite for this course:  
 Other scheduling needs (e.g. must be first trimester): Would be best for 2nd and 3rd Trimester

Rationale: *What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

AP Computer Science Principles is a new computer science course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy.

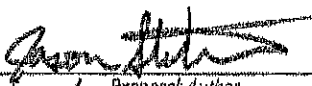
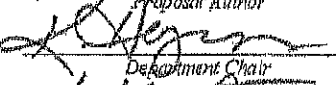
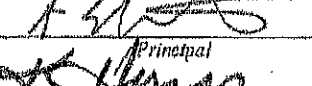
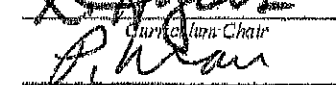


Financial Considerations:

Materials Needs:  
Software

Professional Development Needs:  
AP Training

Approximate Costs: Free

Approximate Costs: usually paid by state

	Date	Approved Without Modifications	Not Approved / Needs Modifications	Concerns / Requested Modifications
 Proposal Author	8/23/15			
 Department Chair	8/24/15			
 Principal	8-27-15			
 Curriculum Chair	8-31-15			
 Curriculum Coordinator	11/11/15	✓		
 CACC	10/16/15	✓		
_____ School Board				



ISD 622 Curriculum Area:	Mathematics	Grade Level or Course Title:	AP Computer Science Principles	Date Created:	May 5, 2015
Course Title:	AP Computer Science Principles				
Course Goal(s) with connections to standard by number:	What relevant goals (e.g. Content Standards, Course or Program Objectives, Learning Outcomes, etc.) will this course address? This is a course that will introduce computer science concepts to high school students.				
Course Description:	What will appear in the course catalog (secondary)? AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. AP Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.				

Anchor Standard	Benchmark	Assessments			
		Learning Target in student friendly language	Learning Type	Priority	Trimester
<b>DISTRICT 622 CURRICULUM MAP</b>					
<b>Big Idea 1: Creativity</b>					
1.1 Creative development can be an essential process for creating computational artifacts.	1.1.1 Apply a creative development process when creating computational artifacts.				
1.2 Computing enables people to use creative development processes to create computational artifacts for creative expression or to solve a problem.	1.2.1 Create a computational artifact for creative expression.				
	1.2.2 Create a computational artifact using computing tools and techniques to solve a problem.				
	1.2.3 Create a new computational artifact by combining or modifying existing artifacts.				
	1.2.4 Collaborate in the creation of computational artifacts.				
	1.2.5 Analyze the correctness, usability, functionality, and suitability of computational artifacts.				
1.3 Computing can extend traditional forms of human expression and experience.	1.3.1 Use computing tools and techniques for creative expression.				

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	
<b>Big Idea 2: Abstraction</b>						
2.1 A variety of abstractions built on binary sequences can be used to represent all digital data.	2.1.1 Describe the variety of abstractions used to represent data.					
	2.1.2 Explain how binary sequences are used to represent digital data.					
2.2 Multiple levels of abstraction are used to write programs or create other computational artifacts.	2.2.1 Develop an abstraction when writing a program or creating other computational artifacts.					
	2.2.2 Use multiple levels of abstraction to write programs.					
	2.2.3 Identify multiple levels of abstractions that are used when writing programs.					
56						
2.3 Models and simulations use abstraction to generate new understanding and knowledge.	2.3.1 Use models and simulations to represent phenomena.					
	2.3.2 Use models and simulations to formulate, refine, and test hypotheses.					
<b>Big Idea 3: Data and Information</b>						
People use computer programs to process information to gain insight and knowledge.	3.1.1 Use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.					
	3.1.2 Collaborate when processing information to gain insight and knowledge.					
	3.1.3 Explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations,					

## DISTRICT 622 CURRICULUM MAP

Anchor Standard	Benchmark	Learning Target in student friendly language	Assessment Plan			Instructional Framework
			Learning Type	Priority	Trimester	
3.2 Computing facilitates exploration and the discovery of connections in information.	and precise language. 3.2.1 Extract information from data to discover and explain connections, patterns, or trends. 3.2.2 Use large data sets to explore and discover information and knowledge.					
3.3 There are trade-offs when representing information as digital data.	3.3.1 Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.					
<b>Big Idea 4: Algorithms</b>						
4.1 Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.	4.1.1 Develop an algorithm for implementation in a program.					
4.2 Algorithms can solve many, but not all, computational problems.	4.1.2 Express an algorithm in a language. 4.2.1 Explain the difference between algorithms that run in a reasonable time and those that do not. 4.2.2 Explain the difference between solvable and unsolvable problems in computer science. 4.2.3 Explain the existence of undecidable problems in computer science. 4.2.4 Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity.					

ISD 622 Curriculum Area:		Grade Level or Course Title:		Date Created:		
<b>DISTRICT 622 CURRICULUM MAP</b>						
Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	

Big Idea 5: Programming						
5.1 Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).	5.1.1 Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.					
	5.1.2 Develop a correct program to solve problems.					
	5.1.3 Collaborate to develop a program.					
5.2 People write programs to execute algorithms.	5.2.1 Explain how programs implement algorithms.					
5.3 Programming is facilitated by appropriate abstractions.	5.3.1 Use abstraction to manage complexity in programs.					
5.4 Programs are developed, maintained, and used by people for different purposes.	5.4.1 Evaluate the correctness of a program.					
5.5 Programming uses mathematical and logical concepts.	5.5.1 Employ appropriate mathematical and logical concepts in programming.					

Big Idea 6: The Internet						
6.1 The Internet is a network of autonomous systems.	6.1.1 Explain the abstractions in the Internet and how the Internet functions.					
6.2 Characteristics of the Internet influence the systems built on it.	6.2.1 Explain characteristics of the Internet and the systems built on it.					
	6.2.2 Explain how the characteristics of the Internet influence the systems built on it.					
6.3 Cybersecurity is an important concern for the Internet and the systems built on it.	6.3.1 Identify existing cybersecurity concerns and potential options to address these issues with the Internet and the systems built on it.					

ISD 622 Curriculum Area:		Grade Level or Course Title:		Date Created:	
DISTRICT 622 CURRICULUM MAP					
Anchor Standard	Benchmark	Assessment Plan			
		Learning Target in student friendly language	Learning Type	Priority	Trimester
Instructional Framework					

Big Idea 7: Global Impact					
7.1 Computing enhances communication, interaction, and cognition.	7.1.1 Explain how computing innovations affect communication, interaction, and cognition.				
	7.1.2 Explain how people participate in a problem-solving process that scales.				
7.2 Computing enables innovation in nearly every field.	7.2.1 Explain how computing has impacted innovations in other fields.				
7.3 Computing has a global effect – both beneficial and harmful – on people and society.	7.3.1 Analyze the beneficial and harmful effects of computing.				
7.4 Computing innovations influence and are influenced by the economic, social, and cultural contexts in which they are designed and used.	7.4.1 Explain the connections between computing and economic, social, and cultural contexts.				

ISD 622 Curriculum Area:		Grade Level or Course Title:		Date Created:		
<b>DISTRICT 622 CURRICULUM MAP</b>						
Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	

<p>What course-specific strands are desired under the College and Career Readiness Anchor Standards?</p> <p>What key knowledge and skills will students acquire as a result of this course that matches the College and Career Readiness?</p> <p>60</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives define the skills and understandings that all students must demonstrate?</p>	<p>What is the specific Learning Target in Student Friendly Language?</p>	<p>What is the Learning Type for the outcomes? (K=knowledge, R=reasoning, S=skill, P=product creation)?</p>	<p>What is the Priority of the Learning Target?*</p>	<p>Which trimester will common assessments be given?</p>	<p>Which parts of the Instructional Framework will be used?</p>
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\*Priority = (1-low Teacher knowledge to inform instr. at teacher discretion. 2-medium, PLC decides how, when and why to assess this benchmark. 3-high. District Curriculum Assessment – collected districtwide)?

**References**

DuFour, Richard, DuFour, Rebecca, Eaker, Robert, & Many, Thomas. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

McTighe, Jay, & Wiggins, Grant. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, Richard, Arter, Judith, Chappuis, Jan, & Chappuis, Stephen. (2004). *Classroom assessment 'for' student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.

## New Course Approval — Coversheet —

Course Title: AP Physics 1    Subject Area: Science

Tartan     North     Both High Schools     Alternative Programming

Course Length:     1 trimester     2 trimesters     3 trimesters

Proposal:

<input checked="" type="checkbox"/> New course	<input type="checkbox"/> Course replication
<input type="checkbox"/> Change in existing course	<input type="checkbox"/> Course deletion
<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Elective
<input checked="" type="checkbox"/> Prerequisite for this course: <i>COMPLETED OR ENROLLED IN PREVIOUS</i>	
<input type="checkbox"/> Other scheduling needs (e.g. must be first trimester):	

Rationale: *What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

Currently, there is not a college credit option for physics, the terminal course in our science sequence. Students and parents have requested that we fill this gap with either AP physics or CIS physics. This course will provide a strong foundation for students considering attending college to study STEM disciplines, many of which require students to complete an introductory, college-level physics course.

