



ROCORI SCHOOL DISTRICT

ROCKVILLE • COLD SPRING • RICHMOND

District Level Meetings

Respectful, Open and Honest, Compassionate, Optimistic, Ready, Inclusive

Date: August 27th, 2018

District Committee Norms:

Communicate Effectively <ul style="list-style-type: none"> • Listen for Understanding • Clear and Consistent information going out to each building and all staff • Notes and Agendas Timely Posted 	Manage Challenges <ul style="list-style-type: none"> • Be Respectfully Curious • Engage in Problem Solving • Value Differences and Support Committee
Motivate for Optimal Performance <ul style="list-style-type: none"> • Be on Time • Attend Meetings • Engage and buy in to build understanding of decision making 	Collaboration for Success <ul style="list-style-type: none"> • Assume positive Intentions • Help Others Succeed • Support the Purpose of the Committee

Time	Action Steps and Meeting Notes
	<ol style="list-style-type: none"> 1. Clarify Membership (Mary) <ol style="list-style-type: none"> a. New District Committee Membership Form b. Attendance form submitted via Form 2. Icebreaker/turn and talk (Joyce) 3. Review Norms, Vision, Mission (Allison) <ol style="list-style-type: none"> a. What makes our committee great? b. Opinions respected c. Problems discussed and solved 4. Co-Chairs (Joyce): Joyce's K-5 Co-Chair cycle ends... she is willing to assume the role for another term if needed <ol style="list-style-type: none"> a. 3-year commitment b. Please let Allison, Joyce, Mary know of interest 5. SpEd/Title/FACS/Business/EL Year Six: Formation of Adoption Needs Based Upon Gap Analysis 6. Social Studies Year Five: Data Collection and Gap Analysis 7. Math Year Four: Data Collection and Gap Analysis <ol style="list-style-type: none"> a. Training: Focused on core in year one b. Year Two: After implementation, Training: Mary contact companies c. Survey is needed; Use results to get training from company d. Survey: What is needed, concerns, etc Elem/RMS/RHS e. Who would like to create the survey? Allison, Joyce create content, Mary S create survey f. This committee meets to review the survey and make recommendations 8. ELA Year Three: Implementation <ol style="list-style-type: none"> a. Elem: Wonders Training August 20 b. RMS: NoRedInk, laptops Training August 20

- c. RHS: Follet, laptops, ipads, Patterns for College Writing, BookRags, doc camera, eWriter pens
- d. If short on Wonders curriculum, contact Kayla ASAP
- e. iPads for RMS and RHS are due to be rolled out by first day of school; remainders by Oct. 1
- f. RMS Skills: iLit training Tuesday, August 28th 12:30- 3:30
- 9. World Languages, Science, Industrial Tech Year Two: Curriculum Selection and Training
 - a. World Languages
 - i. Spanish II Unit of Study created over summer: Accountability Proposal
 - 1. Will present unit of study at CI September Meeting
 - 2. Did not use as a PLC; waiting to present to team
 - 3. Collaboration piece helpful with all 3 teachers together
 - 4. Began with standards to create the best product
 - ii. Plan moving forward
 - 1. How many hours are needed? What is the cost?
 - 2. Kept each other accountable
 - b. Science: Schedule recurring monthly meetings
 - i. RHS
 - ii. RMS
 - iii. Elem
 - c. Industrial Tech needs to meet more often: Brian will establish meetings
 - i. Brian has Career and Tech Certification (YAY BRIAN! Congrats!!)
 - ii. Curriculum and Instruction
 - 1. Class offerings
 - 2. Keep up to date (plastic, footballs, etc.)
 - 3. 3d printers/digital design
 - 4. Drafting classes currently paper and pencil, need to move to tech
 - iii. Technology Referendum and Capitol Outlay
 - 1. Laptops, labs are a scarce commodity
 - 2. Orange lab may not be able to run some programs (versions outdated)
 - 3. MS PLTW is computer-based, exclusively
 - iv. New Industrial Tech Teacher: Ty
 - v. Collaborate with community businesses
 - 1. Cold Spring
 - 2. Others for 21st Century Learning
- 10. PE/Health/Visual Arts/Music/Media Year One: Vetting of Curricula
 - a. Health was the only area added to the other four curricula
 - b. Brian Heying shared that Media and Tech sometimes combine
 - c. May be eligible for Perkins Act funding
- 11. SEL: Set Recurring Meetings
 - a. Did a survey last year
 - b. How concrete do we want to get?
 - c. Does SEL fit with Values Class and/or last year's health refresh purchase?
 - d. Joyce and Allison co-chair meetings
 - e. Does SEL fit with character ed curriculum taught consistently in classrooms, is it built within the buildings at morning meetings, does it belong at elementary, what are healthy lifestyles, should it be part of the Health purchase?
 - f. Food service email: lifestyle choices and one birthday cookie vs nutritional

