School Board Meeting: January 13, 2014

Subject: Course Proposals for 2014-15

Presenter: Pam Miller, Matt Lubben & Mark Mischke

SUGGESTED SCHOOL BOARD ACTION:

No recommended action at this time. Action will be taken at the January 27 school board meeting.

DESCRIPTION:

BHM COURSE PROPOSALS FOR IMPLEMENTATION 2014-15

New course proposals and course modifications have been solicited and developed for the 2014-2015 school year. The district's course proposal process begins in October and ends with school board approval in January. Once approval for course changes are given, the course information is included in the registration and scheduling for the secondary schools.

Overview of the Course Proposal Process

The course proposal process includes a series of steps to ensure that all perspectives of possible implications of the addition or modification of each proposed course have been considered. The following information is communicated to teachers as they consider submitting a proposal.

❑ A curriculum map for the course is required with the proposal.
❑ The Director of Teaching & Learning may reject or recommend redesign of a course proposal at any time in the process.
❑ Incomplete proposals will not be processed.
❑ Course proposal recommendations are required from the following groups or individuals prior to being brought to the School Board for approval:
  • Department Chairperson
  • Site Principal
  • Site Teaching and Learning Council
  • Secondary Teaching and Learning Council
  • District/Community Teaching and Learning Council
❑ Courses that do not receive sufficient student requests will not be offered next year, but may remain in the registration book as an option for the following school year.
❑ Course approval does not guarantee implementation. Implementation is dependent on resources and scheduling considerations. Feasibility of implementation is determined by the site principal.

The course proposals included here are in the process of review under the following timeline:

Secondary Teaching & Learning Council on January 9, 2014
District/Community Teaching & Learning Council on January 10, 2014
School Board Workshop – Course Proposal Review on January 13, 2014
School Board Meeting – Course Proposal Approval on January 27, 2014

All course proposals recommended to move forward will be presented to the School Board for approval. Each individual or group was asked to use the following criteria in formulating a recommendation for each course.

<u>Criteria to Consider</u>

- *Evidence of student need or parent/community demand*
- *Graduation requirement impact*
- *District goals match*
- *Program rationale match*
- *Program standards alignment*
- *Post-secondary impact*
- *Cost and/or resource availability*
- *Impact on other buildings*
- *Overlap with other courses*
- *Match of content and course length*
- *Efficiency in utilization of space and personnel*

BHS Course Proposals

A total of 15 courses were proposed for consideration. Each of the proposals were reviewed by Mark Mischke, BHS Principal, and Pam Miller, Director of Teaching & Learning.

These 15 course proposals are being presented for your consideration. Six new courses are proposed; seven courses are proposed with modifications of course name or instructional delivery method; and two courses are proposed for deletion. The course names are listed below, and detailed course proposal information for each proposal is included as an attachment.

Course Name	Department	Proposed Action
Publications Writing Capstone	English	New Course
STEM Game It Programming	Business	New Course
STEEP (Student Transition to Educational & Employment Portfolio)	Business	New Course
College Level Accounting	Business	New Course
Basic Computer Applications	Business	New Course
Senior Strategies	FACS	New Course
English 10 (American History Emphasis)	English	Course Modification
Animation: Hybrid	Art	Course Modification
College & Career Prep	Business	Course Modification
Child Development & Parenting	FACS	Course Modification
Classical Music Listening	Music	Course Modification
Calculus 2	Math	Course Modification
Algebra 2	Math	Course Modification
Web 3 Applications	Business	Course Deletion
Accounting 3	Business	Course Deletion

BCMS Course Proposal

Course Name	Department	Proposed Action
SPED Mentorship Program	Special Ed	New Course

BCMS Course Proposal
Course Description for Peer Mentorship Program

During initial training sessions, peers are provided with (1) the goals for this intervention and the rationale for their involvement in the intervention activities (to help focal student respond to peers, maintain conversations and interactions with peers, and initiate interactions with peers); (2) an overview of what is expected of them during their interactions with the focal student; and
(3) information about how students with ASD communicate, interact with their environment, and learn (Carter & Kennedy, 2006). The special educator will also provide descriptions of the focal student's likes and dislikes.

Next, special educators describe basic strategies peers can use to support the focal student during social interactions. These strategies include:
- ✓ providing frequent, positive feedback;
- ✓ modeling contextually relevant communication skills; and
- ✓ facilitating interactions with other peers (Carter & Kennedy, 2006).

Peers then are provided with a notebook that they will use to record anecdotal information following each intervention activity. The information that peers include in their notebooks will be used during weekly meetings to problem-solve how to further support the focal student as well as ways in which the intervention can be improved.

GOALS OF THE CLASS:

PMII is designed to increase the social engagement with peers for children and youth with ASD. Specifically, the goals of PMII are to:

- Teach peers ways in which they can talk and interact with children and youth with ASD,

- Increase the frequency with which children and youth with ASD interact with typically developing peers,

- Extend peers' social initiations with students with ASD across activities in the classroom,

- Minimize teachers'/adults' support (e.g., **prompts** and **reinforcement**), and

- Promote interactions between typically developing peers and students with ASD that are both positive and natural in quality.

Some of the research:

Peer Mediated Instruction and Intervention (PMII) has been shown to have positive effects on academic, interpersonal, and personal-social development, and may be the largest and most empirically supported type of social intervention for learners with ASD (Bass & Mulick, 2007; Maheady, Harper, & Mallette, 2001; McConnell, 2002).