**Financial Considerations:**

Materials Needs: Textbooks, lab supplies

Professional Development Needs: AP Summer Institute

**Approximate Costs:**

Textbooks: \$10,000  
Lab Supplies: \$10,000  
Total: \$20,000

Approximate Costs: \$1600

	Date	Approved Without Modifications	Not Approved / Needs Modifications	Concerns / Requested Modifications
 _____ Proposal Author		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
 _____ Department Chair		<input type="checkbox"/>	<input type="checkbox"/>	
 _____ Principal		<input type="checkbox"/>	<input type="checkbox"/>	
 _____ Curriculum Chair		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
 _____ Curriculum Coordinator	11/11/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
 _____ CACC	11/16/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
_____ School Board		<input type="checkbox"/>	<input type="checkbox"/>	



ISD 622 Curriculum Area:	Science	Grade Level or Course Title:	AP Physics I	Date Created:	Spring, 2015
Course Title:	AP Physics I	This course will address the essential knowledge identified by the College Board for the AP Physics I course.			
Course Goal(s) with connections to standard by number:	Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will have the opportunity to take the AP Physics I exam for college credit.				
Course Description:					

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Assessments				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	
<b>0.1 STRAND</b>						
<b>Big Idea 1:</b> Objects and systems have properties such as mass and charge. systems may have internal structure.	<p><b>1.A.1:</b> A system is an object or collection of objects. Objects are treated as having no internal structure.</p> <p><b>1.A.5:</b> Systems have properties determined by the properties and interactions of their constituent atomic and molecular substructures. In AP Physics, when the properties of the constituent parts are not important in modeling the behavior of the macroscopic system, the system itself may be referred to as an <i>object</i>.</p> <p><b>1.B.1:</b> Electric charge is conserved. The net charge of a system is equal to the sum of the charges of all the objects in the system.</p>	I can define a system.				
63		<p><b>1.A.5.1:</b> I can model the properties of a system based on its substructure and to relate this to changes in the system properties over time as external variables are changed.</p> <p><b>1.B.1.1:</b> I can make claims about natural phenomena based on conservation of electric charge.</p> <p><b>1.B.1.2:</b> I can make predictions, using the conservation of electric charge, about the sign and relative quantity of net charge of objects or systems after various charging processes, including</p>				

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard

Benchmark

Assessment Plan

Anchor Standard	Benchmark	Assessment Plan			
		Learning Target in student friendly language	Learning Type	Priority	Instructional Framework
		conservation of charge in simple circuits.			
	<b>1.B.2:</b> There are only two kinds of electric charge. Neutral objects or systems contain equal quantities of positive and negative charge, with the exception of some fundamental particles that have no electric charge.	<b>1.B.2.1:</b> I can construct an explanation of the two-charge model of electric charge based on evidence produced through scientific practices.			
	<b>1.B.3:</b> The smallest unit of charge that can be isolated is the electron charge, also known as the elementary charge.	<b>1.B.3.1:</b> I can challenge the claim that an electric charge smaller than the elementary charge has been isolated.			
	<b>1.C.1:</b> Inertial mass is the property of an object or system that determines how its motion changes when it interacts with other objects or systems.	<b>1.C.1.1:</b> I can design an experiment for collecting data to determine the relationship between the net force exerted on an object, its inertial mass, and its acceleration.			
	<b>1.C.2:</b> Gravitational mass is the property of an object or a system that determines the strength of the gravitational interaction with other objects, systems, or gravitational fields.	I can define gravitational mass.			
	<b>1.C.3:</b> Objects and systems have properties of inertial mass and gravitational mass that are experimentally verified to be the same and that satisfy conservation principles.	<b>1.C.3.1:</b> I can design a plan for collecting data to measure gravitational mass and to measure inertial mass and to distinguish			

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Learning Target in student friendly language	Assessment Plan			Instructional Framework	
			Learning Type	Priority	Trimester		
<b>Big Idea 2: Fields existing in space can be used to explain interactions.</b>	<p><b>1.E.2:</b> Matter has a property called resistivity.</p> <p><b>2.A.1:</b> A vector field gives, as a function of position (and perhaps time), the value of a physical quantity that is described by a vector.</p> <p><b>2.B.1:</b> A gravitational field <math>g</math> at the location of an object with mass <math>m</math> causes a gravitational force of magnitude <math>mg</math> to be exerted on the object in the direction of the field.</p> <p><b>2.B.2:</b> The gravitational field caused by a spherically symmetric object with a mass is radial and, outside the object, varies as the inverse square of the radial distance from the center of that object.</p>	<p>between the two experiments.</p> <p><b>1.E.2.1:</b> I can choose and justify the selection of data needed to determine resistivity for a given material.</p> <p>I can use a vector field to describe a physical quantity.</p> <p><b>2.B.1.1:</b> I can apply to calculate the gravitational force on an object with mass <math>m</math> in a gravitational field of strength <math>g</math> in the context of the effects of a net force on objects and systems.</p> <p><b>2.B.2.1:</b> I can apply to calculate the gravitational field due to an object with mass <math>M</math>, where the field is a vector directed toward the center of the object of mass <math>M</math>.</p> <p><b>2.B.2.2:</b> I can approximate a numerical value of the gravitational field (<math>g</math>) near the surface of an object from its radius and mass</p>					

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Assessment Plan			
		Learning Target in student friendly language	Learning Type	Priority	Trimester
		relative to those of the Earth or other reference objects.			
		3.A.1.1: I can express the motion of an object using narrative, mathematical, and graphical representations.			
		3.A.1.2: I can design an experimental investigation of the motion of an object.			
		3.A.1.3: I can analyze experimental data describing the motion of an object and is able to express the results of the analysis using narrative, mathematical, and graphical representations.			
		3.A.2.1: I can represent forces in diagrams or mathematically			
		3.A.2.2: Forces are described by vectors.			

<b>Big Idea 3:</b> The interactions of an object with other objects can be described by forces.		3.A.1: An observer in a particular reference frame can describe the motion of an object using such quantities as position, displacement, distance, velocity, speed, and acceleration.			

DISTRICT 622 CURRICULUM MAP

Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	
67	3.A.3: A force exerted on an object is always due to the interaction of that object with another object.	3.A.3.1: I can analyze a scenario and make claims (develop arguments, justify assertions) about the forces exerted on an object by other objects for different types of forces or components of forces.				
		3.A.3.2: I can challenge a claim that an object can exert a force on itself.				
		3.A.3.3: I can describe a force as an interaction between two objects and identify both objects for any force.				
	3.A.4: If one object exerts a force on a second object, the second object always exerts a force of equal magnitude on the first object in the opposite direction.	3.A.4.1: I can construct explanations of physical situations involving the interaction of bodies using Newton's third law and the representation of action-reaction pairs of forces.				
		3.A.4.2: I can use Newton's third law to				

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Assessment Plan			
		Learning Target in student friendly language	Learning Type	Priority Trimester	Instructional Framework

		make claims and predictions about the action-reaction pairs of forces when two objects interact.			
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		3.A.4.3: I can analyze situations involving interactions among several objects by using free-body diagrams that include the application of Newton's third law to identify forces.			
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		3.B.1: If an object interacts with several other objects, the net force is the vector sum of the individual forces.			
--	--	---	--	--	--

		3.B.1.1: I can predict the motion of an object subject to forces exerted by several objects using an application of Newton's second law in a variety of physical situations with acceleration in one dimension.			
		3.B.1.2: I can design a plan to collect and analyze data for motion (static, constant, or accelerating) from force measurements and carry out an analysis to determine			

DISTRICT 622 CURRICULUM MAP

Anchor Standard	Benchmark	Assessment Plan							
		Learning Target in student friendly language	Learning Type	Priority	Trimester				
		the relationship between the net force and the vector sum of the individual forces.							
		<b>3.B.1.3:</b> I can reexpress a free-body diagram representation into a mathematical representation and solve the mathematical representation for the acceleration of the object.							
	<b>3.B.2:</b> Free-body diagrams are useful tools for visualizing forces being exerted on a single object and writing the equations that represent a physical situation.								
	<b>3.B.3:</b> Restoring forces can result in oscillatory motion. When a linear restoring force is exerted on an object displaced from an equilibrium position, the object will undergo a special type of motion called simple harmonic motion. Examples should include gravitational force exerted by the Earth on a simple pendulum and a mass-spring oscillator.								
		<b>3.B.2.1:</b> I can create and use free-body diagrams to analyze physical situations to solve problems with motion qualitatively and quantitatively.							
		<b>3.B.3.1:</b> I can predict which properties determine the motion of a simple harmonic oscillator and what the dependence of the motion is on those properties.							
		<b>3.B.3.2:</b> I can design a plan and collect data in order to ascertain the characteristics of the							

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Assessment Plan			
		Learning Target in student friendly language	Learning Type	Priority Trimester	Instructional Framework
		<p>motion of a system undergoing oscillatory motion caused by a restoring force.</p>			
		<p><b>3.B.3.3:</b> I can analyze data to identify qualitative or quantitative relationships between given values and variables (i.e., force, displacement, acceleration, velocity, period of motion, frequency, spring constant, string length, mass) associated with objects in oscillatory motion to use that data to determine the value of an unknown.</p>			
		<p><b>3.B.3.4:</b> I can construct a qualitative and/or a quantitative explanation of oscillatory behavior given evidence of a restoring force.</p>			
		<p><b>3.C.1.1:</b> I can use Newton's law of gravitation to calculate the</p>			
		<p><b>3.C.1:</b> Gravitational force describes the interaction of one object that has mass with another object that has mass.</p>			

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		gravitational force the two objects exert on each other and use that force in contexts other than orbital motion.				
		<b>3.C.1.2:</b> I can use Newton's law of gravitation to calculate the gravitational force between two objects and use that force in contexts involving orbital motion (for circular orbital motion only in Physics 1).				
	<b>3.C.2:</b> Electric force results from the interaction of one object that has an electric charge with another object that has an electric charge.					
		<b>3.C.2.1:</b> I can use Coulomb's law qualitatively and make predictions about the interaction between two electric point charges.				
		<b>3.C.2.2:</b> I can connect the concepts of gravitational force and electric force to compare similarities and differences between the forces.				
	<b>3.C.4:</b> Contact forces result from the interaction of one object touching another object, and they arise from interatomic electric forces. These forces include tension, friction, normal, and spring.					
		<b>3.C.4.1:</b> I can make claims about various contact forces between objects				

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		based on the microscopic cause of those forces.			
		3.C.4.2: I can explain contact forces (tension, friction, normal, buoyant, spring) as arising from interatomic electric forces and that they therefore have certain directions.			
	3.D.1: The change in momentum of an object is a vector in the direction of the net force exerted on the object.	3.D.1.1: I can justify the selection of data needed to determine the relationship between the direction of the force acting on an object and the change in momentum caused by that force.			
	3.D.2: The change in momentum of an object occurs over a time interval.	3.D.2.1: I can justify the selection of routines for the calculation of the relationships between changes in momentum of an object, average force, impulse, and time of interaction.			
		3.D.2.2: I can predict the change in momentum of an object from the average force exerted			