- g. Proactive vs reactive
 - i. Allow students to bring snacks in the morning unmonitored
 - ii. Monitoring a birthday cookie/treat
 - iii. Health and wellness mandates require this policy be in place
 - iv. Can we teach our kids the 'why' in the form of choices?
 - v. Some things are beyond our control
 - vi. Can SEL curriculum bridge the gap with prevention?
 - vii. ROCORI Preschool went peanut free
 - viii. Some schools are stricter than ROCORI, others going back to more freedom
 - ix. Have not had an elementary health curriculum in about eight years

12. Refresh Request: FACS HS

- a. Need to complete the refresh request
- b. September meeting
- c. Is the copyright current?
- d. In two years FACS will be in the cycle
- e. Should this be building capitol funding?
- f. Capitol requests cover pretty much everything (higher ticket items,) often prioritized in the spring, not all admin does this, depends upon what is being budgeted
- g. Consistency will be key moving forward
- h. FACS doesn't typically ask for a lot
- i. If a new section of kindergarten is added, which fund does that come from? If CI, then CI for FACS and other areas
- j. 75 kids moving up in the next few years will impact materials purchased
- k. Refresh dollars are not going to have enough to cover these bursts of students
- l. In years past, there was a shortage of microscopes and CI covered them (it wasn't the adoption year and enrollment increased)
- m. Should this move to the admin leadership team?
- n. As enrollment grows, does building capitol get reallocated accordingly throughout the year?
- o. Enrollment is pretty spot on with predictions
- p. Staff need to plan ahead in the spring for fall enrollment
- q. Sauk Rapids is closed for open enrollment
- r. Preschool added another section and will be coming to CI in September with the refresh request
 - i. Beth: There is a small allocation to School Readiness in capitol outlay
 - ii. Would like to keep ECFE/preschool on the continual cycle (science, etc.) and a lot a year in the cycle
 - iii. Goal is Pre-12

13. Curriculum Cycle Years/responsibilities need to be updated

14. Do Department Heads automatically become District CI sub-committee members during review and adoption years?

15. Other?

- a. September: Handwriting? Handwriting vs. Cursive? Keyboarding?
 - i. EdTech, Media, Specialists, etc.
 - ii. Legally classroom teachers are not allowed to teach keyboarding (only media specialists)
- b. Allison and Joyce will schedule subcommittee meetings for the year and share them with staff

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| | <ul style="list-style-type: none">i.Science, Ind Tech, World Languages, Character Edii.Meet with Year One Teams 3x/this yeariii.Will send meeting requests to admin to share with staff and ask for representationiv.Department heads and one other at the meetingsv.Elem: one from each areavi.Tie in with district collaboration PreK-12 <p>c. SEL: Jake Z.</p> |
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Next Meeting: 9/14/18

[Cycle Review 2017-18](#)

District Committee Mission:

- To ensure a cohesive, aligned curriculum in all subject areas that is research based, data driven, and executed with fidelity.
- To give teacher voice to curriculum decisions and instruction decisions.
- To provide instructional support in all curriculum areas.

District Committee Goals:

- Establish and execute a curriculum review cycle
- Focus on all learners, with emphasis on early learners
- Provide opportunities for curriculum refresh to respond to gaps and dynamic instructional needs to close the achievement gap.
- Evaluate and make research-based decisions about instructional approaches and provide recommendations for training, empowering all students and staff to achieve their greatest potential.
- Provide students of all identities equitable access to resources in developing life, college, and career readiness skills to prepare citizens with a global perspective.