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		on the object and the interval of time during which the force is exerted.				
		<b>3.D.2.3:</b> I can analyze data to characterize the change in momentum of an object from the average force exerted on the object and the interval of time during which the force is exerted.				
		<b>3.D.2.4:</b> I can design a plan for collecting data to investigate the relationship between changes in momentum and the average force exerted on an object over time.				
		<b>3.E.1:</b> The change in the kinetic energy of an object depends on the force exerted on the object and on the displacement of the object during the time interval that the force is exerted.				
		<b>3.E.1.1:</b> I can make predictions about the changes in kinetic energy of an object based on considerations of the direction of the net force on the object as the object moves.				
		<b>3.E.1.2:</b> I can use net force and velocity vectors to determine qualitatively whether				

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		kinetic energy of an object would increase, decrease, or remain unchanged.			
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		3.E.1.3: I can use force and velocity vectors to determine qualitatively or quantitatively the net force exerted on an object and qualitatively whether kinetic energy of that object would increase, decrease, or remain unchanged.			
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		3.F.1.4: I can apply mathematical routines to determine the change in kinetic energy of an object given the forces on the object and the displacement of the object.			
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		3.F.1.1: I can use representations of the relationship between force and torque.			
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		3.F.1.2: I can compare the torques on an object caused by various forces.			
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		<b>3.F.1.3:</b> I can estimate the torque on an object caused by various forces in comparison to other situations.				
		<b>3.F.1.4:</b> I can design an experiment and analyze data testing a question about torques in a balanced rigid system.				
		<b>3.F.1.5:</b> I can calculate torques on a two-dimensional system in static equilibrium by examining a representation or model (such as a diagram or physical construction).				
	<b>3.F.2:</b> The presence of a net torque along any axis will cause a rigid system to change its rotational motion or an object to change its rotational motion about that axis.					
		<b>3.F.2.1:</b> I can make predictions about the change in the angular velocity about an axis for an object when forces exerted on the object cause a torque about that axis.				
		<b>3.F.2.2:</b> I can plan data collection and analysis strategies designed to test the relationship between a torque exerted on				

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		an object and the change in angular velocity of that object about an axis.			
	3.F.3: A torque exerted on an object can change the angular momentum of an object.	3.F.3.1: I can predict the behavior of rotational collision situations by the same processes that are used to analyze linear collision situations using an analogy between impulse and change of linear momentum and angular impulse and change of angular momentum.			
		3.F.3.2: In an unfamiliar context or using representations beyond equations, I can justify the selection of a mathematical routine to solve for the change in angular momentum of an object caused by torques exerted on the object.			
		3.F.3.3: I can plan data collection and analysis strategies designed to test the relationship between torques exerted on an			

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		object and the change in angular momentum of that object.			
	<b>3.G.1:</b> Gravitational forces are exerted at all scales and dominate at the largest distance and mass scales.	<b>3.G.1.1:</b> I can articulate situations when the gravitational force is the dominant force and when the electromagnetic, weak, and strong forces can be ignored.			
<b>Big Idea 4:</b> Interactions between systems can result in changes in those systems.	<b>4.A.1:</b> The linear motion of a system can be described by the displacement, velocity, and acceleration of its center of mass.	<b>4.A.1.1:</b> I can use representations of the center of mass of an isolated two-object system to analyze the motion of the system qualitatively and semiquantitatively.			
	<b>4.A.2:</b> The acceleration is equal to the rate of change of velocity with time, and velocity is equal to the rate of change of position with time.	<b>4.A.2.1:</b> I can make predictions about the motion of a system based on the fact that acceleration is equal to the change in velocity per unit time, and velocity is equal to the change in position per unit time.			
		<b>4.A.2.2:</b> I can evaluate using given data whether all the forces on a system or			



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	constant-mass system is the product of the mass of the system and the change in velocity of the center of mass.	calculate: the change in linear momentum of a two-object system with constant mass in linear motion from a representation of the system (data, graphs, etc.).				
		4.B.1.2: I can analyze data to find the change in linear momentum for a constant-mass system using the product of the mass and the change in velocity of the center of mass.				
	4.B.2: The change in linear momentum of the system is given by the product of the average force on that system and the time interval during which the force is exerted.	4.B.2.1: I can apply mathematical routines to calculate the change in momentum of a system by analyzing the average force exerted over a certain time on the system.				
		4.B.2.2: I can perform analysis on data presented as a force-time graph and predict the change in momentum of a system.				
	4.C.1: The energy of a system includes its kinetic energy, potential energy, and microscopic internal	4.C.1.1: I can calculate the total				



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		quantitatively that work done on a two-object system in linear motion will change the kinetic energy of the center of mass of the system, the potential energy of the systems, and/or the internal energy of the system.				
81	4.D.1: Torque, angular velocity, angular acceleration, and angular momentum are vectors and can be characterized as positive or negative depending upon whether they give rise to or correspond to counterclockwise or clockwise rotation with respect to an axis.	4.D.1.1: I can describe a representation and use it to analyze a situation in which several forces exerted on a rotating system of rigidly connected objects change the angular velocity and angular momentum of the system.				
		4.D.1.2: I can plan data collection strategies designed to establish that torque, angular velocity, angular acceleration, and angular momentum can be predicted accurately when the variables are treated as being clockwise or				

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		counterclockwise with respect to a welldefined axis of rotation, and refine the research question based on the examination of data.			
	<b>4.D.2:</b> The angular momentum of a system may change due to interactions with other objects or systems.	<b>4.D.2.1:</b> I can describe a model of a rotational system and use that model to analyze a situation in which angular momentum changes due to interaction with other objects or systems.			
	<b>4.D.3:</b> The change in angular momentum is given by the product of the average torque and the time interval during which the torque is exerted.	<b>4.D.3.1:</b> I can use appropriate mathematical routines to calculate values for initial or final angular momentum, or change in angular momentum of a system, or average			

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		torque or time during which the torque is exerted in analyzing a situation involving torque and angular momentum.			
		4.D.3.2: I can plan a data collection strategy designed to test the relationship between the change in angular momentum of a system and the product of the average torque applied to the system and the time interval during which the torque is exerted.			
<b>Big Idea 5:</b> Changes that occur as a result of interactions are constrained by conservation laws.	5.A.1: A system is an object or a collection of objects. The objects are treated as having no internal structure. 5.A.2: For all systems under all circumstances, energy, charge, linear momentum, and angular momentum are conserved. For an isolated or a closed system, conserved quantities are constant. An open system is one that exchanges any conserved quantity with its surroundings.	I can define a system.			
	5.A.3: An interaction can be either a force exerted by objects outside the system or the transfer of some quantity with objects outside the system.	5.A.2.1: I can define open and closed/isolated systems for everyday situations and apply conservation concepts for energy, charge, and linear momentum to those situations. I can describe interactions within a system.			

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	<p><b>5.A.4:</b> The boundary between a system and its environment is a decision made by the person considering the situation in order to simplify or otherwise assist in analysis.</p>	<p>I can define a system to simplify analysis.</p>			
	<p><b>5.B.1:</b> Classically, an object can only have kinetic energy since potential energy requires an interaction between two or more objects</p>	<p><b>5.B.1.1:</b> I can set up a representation or model showing that a single object can only have kinetic energy and use information about that object to calculate its kinetic energy.</p>			
	<p><b>5.B.2:</b> A system with internal structure can have internal energy, and changes in a system's internal structure can result in changes in internal energy. [Physics 1: includes mass-spring oscillators and simple pendulums.]</p>	<p><b>5.B.2.1:</b> I can calculate the expected behavior of a system using the object model (i.e., by ignoring changes in internal structure) to analyze a situation. Then, when the model fails, the student can justify the use of conservation of energy principles to calculate the</p>			

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		change in internal energy due to changes in internal structure because the object is actually a system.				
	<b>5.B.3:</b> A system with internal structure can have potential energy. Potential energy exists within a system if the objects within that system interact with conservative forces.	<b>5.B.3.1:</b> I can describe and make qualitative and/or quantitative predictions about everyday examples of systems with internal potential energy				
		<b>5.B.3.2:</b> I can make quantitative calculations of the internal potential energy of a system from a description or diagram of that system.				
		<b>5.B.3.3:</b> I can apply mathematical reasoning to create a description of the internal potential energy of a system from a description or diagram of the objects and interactions in that system.				
	<b>5.B.4:</b> The internal energy of a system includes the kinetic energy of the objects that make up the system and the potential energy of the configuration of the	<b>5.B.4.1:</b> I can describe and make predictions about the				

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	objects that make up the system.	internal energy of systems.			
	<b>5.B.5:</b> Energy can be transferred by an external force exerted on an object or system that moves the object or system through a distance. This process is called doing work on a system. The amount of energy transferred by this mechanical process is called work. Energy transfer in mechanical or electrical systems may occur at different rates. Power is defined as the rate of energy transfer into, out of, or within a system.	<b>5.B.4.2:</b> I can calculate changes in kinetic energy and potential energy of a system using information from representations of that system. <b>5.B.5.1:</b> I can design an experiment and analyze data to examine how a force exerted on an object or system does work on the object or system as it moves through a distance. <b>5.B.5.2:</b> I can design an experiment and analyze graphical data in which interpretations of the area under a force-distance curve are needed to determine the work done on or by the object or system.			
		<b>5.B.5.3:</b> I can predict and calculate from graphical data the energy transfer to or work done on an object or system from information about a			

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		force exerted on the object or system through distance.				
		<b>5.B.5.4:</b> I can make claims about the interaction between a system and its environment in which the environment exerts a force on the system, thus doing work on the system and changing the energy of the system (kinetic energy plus potential energy).				
		<b>5.B.5.5:</b> I can predict and calculate the energy transfer to (i.e., the work done on) an object or system from information about a force exerted on the object or system through a distance.				
	<b>5.B.9:</b> Kirchhoff's loop rule describes conservation of energy in electrical circuits.	<b>5.B.9.1:</b> I can construct or interpret a graph of the energy changes within an electrical circuit with only a single battery and resistors in series and/or in, at most, one parallel branch as an application of the conservation of				

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		energy (Kirchhoff's loop rule).			
		5.B.9.2: I can apply conservation of energy concepts to the design of an experiment that will demonstrate the validity of Kirchhoff's loop rule in a circuit with only a battery and resistors either in series or in, at most, one pair of parallel branches.			
		5.B.9.3: I can apply conservation of energy (Kirchhoff's loop rule) in calculations involving the total electric potential difference for complete circuit loops with only a single battery and resistors in series and/or in, at most, one parallel branch.			
		5.C.3.1: I can apply conservation of electric charge (Kirchhoff's junction rule) to the comparison of electric current in various segments of			
		5.C.3: Kirchhoff's junction rule describes the conservation of electric charge in electrical circuits. Since charge is conserved, current must be conserved at each junction in the circuit. Examples should include circuits that combine resistors in series and parallel. [Physics 1: covers circuits with resistors in series, with at most one parallel branch, one battery only.]			

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		an electrical circuit with a single battery and resistors in series and in, at most, one parallel branch and predict how those values would change if configurations of the circuit are changed.				
		<b>5.C.3.2:</b> I can design an investigation of an electrical circuit with one or more resistors in which evidence of conservation of electric charge can be collected and analyzed.				
		<b>5.C.3.3:</b> I can use a description or schematic diagram of an electrical circuit to calculate unknown values of current in various segments or branches of the circuit.				
	<b>5.D.1:</b> In a collision between objects, linear momentum is conserved. In an elastic collision, kinetic energy is the same before and after.					
		<b>5.D.1.1:</b> I can make qualitative predictions about natural phenomena based on conservation of linear momentum and restoration of kinetic energy in elastic				

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		collisions.			
		<p><b>5.D.1.2:</b> I can apply the principles of conservation of momentum and restoration of kinetic energy to reconcile a situation that appears to be isolated and elastic, but in which data indicate that linear momentum and kinetic energy are not the same after the interaction, by refining a scientific question to identify interactions that have not been considered. Students will be expected to solve qualitatively and/or quantitatively for one-dimensional situations and only qualitatively in two-dimensional situations.</p> <p><b>5.D.1.3:</b> I can apply mathematical routines appropriately to problems involving elastic collisions in one dimension and justify the selection of those mathematical</p>			

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		Learning Target in student friendly language	Learning Type	Priority	Trimester	
		routines based on conservation of momentum and restoration of kinetic energy.				
		<b>5.D.1.4:</b> I can design an experimental test of an application of the principle of the conservation of linear momentum, predict an outcome of the experiment using the principle, analyze data generated by that experiment whose uncertainties are expressed numerically, and evaluate the match between the prediction and the outcome.				
		<b>5.D.1.5:</b> I can classify a given collision situation as elastic or inelastic, justify the selection of conservation of linear momentum and restoration of kinetic energy as the appropriate principles for analyzing an elastic collision, solve for missing				

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		variables, and calculate their values.			
	<b>5.D.2:</b> In a collision between objects, linear momentum is conserved. In an inelastic collision, kinetic energy is not the same before and after the collision.	<b>5.D.2.1:</b> I can qualitatively predict, in terms of linear momentum and kinetic energy, how the outcome of a collision between two objects changes depending on whether the collision is elastic or inelastic.			
		<b>5.D.2.2:</b> I can plan data collection strategies to test the law of conservation of momentum in a two-object collision that is elastic or inelastic and analyze the resulting data graphically.			
		<b>5.D.2.3:</b> I can apply the conservation of linear momentum to a closed system of objects involved in an inelastic collision to predict the change in kinetic energy			
		<b>5.D.2.4:</b> I can analyze data that verify conservation of momentum in collisions with and			

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		without an external friction force.				
		<p><b>5.D.2.5:</b> I can classify a given collision situation as elastic or inelastic, justify the selection of conservation of linear momentum as the appropriate solution method for an inelastic collision, recognize that there is a common final velocity for the colliding objects in the totally inelastic case, solve for missing variables, and calculate their values.</p>				
	<p><b>5.D.3:</b> The velocity of the center of mass of the system cannot be changed by an interaction within the system. [Physics 1: includes no calculations of centers of mass. However, without doing calculations, Physics 1 students are expected to be able to locate the center of mass of highly symmetric mass distributions, such as a uniform rod or cube of uniform density, or two spheres of equal mass.]</p>	<p><b>5.D.3.1:</b> I can predict the velocity of the center of mass of a system when there is no interaction outside of the system but there is an interaction within the system (i.e., the student simply recognizes that interactions within a system do not affect the center of mass motion of the system and is able to</p>				

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	<p><b>5.E.1:</b> If the net external torque exerted on the system is zero, the angular momentum of the system does not change.</p>	<p><b>5.E.1.1:</b> I can make qualitative predictions about the angular momentum of a system for a situation in which there is no net external torque.</p>	<p>determine that there is no external force).</p>		
	<p><b>5.E.2:</b> The angular momentum of a system is determined by the locations and velocities of the objects that make up the system. The rotational inertia of an object or system depends upon the distribution of mass within the object or system. Changes in the radius of a system or in the distribution of mass within the system result in changes in the system's rotational inertia, and hence in its angular velocity and linear speed for a given angular momentum. Examples should include elliptical orbits in an Earth-satellite system. Mathematical expressions for the moments of inertia will be provided where needed. Students will not be expected to know the parallel axis theorem.</p>	<p><b>5.E.2.1:</b> I can describe or calculate the angular momentum and rotational inertia of a system in terms of the locations and velocities of objects that make up the system. Students are expected to do qualitative reasoning with compound objects. Students are expected to do calculations with a fixed set of extended objects and point masses.</p>			

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<b>Big Idea 6:</b> Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.	<b>6.A.1:</b> Waves can propagate via different oscillation modes such as transverse and longitudinal.	<b>6.A.1.1:</b> I can use a visual representation to construct an explanation of the distinction between transverse and longitudinal waves by focusing on the vibration that generates the wave.				
		<b>6.A.1.2:</b> I can describe representations of transverse and longitudinal waves.				
	<b>6.A.2:</b> For propagation, mechanical waves require a medium, while electromagnetic waves do not require a physical medium. Examples should include light traveling through a vacuum and sound not traveling through a vacuum.	<b>6.A.2.1:</b> I can describe sound in terms of transfer of energy and momentum in a medium and relate the concepts to everyday examples.				
	<b>6.A.3:</b> The amplitude is the maximum displacement of a wave from its equilibrium value.	<b>6.A.3.1:</b> I can use graphical representation of a periodic mechanical wave to determine the amplitude of the wave.				
	<b>6.A.4:</b> Classically, the energy carried by a wave depends upon and increases with amplitude. Examples should include sound waves.	<b>6.A.4.1:</b> I can explain and/or predict qualitatively how the energy carried by a sound wave relates to the amplitude of the wave, and/or apply				



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		frequency of a wave, dependent upon relative motions of source and observer.				
	<b>6.D.1:</b> Two or more wave pulses can interact in such a way as to produce amplitude variations in the resultant wave. When two pulses cross, they travel through each other; they do not bounce off each other. Where the pulses overlap, the resulting displacement can be determined by adding the displacements of the two pulses. This is called superposition.	<b>6.D.1.1:</b> I can use representations of individual pulses and construct representations to model the interaction of two wave pulses to analyze the superposition of two pulses.				
97		<b>6.D.1.2:</b> I can design a suitable experiment and analyze data illustrating the superposition of mechanical waves (only for wave pulses or standing waves).				
		<b>6.D.1.3:</b> I can design a plan for collecting data to quantify the amplitude variations when two or more traveling waves or wave pulses interact in a given medium.				
	<b>6.D.2:</b> Two or more traveling waves can interact in such a way as to produce amplitude variations in the resultant wave.	<b>6.D.2.1:</b> I can analyze data or observations or evaluate evidence of the interaction of two or more traveling waves in one or two				

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		dimensions (i.e., circular wave fronts) to evaluate the variations in resultant amplitudes.			
	<b>6.D.3:</b> Standing waves are the result of the addition of incident and reflected waves that are confined to a region and have nodes and antinodes. Examples should include waves on a fixed length of string and sound waves in both closed and open tubes.	<b>6.D.3.1:</b> I can refine a scientific question related to standing waves and design a detailed plan for the experiment that can be conducted to examine the phenomenon qualitatively or quantitatively.			
		<b>6.D.3.2:</b> I can predict properties of standing waves that result from the addition of incident and reflected waves that are confined to a region and have nodes and antinodes.			
		<b>6.D.3.3:</b> I can plan data collection strategies, predict the outcome based on the relationship under test, perform data analysis, evaluate evidence compared to the prediction, explain any discrepancy and, if necessary,			

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		revise the relationship among variables responsible for establishing waves on a string or in a column of air.				
		<b>6.D.3.4:</b> I can describe representations and models of situations in which standing waves result from the addition of incident and reflected waves confined to a region.				
		<b>6.D.4:</b> The possible wavelengths of a standing wave are determined by the size of the region to which it is confined.				
		<b>6.D.4.1:</b> I can challenge the claim that the wavelengths of standing waves are determined by the frequency of the source regardless of the size of the region.				
		<b>6.D.4.2:</b> I can calculate wavelengths and frequencies (if given wave speed) of standing waves based on boundary conditions and length of region within which the wave is confined, and calculate numerical values of				

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	6.D.5: Beats arise from the addition of waves of slightly different frequency.	6.D.5.1: I can use a visual representation to explain how waves of slightly different frequency give rise to the phenomenon of beats.			

02 STRAND

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Anchor Standard	Benchmark	Assessment Plan			Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	
<p>What course-specific strands are desired under the College and Career Readiness Anchor Standards?</p> <p>What key knowledge and skills will students acquire as a result of this course that matches the College and Career Readiness?</p> <p>101</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives define the skills and understandings that all students must demonstrate?</p>	<p>What is the specific Learning Target in Student Friendly Language?</p>	<p>What is the Learning Type for the outcomes? (K=knowledge, R=reasoning, S=skill, P=product creation)?</p>	<p>What is the Priority of the Learning Target?*</p> <p>Which trimester will common assessments be given?</p>	<p>Which parts of the Instructional Framework will be used?</p>

\*Priority = (3-low Teacher knowledge to inform instr. at teacher discretion. 2-medium, PLC decides how, when and why to assess this benchmark. 1-high. District Curriculum Assessment – collected districtwide)?

**References**  
 DuFour, Richard, DuFour, Rebecca, Eaker, Robert, & Many, Thomas. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.  
 McTighe, Jay, & Wiggins, Grant. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.  
 Stiggins, Richard, Arter, Judith, Chappuis, Jan, & Chappuis, Stephen. (2004). *Classroom assessment 'for' student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.



## New Course Approval — Coversheet —

Course Title: ASL 3    Subject Area: World Language

Tartan     North     Both High Schools     Alternative Programming

Course Length:     1 trimester     2 trimesters     3 trimesters

Proposal:

<input checked="" type="checkbox"/> New course <input type="checkbox"/> Change in existing course <input type="checkbox"/> Required <input checked="" type="checkbox"/> Prerequisite for this course: <input type="checkbox"/> Other scheduling needs (e.g. must be first trimester):	<input type="checkbox"/> Course replication <input type="checkbox"/> Course deletion <input type="checkbox"/> Elective
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*Rationale: What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

ASL 3 provides students the opportunity to develop greater fluency and receptive capacity of American Sign Language including clarity of sign production and flow and cadence between signs. Students will also expand their understanding of ASL Grammar, including all linguistic elements such as sentence types, question types, depletion verbs (e.g. classifiers), and grammatical categories. Students that take ASL 3 will be better prepared to continue their learning at the collegiate level.

Financial Considerations:  
Materials Needs:

Professional Development Needs:

Approximate Costs:

Approximate Costs:

	Date	Approved Without Modification	Not Approved/Needs Modifications	Concerns / Requested Modifications
<i>Lisa Tilles</i>	11/12/15	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Christina</i>	11/12/15	<input type="checkbox"/>	<input type="checkbox"/>	
<i>A. [Signature]</i>		<input type="checkbox"/>	<input type="checkbox"/>	
<i>[Signature]</i>		<input type="checkbox"/>	<input type="checkbox"/>	
<i>[Signature]</i>	11/11/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>[Signature]</i>	11/16/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>[Signature]</i>		<input type="checkbox"/>	<input type="checkbox"/>	
School Board				

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	P r i o r i t y	T r i m e	Instructional FrameworkLearners engage in signed conversations on a variety of topics. (Interpersonal)

Anchor Standard	Benchmark	Learning Target in student friendly language	L e a r n i n g T y p e	P r i o r i t y	T r i m e	Instructional Framework
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<b>0.1 STRAND: Communicate in American Sign Language</b>							
1.1: Students engage in signed conversations on a variety of topics. (Interpersonal)	Students initiate, sustain, and close conversations in varied situations.	I can communicate on variety of topics using words and phrases that I have practiced and memorized.	1	1	2	3	ASLTA
	Students exchange detailed information and opinions, make requests and ask different types of questions, Make requests and ask different types of questions such as higher order thinking questions and analyzing selected topics.	I can make requests and ask questions using the five parameters correctly. I can demonstrate correct manual and visual strategies	1	1	2	3	ASLTA

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	P r i o r i t y	T r i m e s	I n s t r u c t i o n a l  F r a m e w o r k  L e a r n e r s  e n g a g e i n s i g n e d c o n v e r s a t i o n s o n a v a r i e t y o f t o p i c s. (Interpersonal)

	that support interactive conversations.				
	Develop a logical argument derived from the decision making process using a relevant situation.  Use manual and visual strategies that facilitate communication.  Use a variety of culturally- appropriate non-manual communication.				
	Students use a variety of culturally- appropriate non-manual communication when conversing in American Sign Language.	I can demonstrate non manual signals when engaged in signed conversations.	1	1 2 3	ASLTA
1.2: Students comprehend American Sign Language on a variety of topics. (Interpretive)	Students respond accurately to complex requests, commands, and directions.	I can understand complex questions, commands and directions.  I can respond to complex questions, commands and directions.	1	1 2 3	ASLTA
	Students categorize types of classifiers and their purpose within a story	I can identify classifiers used within a story.	1	1 2	



<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Anchor Standard		Benchmark		Assessment Plan	
		Learning Type		P r i o r i t y	
				T r i m e s t e r	
				Instructional Framework Learners engage in signed conversations on a variety of topics. (Interpersonal)	

	Students will create a story using classifiers and the use of all 5 parameters.	I can use the correct classifiers in my story and correct parameters.	1
			2
			3

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type		P r i o r i t y	T r i m e s t e r
		Instructional FrameworkLearners engage in signed conversations on a variety of topics. (Interpersonal)			

1.4: Students express ideas face-to-face or through the use of digital/technological means (e.g..) designed for personal self-assessment of proper implementation and use of the 5 parameters correctly.	<p>Students will use presentation of information, concepts, and ideas in American Sign Language that include face-to-face meetings, live presentations, and technological means (e.g., videophone, video mail, video logs) to include all 5 parameters.</p> <p>Students will videotape themselves, assess their own video finding the 5 parameters in their video log.</p> <p>Students will sign their story to other students for positive critique and feedback.</p> <p>Students will review information gathered, and redo the video, making necessary corrections with support from the teacher.</p> <p>Students will demonstrate progress between video one and video two. Students conduct a final personal evaluation.</p>	<p>I can videotape myself, assess my video using the five parameters as a guideline.</p> <p>I can incorporate critique and feedback from peers to improve my video.</p> <p>I can redo my video incorporating corrections and distinguished the difference between video one and video two.</p> <p>I can conduct a personal evaluation of my existing signing skills.</p>	<p>1</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>3</p>
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<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Anchor Standard			Assessment Plan		
Benchmark			Instructional Framework Learners engage in signed conversations on a variety of topics. (Interpersonal)		

<b>0.2 STRAND: Deaf Culture</b>					
2.1: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.	Students learn social interaction within the Deaf community of ASL users based on Deaf people's corresponding cultural values and attitudes in a culturally appropriate manner	I can demonstrate appropriate cultural social interaction.  I can name cultural values of the deaf community.  I can explain cultural manners, and attitudes practiced in the deaf community.	1 2 3	1 2 3	ASLTA
	Students learn about the many varied products of Deaf culture such as ASL poetry, ASL narrations, art made by Deaf people, and videos of ASL literature, in terms of underlying cultural values and attitudes.	I can identify at least 5 products of Deaf Culture and explain the underlying culture values and attitudes.	1 2 3	1 2 3	ASLTA
	Students investigate and report on cultural practices of the Deaf culture such as traditions, celebrations unique to Deaf culture	I can discuss deaf culture traditions and celebrations and explain the importance of the events.	1 2 3	1 2 3	ASLTA
	Students research significant events unique to Deaf Culture and that shape cultural identity of Deaf culture.	I can use the internet to find deaf culture events.	1 2 3	1 2 3	

ISD 622 Curriculum Area:	American Sign Language	Grade Level or Course Title:	Level 3	Date Created:	11/02/2015			
Anchor Standard		Benchmark		Learning Type		Assessment Plan		Instructional FrameworkLearners engage in signed conversations on a variety of topics. (Interpersonal)
								P r i o r i t y
				I can identify unique deaf culture events and explain why they are important to the community.				
<b>0.4 STRAND: Connections</b>								
4.1: Students reinforce and further their knowledge of other disciplines (i.e., school subjects) through the study of American Sign Language.	Students use American Sign Language to learn more about other subject areas that are not related to ASL or Deaf culture, either within the ASL class or in ASL immersion experiences.	I can use ASL to discuss other subject areas with my classmates.		1 2 3				
4.2: Students use their ASL skills to acquire new information and discover cultural perspectives of Deaf people.	Students engage in group conversation and exchange information and opinions about viewpoints of Deaf people.	I can discuss important topics within the deaf community providing two viewpoints. (ex. CI)		1 2 3				
4.3: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.	Students engage in group conversation and compare Deaf culture with one's own and other cultures.	I can converse with other group members to compare our cultures to Deaf Culture.		1 2 3				
4.4: Students strengthen language proficiency and cultural knowledge by using current digital media and other resources.	Students use digital visual media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	I can watch YouTube videos, curriculum DVD's, or other resources to build up my ASL vocabulary and receptive skills.		1 2 3				

ISD 622 Curriculum Area:	American Sign Language	Grade Level or Course Title:	Level 3	Date Created:	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	P r i o r i t y	T r i m e s t e r	Instructional FrameworkLearners engage in signed conversations on a variety of topics. (Interpersonal)
			Students use digital visual media and culturally authentic resources to study Deaf culture.	I can watch YouTube videos, curriculum DVD's, or other resources to learn more about Deaf Culture.	1
<b>0.5 STRAND: Communities</b>					
5.1: Students use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.	Students show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment such as watching movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers, research and present about a local and/or global need that is identified as authentic by Deaf culture.	I can attend Deaf events and converse with other Deaf community members.	1	1 2 3	
	Students recognize the practices of Audism and how it affects the Deaf community.	I can define Audism.  I can explain how Audism affects the Deaf Community.	1	1 2 3  1 2 3	

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	Priority	T r i m e s t e r	
				Instructional Framework/Learners engage in signed conversations on a variety of topics. (Interpersonal)	

		I can explain several strategies that I use to be aware of my own "hearing privilege".	1	1 2 3	
	Students identify how ASL will be used in their personal futures (Career, Volunteering, family members)	I can sign about my career choices and my future goals.	1	1 2 3	

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	P r i o r i t y	T r i m e s t e r	Instructional FrameworkLearners engage in signed conversations on a variety of topics. (Interpersonal)

<b>What course-specific strands are desired under the College and Career Readiness Anchor Standards?</b>  Students will be ready to enroll in colleges that offer ASL certificates or Interpreting programs. 13 Students success in ASL 1,2,3 prepares them for College courses in ASL.	<b>What objectives define the skills and understandings that all students must demonstrate?</b>  Students must be able to receptively and expressively use American Sign Language and demonstrate those competencies through final exams given by the teacher.	<b>What is the Learning Target in Student Friendly Language?</b>  I can use American Sign Language to effectively communicate with my peers, my teacher, and other members of the Deaf community.  I can understand my peers, my teachers, and other members of the Deaf community when they	<b>What is the Learning Type for the outcomes? (K=knowledge, R=reasoning, S= skill, P=product creation)?</b>  K: American Sign Language, Parameters, Grammatical rules, Deaf community, culture, norms and attitudes.  R:  S: Ability to converse in ASL using	<b>Which parts of the Instructional Framework will be used?</b>  W h i c h t r i m e s t e r w i l l c o m m o n a s
<b>What key knowledge and skills will students acquire as a result of this course that matches the College and Career Readiness?</b>  Completion of the ASL 1, 2, 3 course will provide college credits and prepare them for the courses offered at the college.  Students taking ASL in High School are able to align their credits and knowledge with College courses.				

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	P r i o r i t y		
			T r i m e s t e r		
			Instructional FrameworkLearners engage in signed conversations on a variety of topics. (Interpersonal)		

Students will be ready to continue their studies in ASL, decide on ASL careers with the ASL certificate or further their ASL education for Interpreting careers.	communicate with me using American Sign Language.	proper grammar, and parameters. Ability to comprehend. Ability to Express. P:	r n i n g T a r g e t ? * s e s s m e n t s b e g i v e n ? g i v e n ?
<u>What do you want students to know and be able to do?</u>  Students will have mastered level 1, 2, and 3. Conversational Skills Proper use of 5 parameters Proper use of role shifting Proper use of listing and ordering technique Use of Classifiers Ability to give directions Ability to explain things, people, places Ability to ask questions, make requests and use tools for follow up, clarification and comprehension. Ability to not only express but comprehend			

<b>ISD 622 Curriculum Area:</b>	American Sign Language	<b>Grade Level or Course Title:</b>	Level 3	<b>Date Created:</b>	11/02/2015
Assessment Plan					
Anchor Standard	Benchmark	Learning Type	P r i o r i t y	T r i m e s t e r	Instructional Framework Learners engage in signed conversations on a variety of topics. (Interpersonal)

Knows deaf culture, deaf community, connections, interactions, behaviors and norms.  
 Ability to apply to above to daily conversations and interactions.

\*Priority = (3-low Teacher knowledge to inform instr. at teacher discretion. 2-medium, PLC decides how, when and why to assess this benchmark. 1-high. District Curriculum Assessment – collected districtwide)?

**References:**

Signing Naturally Curriculum, Master ASL Curriculum, ASL High Level 1-4 Indiana Academic Standards, Duван Schools, and American Sign Language Teachers Association

## New Course Approval — Coversheet —

Course Title: **Electronics 2: Microcontrollers**    Subject Area: **Technology Education**

Tartan     North     Both High Schools     Alternative Programming

Course Length:     1 trimester     2 trimesters     3 trimesters

Proposal:     New course     Course replication  
 Change in existing course     Course deletion  
 Required     Elective  
 Prerequisite for this course: **Electronics 1**  
 Other scheduling needs (e.g. must be first trimester):

This course is a continuation of Electronics 1 and the How To Build Almost Anything sequence. We will begin to learn and understand the power of microcontrollers via Arduino open source circuit boards. Students will learn how they can control and set up a microcontroller with basic electrical components from Electronics 1 while introducing programming language to make the electronics do anything and everything they want.

Rationale: *What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

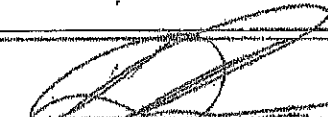


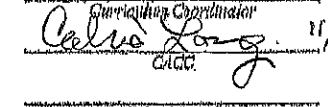


**Financial Considerations:**

Materials Needs: **Variety of Arduino Circuit Boards**

Professional Development Needs: **None**

Approximate Costs: **\$2000**

Approximate Costs: **None**

	Date	Approval Without Modifications	Not Approval/Needs Modifications	Concerns/Requested Modifications
	5/19/15	<input type="checkbox"/>	<input type="checkbox"/>	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	11/11/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	11/16/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
School Board				

ISD 622 Curriculum Area	Technology Education	Grade Level or Course Title	9-12	Date Created	9/2/2015
Course Title	Electronics 2: Microcontrollers				
Course Goal(s) with connections to standard by number	Students will learn how they can control and set up a microcontroller with basic electrical components from Electronics 1 while introducing programming language to make the electronics do anything and everything they want.				
Course Description	This course is a continuation of Electronics 1 and the How To Build Almost Anything sequence. We will begin to learn and understand the power of microcontrollers via Arduino open source circuit boards.				

## DISTRICT 622 CURRICULUM MAP

Anchor Standard	Benchmark	Assessments			
		Learning Target in student friendly language	Learning Type	Priority	Instructional Framework
<b>0.1 STRAND</b>					
9.1.3.1 The Nature of Science and Engineering: Interactions Among Science, Technology, Engineering, Mathematics, and Society. Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.	9.1.3.2.1 Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions. <i>For example:</i> Native American understanding of ecology; Lisa Meitner's contribution to understanding radioactivity; Tesla's ideas and inventions relating to electricity; Watson, Crick and Franklin's discovery of the structure of DNA; or how George Washington Carver's ideas changed land use.	I will be able to understand and demonstrate knowledge of the evolution of circuits as to the evolution of electronics/electronicity pointing out key contributors.			
9.1.3.3 The Nature of Science and Engineering: Interactions Among Science, Technology, Engineering, Mathematics, and Society. Science and engineering operate in the context of society and both influence and are influenced by this context.	9.1.3.3.1 Describe how scientific investigations and engineering processes require multi-disciplinary contributions and efforts. <i>For example:</i> Nanotechnology, climate change, agriculture, or biotechnology.	I can investigate and apply how semiconductors came to be and current technology derived from them.			
9.1.3.4 The Nature of Science and Engineering: Interactions Among Science, Technology, Engineering, Mathematics, and Society. Science, technology, engineering, and mathematics rely on each other to enhance knowledge and understanding.	9.1.3.4.2 Determine and use appropriate safety procedures, tools, computers and measurement instruments in science and engineering contexts. <i>For example:</i> Consideration of chemical and biological hazards in the lab.	I will understand that the process of designing an electronic circuit takes into account many factors, including environment concerns, and will be familiar with			

Anchor Standard	Benchmark	Learning Target in student friendly language	Assessment Plan			Instructional Framework
			Learning Type	Priority	Trimester	
9.2.3.2 Physical Science: Energy Energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.	9.1.3.4.3 Select and use appropriate numeric, symbolic, pictorial, or graphical representation to communicate scientific ideas, procedures and experimental results.	precautionary measures.				
		I will be able to read and interpret basic schematics to create a working circuit. I can use symbols to draw a circuit, and these symbols are based on industry standards.				
		I will understand and can explain conventional current flow which is current produced by the movement of positive charges toward a negative terminal. I will understand and can explain electron flow which is the current produced by the movement of free electrons toward a positive terminal.				
9.2.3.2.1 Identify the energy forms and explain the transfers of energy involved in the operation of common devices. For example: Light bulbs, electric motors, automobiles or bicycles.	9.2.3.2.4 Explain and calculate current, voltage and resistance, and describe energy transfers in simple electric circuits.					

ISD 622 Curriculum Area:		Grade Level or Course Title:		Date Created:		
DISTRICT 622 CURRICULUM MAP						
Anchor Standard	Benchmark	Learning Target in student friendly language	Assessment Plan			
			Learning Type	Priority	Trimester	
Instructional Framework						
		<p>electronic circuits. Current is directly proportional to Voltage applied and inversely proportional to resistance.</p>				
	<p>9.2.3.2.5 Describe how an electric current produces a magnetic force, and how this interaction is used in motors and electromagnets to produce mechanical energy.</p>	<p>I can apply a small current to control a larger current using PWM via a circuit board and computer.</p>				
<p>9P.2.3.2 Physical Science: Energy Electrons respond to electric fields and voltages by moving through electrical circuits and this motion generates magnetic fields.</p>	<p>9P.2.3.2.2 Explain and calculate the relationship of current, voltage, resistance and power in series and parallel circuits. <i>For example:</i> Determine the voltage between two points in a series circuit with two resistors.</p>	<p>I can determine the algebraic sum of the voltage drops in any closed path in a circuit and the algebraic sum of the electromotive forces in that path must total zero.</p>				
	<p>9.2.2.1 Represent and solve problems in various contexts using linear and quadratic functions.</p>	<p>I can create Boolean expressions and truth tables derived from logic circuits. I can design a logic circuits from either Boolean expressions or truth tables. I can figure out from a truth table either a product-of-</p>				



Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	

<p>What course-specific strands are desired under the College and Career Readiness Anchor Standards?</p> <p>What key knowledge and skills will students acquire as a result of this course that matches the College and Career Readiness?</p> <p>121</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives define the skills and understandings that all students must demonstrate?</p>	<p>What is the Learning Target in Student Friendly Language?</p>	<p>What is the Learning Type for the outcomes ? (<b>K</b>=knowledge, <b>R</b>=reasoning, <b>S</b>=skill, <b>P</b>=product creation)?</p>	<p>What is the Priority of the Learning Target?*</p>	<p>Which trimester will common assessments be given?</p>	<p>Which parts of the Instructional Framework will be used?</p>
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\*Priority = (3-low Teacher knowledge to inform instr. at teacher discretion. 2-medium, PLC decides how, when and why to assess this benchmark.  
 1-high. District Curriculum Assessment – collected districtwide)?

**References**  
 DuFour, Richard, DuFour, Rebecca, Eaker, Robert, & Many, Thomas. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.  
 McTighe, Jay, & Wiggins, Grant. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.  
 Stiggins, Richard, Arter, Judith, Chappuis, Jan, & Chappuis, Stephen. (2004). *Classroom assessment 'for' student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.



ISD 622 Curriculum Area:	Science	Grade Level or Course Title:	11-12	Date Created:	2-9-15
Course Title:	Forensic Science 2				
Course Goal(s) with connections to standard by number:	This course will aide students in developing their science skills in seven state science standards: Reasons & Investigations(9.1.1.1.2), Conducting Experiments (9.1.1.2.1), Reasons For Investigations (9.1.1.2.2), Assumptions & Logic (9.1.1.2.3), Methods of Investigations (9.1.1.2.4), Careers (9.1.3.2.2), Technologies & Advances (9.1.3.4.1). As well have give them a platform to expand previous science knowledge in the areas of Physics, Chemistry, Biology, and Earth Science.				
Course Description:	This class is a continuation of Forensic Science. Using their science knowledge, students will continue building their investigative skills and applying science skills to real life cases and scenarios.				

**DISTRICT 622 CURRICULUM MAP**

Anchor Standard	Benchmark	Assessments				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	
<b>0.1 STRAND</b> Students will be able to explain about death in relation to a crime scene. They will be able to explain and demonstrate how a medical examiner can identify the manner, mechanism, cause, and time of death for a victim using various techniques.	Students will be able to explain how medical examiners determine the time of death using various techniques such as temperature and insects.	I can explain how medical examiners determine the time of death.	Knowledge Reasoning Inquiry		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..) Inquiry Lab	
	Students will to describe the five manners of death and how these manners of death determine the course of a crime scene investigation.	I can describe the five manners of death.	Knowledge Reasoning		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)	
	Students will study the life cycle of insects that are used in determining the time of death.	I can describe the life cycle of insects which are used in determining the time of death.	Knowledge Reasoning Inquiry		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)	
	Students will demonstrate how an autopsy is a systematic search for evidence that is conducted to determine the cause, manner	I can demonstrate, through a mock	Knowledge Reasoning Inquiry		AVID Instructional Strategies	

Anchor Standard	Benchmark	Assessment Plan			Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	
	and time of death.	autopsy, how an autopsy is used to search for evidence.			(organizers, critical reading, Interactive Notebooks, etc..) Inquiry Lab
Students will be able to explain about glass and paint evidence in its relation to crime scenes. They will be able to explain how glass is formed, characteristics and types of glass, as well as fracture patterns that are used to analyze glass found as evidence.	Students will be able to explain the properties of glass: composition, density etc.	I can explain the properties of glass.	Knowledge Reasoning Inquiry		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)
	Students will be able to forensically analyze glass using various techniques.	I can forensically analyze glass.	Knowledge Reasoning Inquiry		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)
	Students will be able to analyze fractured glass and reconstruct that glass evidence to determine what happened at the scene.	I can analyze fractured glass and reconstruct glass evidence.	Knowledge Reasoning Inquiry		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)
	Students will be able to identify the properties of paint and how paint can be identified and used as evidence from a crime scene.	I can identify the properties of paint and describe how paint can be used as evidence.	Knowledge Reasoning Inquiry		AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)

Anchor Standard	Benchmark	Learning Target in student friendly language	Assessment Plan			Instructional Framework
			Learning Type	Priority	Trimester	

Students will be able to explain about drug identification and toxicology and the role they play in forensic investigations.	Students will be able to explain the important role of toxicology in forensic investigations as well as the role a toxicologists plays in that investigation.	I can explain the role of toxicology and the toxicologist in Forensic Science.	Knowledge Reasoning Inquiry			Notebooks, etc..)
	Students will demonstrate and describe various techniques for forensic drug analysis.	I can demonstrate and describe techniques used in drug analysis.	Knowledge Reasoning Inquiry			AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)
	Students will demonstrate proper collection and preservation of drug evidence.	I can demonstrate proper collection and preservation of drug evidence.	Knowledge Reasoning Inquiry			AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)
	Students will be able to read and interpret a toxicology report and infer the cause /manner of death.	I can read and interpret a toxicology report.	Knowledge Reasoning Inquiry			AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..)
Students will be able to explain about the crime of arson and how investigators	Students will be able to explain what arson is and the motivations of an arsonist.	I can explain what arson is and	Knowledge Reasoning			AVID Instructional

Anchor Standard	Benchmark	Learning Target in student friendly language	Assessment Plan			Instructional Framework
			Learning Type	Priority	Trimester	
collect and analyze fire evidence.		the motivations of the arsonist.	Inquiry			Strategies (organizers, critical reading, Interactive Notebooks, etc..) Inquiry Lab
	Students will be able to demonstrate and explain the collection and preservation techniques of arson evidence.	I can demonstrate and explain the collection and preservation techniques of arson evidence.	Knowledge Reasoning Inquiry			AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..) Inquiry Lab
	Students will be able to use arson evidence to reconstruct an arson crime scene.	I can use arson evidence to reconstruct an arson crime scene.	Knowledge Reasoning Inquiry			AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..) Inquiry Lab
	Students will use their chemistry skills to determine the chemical properties of various accelerants possibly used at arson sites.	I can use my chemistry skills to determine the chemical properties of different accelerants.	Knowledge Reasoning Inquiry			AVID Instructional Strategies (organizers, critical reading, Interactive Notebooks, etc..) Inquiry Lab
Students will be able to demonstrate the correct procedure for analyzing a crime	Students will demonstrate proper systematic search techniques.	I can demonstrate proper systematic	Knowledge Reasoning			Inquiry Lab

**DISTRICT CURRICULUM MAP**

Anchor Standard	Benchmark	Assessment Plan				Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	Trimester	

<p>scene. Use their knowledge of evidence to collect and analyze that evidence collected from a mock crime scene. Use reasoning skills to determine the cause and manner of death. And form final conclusions about the suspects and the case.</p>		search techniques.	Inquiry			
	<p>Students will demonstrate proper collection and analysis of crime scene evidence.</p>	<p>I can demonstrate proper collection and analysis of crime scene evidence.</p>	<p>Knowledge Reasoning Inquiry</p>			<p>Inquiry Lab</p>
	<p>Students will use their deductive skills to form logical conclusions about the mock case and the evidence collected.</p>	<p>I can use my deductive reasoning skills to form conclusions about my suspects and the mock crime scene.</p>	<p>Knowledge Reasoning Inquiry</p>			<p>Inquiry Lab</p>

Anchor Standard	Benchmark	Assessment Plan			Instructional Framework
		Learning Target in student friendly language	Learning Type	Priority	
<p>What course-specific strands are desired under the College and Career Readiness Anchor Standards?</p> <p>What key knowledge and skills will students acquire as a result of this course that matches the College and Career Readiness?</p> <p>128</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives define the skills and understandings that all students must demonstrate?</p>	<p>What is the specific Learning Target in Student Friendly Language?</p>	<p>What is the Learning Type for the outcomes? (K=knowledge, R=reasoning, S=skill, P=product creation)?</p>	<p>What is the Priority of the Learning Target?*</p>	<p>Which parts of the Instructional Framework will be used?</p>
				<p>Which trimester will common assessments be given?</p>	

\*Priority = (3-low Teacher knowledge to inform instr. at teacher discretion. 2-medium, PLC decides how, when and why to assess this benchmark. 1-high. District Curriculum Assessment – collected districtwide)?

**References**  
 DuFour, Richard, DuFour, Rebecca, Eaker, Robert, & Many, Thomas. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.  
 McTighe, Jay, & Wiggins, Grant. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.  
 Stiggins, Richard, Arter, Judith, Chappuis, Jan, & Chappuis, Stephen. (2004). *Classroom assessment for student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.

Curriculum/English Language Arts 2010-2011 6 2/11/2011 1:36 PM

## New Course Approval — Coversheet —

Course Title: **IT Exploration**      Subject Area: **Business**

Tartan       North       Both High Schools       Alternative Programming

Course Length:     1 trimester       2 trimesters       3 trimesters

Proposal:

<input checked="" type="checkbox"/> New course	<input type="checkbox"/> Course replication
<input type="checkbox"/> Change in existing course	<input type="checkbox"/> Course deletion
<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Elective
<input type="checkbox"/> Prerequisite for this course:	
<input type="checkbox"/> Other scheduling needs (e.g. must be first trimester):	

Rationale: *What program needs will this course fulfill? What student needs will this course fulfill? How will student learning be impacted? How will this course prepare students for college, career, and life readiness?*

STEM classes have been listed by Governor Dayton as important classes for all students to have exposure to by the time they graduate high school. At this time, there are no classes related to hardware and software in our high schools. There are lots of career options in this area (Hardware engineer, software engineers, analytics, security, etc.), so this class would allow students to try out several different areas of the IT field to see if they would like to pursue more training in college, and in some cases in other high school classes (computer programming). It's also a goal of this class to reduce the gender gap in IT by providing female students with opportunities to learn skills applicable to IT careers.

**Financial Considerations:**

Materials Needs: AdvanceITMN.org offers free access to online curriculum if you attend their training.

Professional Development Needs: Free class offered each summer in the Metro area by AdvanceITMN.org

Approximate Costs: \$0

Approximate Costs: \$0

	Date	Approved Without Modifications	Not Approved / Needs Modifications	Concerns / Requested Modifications
<u>Vicki Kapan</u> <i>Proposal Author</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<u>Lou J. Paul</u> <i>Department Chair</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<u>A. [Signature]</u> <i>Principal</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<u>Lou J. Paul</u> <i>Curriculum Chair</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<u>Sharon Burrell</u> <i>Curriculum Coordinator</i>		<input type="checkbox"/>	<input type="checkbox"/>	
<u>Calvin [Signature]</u> <i>CACC</i>	11/16/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
_____ <i>School Board</i>		<input type="checkbox"/>	<input type="checkbox"/>	

Course Title:

This introductory course will explore career opportunities in the growing field of Information Technology. Through hands-on activities, students will learn skills necessary in the areas of System Administration, Software Application, Information Security and Business Analytics. Computer Hardware, networks, programming, security and the use of MS Excel for analyzing data are all topics that will be introduced. Guest Speakers in the field of IT will enhance career exploration.

Course Description:

**Preferred Sequence:** IT Exploration, then Web Page Design and/or Video Game Design, then AP Computer Science or C++ Programming  
**Prerequisite:** None

**Standards met by this course:**

- NBEA (National Business Education Association) National Standards for Business Education – Information Technology Standard Part IV (Input Technologies)
- MN Dept. of Ed. Business Education Frameworks
- SCANS (Secretaries Commission Achieving Necessary Skills)

**Essential Outcomes:**

1. Understand and demonstrate basic office productivity concepts and functions including digital literacy, and using MS Word/Excel/PowerPoint
2. Understand basic computer hardware and software, and networking technologies
3. Understand the fundamentals of computer operating systems and internet computing technologies
4. Experiment with programming languages & techniques, and graphics
5. Understand careers available in the IT field
6. Identify and understand different aspects of information security including vulnerability awareness, types of security, and internet and system defenses.
7. Analyze business statistics to determine future decision making (Business Analytics)

Established Course Goal(s):

ISD 622 Curriculum Area:	Business Ed.	Grade Level or Course Title:	Grades 10-12 IT Exploration	Date Created:	4-2-2015	Page:	2
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**DISTRICT 622 CURRICULUM MAP**

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12-LB.3.)	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
I. Understand basic office productivity skills.	Can the student demonstrate knowledge of basic office productivity skills?	1. Demonstrate knowledge of digital literacy.	2	X			Knowledge	Technical skills assessment (performance)		
		2. Use Microsoft Office software to create basic documents, spreadsheets and presentations.	2	X			Product & Creation	Performance Assessment		

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)	Assessment Plan			Unit and/or Materials	Instructional Strategies	Intervention
II. Understand basic system administration concepts.	Can the student demonstrate understanding of system administration?	1. Demonstrate knowledge of the elements of computer systems and components.	3	X	Knowledge	Technical skills assessment (performance)		
			3	X	Knowledge & Skill	Technical skills assessment (performance)		
			3	X	Knowledge & Skill	Technical skills assessment (performance)		
			3	X	Knowledge	Personal Communication		

Understandings	Guiding Questions	Student Outcomes If applicable, identify state benchmarks and standards – (e.g. LA 9-12 – I.B.3.)	Assessment Plan			Unit and/or Materials	Instructional Strategies	Intervention
			3	2	1			
III. Understand basic software and app development concepts.	Can the student demonstrate understanding of basic software and app development concepts?	1. Experiment with programming languages & techniques, and graphics	3	X		Technical skills assessment (performance)		
		2. Understand jobs available in the IT field	2	X		Personal Communication		

IV. Understand basic information security concepts.	Can the student understand basic information security concepts?	1. Make decisions based on system vulnerability and value of information.	3	X		Performance: Written and oral presentation of video game		
		2. Demonstrate knowledge of the vocabulary related to computer & internet security.	3	X		Knowledge – Selected Response		
		3. Understand the basics of Internet security including defenses against browser attacks	3	X		Knowledge -- Selected Response		
		4. Understand jobs available in the IT field	2	X		Personal Communication		



### UNDERSTANDING THE DISTRICT 622 CURRICULUM MAP

Understandings	Guiding Questions	Student Outcomes	Assessment Plan					Unit and/or Materials	Instructional Strategies	Intervention
			P	T1	T2	T3	LT			
<p>What K-12 Enduring Understandings are incorporated in the course? (What are the "big ideas?")</p> <p>What course-specific understandings about them are desired?</p>	<p>What key knowledge and skills will students acquire as a result of this course?</p> <p>What do you want students to know and be able to do?</p>	<p>What objectives will provide student with answers to the guiding questions?</p>	<p>What district-created summative assessments will be incorporated to measure student learning?</p> <p>What is the Priority of the outcomes (1-low, 2-medium, 3-high)?</p> <p>How often are these outcomes assessed at a district-level? In which Trimesters?</p> <p>What is the Learning Type for the outcomes (knowledge, reasoning, skill, product creation)?</p> <p>What are the best Assessment Measures to use (selected response, extended written response, performance assessment, personal communication)?</p> <p>What is the District Curriculum Assessment?</p>	<p>What curricular materials might be used (book, unit, chapter, pages, etc)?</p>	<p>What learning experiences and instructional strategies will enable students to achieve the desired results?</p>	<p>What instructional modifications will be made for students who have not demonstrated learning?</p> <p>What instructional modifications will be made for students who have mastered the learning objectives?</p>				

ISD 622 Curriculum Area: Business Ed.	Grade Level or Course Title: Grades 10-12 IT Exploration	Date Created: 4-2-2015	Page: 6
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Stiggins, Richard, Arter, Judith, Chappuis, Jan, & Chappuis, Stephen. (2004). *Classroom assessment 'for' student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.

## Annotative for High School Course Proposals Name Changes for 2016-2017

### Industrial Technology

Current	Proposed
How to Build Almost Anything 'A'	Introduction Digital Fabrication
How to Build Almost Anything 'B'	Digital Fabrication: Mechanical
How To Build Almost Anything 'C'	Digital Fabrication: Electrical
Woods I	Woodworking Technology I: Creating the Foundation
Woods II	Woodworking Technology II: Create a Quality Piece
Woods III	Introduction to Cabinet Making: Design and Create a Quality Piece
Home Mechanics	Carpentry: Home Construction

Rational for the name changes:

The proposed name changes are a result of a program of study review via Perkins funding which is a federal program intended to develop more fully the academic, career, and technical skills of secondary and postsecondary students. Course sequence is one of the supporting elements identified in the review that leads to a high quality, comprehensive program of study.

The new course names incorporate input from local community colleges and industry and ensure that the program of study provided in the Industrial Technology Department aligns with best practice as defined by the Perkins program.

### Integrated Language Arts

Current	Proposed
Study Skills	College Readiness: Reading, Test Taking and Study Skills

Rational for the name change:

The course is designed to help prepare students who are missing or not adequately proficient in key foundational skills such as note taking, academic reading, and time management to prepare them for the rigor of a college environment. The previous name led to confusion as to the purpose of the class and resulted in many students registering, or not registering, for the class based upon those misconceptions.

Current	Proposed
Writing Studio	Academic Writing Foundations

Rational for the name change:

The current name of the course suggests a course that focuses on creative writing. Instead, the course focuses on sentence level work and the writing of strong paragraphs in a variety of subject areas. The name Academic Writing Foundations more accurately reflects the nature of the learning done in this course.

## Health and Physical Education

Current	Proposed
Life Time Wellness & Activities	Life Time Activities I
Individual and Dual Sports	Life Time Activities II

Rational for the name change:

Lifetime Activities I and II provide an opportunity for students interested in learning about, and participating in, various sports in an environment that emphasizes participation over competition. The name change more clearly defines the differences between the Lifetime Activities courses and the other Team Sport classes offered in the department.

Because of facility, equipment and space limitations, individual sports such as Table Tennis and Badminton are no longer feasible. New activities such as Ultimate Frisbee and Arena Sports (Broom-ball, Boot Hockey and Ringet) have been introduced to the curriculum. The name Lifetime Activities II better reflects the shift from individual to more team based activities.

VII. B. 1. ACKNOWLEDGEMENT OF CONTRIBUTIONS

Minnesota Statute 123B.02 permits school boards to "...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof."

Therefore, the Director of Business Services recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

<u>Donor</u>	<u>Item and/or Amount</u>	<u>Purpose</u>
North Tartan Area Girls Basketball Booster Club	\$300.00	ISD 622 North High School - Random Acts of Kindness
Cowern PTG	\$100.00	Cowern COMET Scholarships
Cowern PTG	\$2,500.00	Cowern Wolfridge buses
Cowern PTG	\$1,504.00	Cowern Elementary field trips
Anonymous	\$75.00	Webster COMET Scholarship
Tartan High School Class of 1995	\$300.00	Tartan High School - NHS and DECA - In memory of classmates who have passed away.
House of Prayer	Multiple hats, mittens and scarves	Cowern Elementary
Christa Waymire	\$50.00	Harmony Pilot Program
Lemonz, Inc. d/b/a Cavallaro Concessions	\$2,452.75	North High School National Honor Society
Paul Dean	\$100.00	North High School - Backpack Program
Jane Moren	\$100.00	North High School - Backpack Program
Melissa Barg	\$100.00	North High School - Backpack Program
Truist	\$42.32	Meals on Wheels
Cherie Bender	Adapted Bike/Trike (valued at \$450.00)	John Glenn - Multiple Needs Program
Anonymous	\$250.00	Richardson - families in need

MOTION:

SECOND:

Total fiscal year 2015-2016 monetary contributions: \$147,218.38

VII. C. 1. 2015-2016 ADDITIONAL STUDENT SERVICES iFTE APPROVAL

New service delivery guidelines and staffing formulas were implemented for 2015-2016 based on student enrollment and special education services during the staffing and budgeting process in the spring of 2015.

Due to student enrollment increases over projections in specific programs and buildings, Student Services is requesting an additional 5.00 iFTE. Increased iFTE for staffing is being requested in order to attempt to bring us back into compliance with state staffing regulations and new the new district special education staffing guidelines and policy.

	Adjusted Board Approved <u>2015-16</u>	NEW <u>2015-16</u>	<u>Difference</u>
STUDENT SERVICES Increase	296.85	301.85	5.00

Therefore, the Director of Student Services recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 622 that the Student Services 2015-16 iFTE budget increase to 301.85 be approved.

MOTION:

SECOND:

VII. D. 3. NSBA CONFERENCE

School board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations. Per the guidelines of Policy GM-023, Out of State Travel by Board Members, we seek School Board approval for Caleb Anderson and Nancy Livingston to attend the NSBA Annual Conference, April 9 - 11, 2016.

Therefore, the Superintendent of Schools recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District #622 that Caleb Anderson and Nancy Livingston attend the NSBA Conference in April, 2016.

MOTION:

SECOND: