

**COMMITTEE OF TEN  
RECOMMENDATIONS FOR CONSOLIDATION  
OF THE  
ALEDO CUSD #201  
AND  
WESTMER CUSD #203**

Prepared by

**Committee of Ten Members**

Cheryl Brown

Dan Callahan

Stefanie Carey

Eric Coulter

Rachel Fowler

Stacey Gramley

Victor Johnson

Jeannette Neeld

Neil Truman

Kristin Wurzbarger

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**COMMITTEE OF TEN  
RECOMMENDATIONS FOR CONSOLIDATION  
OF THE ALEDO AND WESTMER SCHOOL DISTRICTS**

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**Mission Statement**

*The mission of the Aledo - Westmer Committee of Ten is to develop recommendations to increase the quality of education to our children while maintaining fiscal responsibility.*

RECOMMENDATIONS FOR  
CURRICULUM / PERSONNEL  
ALEDO / WESTMER CONSOLIDATION

**Curriculum/Personnel Recommendations**

I. SUMMARY OF THE SUBCOMMITTEE’S PROGRESS:

The Curriculum/Personnel Subcommittee met on the following dates:

- **1/15/08-2/08** – Teacher and Student surveys prepared; subcommittee members recruited from community
- **2/12/08** – Proposed Teacher and Student Surveys reviewed and approved by CoT, to be distributed and returned this month
- **2/21/08** – CoT subcommittee members met to review Teacher Survey results and plan how to proceed
- **3/5/08** – Full subcommittee met to go over how to compile Student Survey results
- **3/10/08** – General meeting at AHS Auditorium with CoT and all teachers and administrators regarding facilities issues as well as curriculum ideas and the process for making curriculum recommendations; recruitment of teachers to the subcommittee
- **3/11-3/18/08** – Subcommittee members met with faculty at each school during their scheduled faculty meetings to explain the curriculum process and obtain further faculty input/concerns
- **3/13/08** – CoT subcommittee members met with guidance counselors from both districts regarding space and scheduling issues at AHS
- **3/26/08** – The full subcommittee met with teachers and faculty from both districts and all grade levels to formulate recommendations by sub-groups according to grade levels
- **3/27/08-present** – CoT subcommittee members prepare final recommendations

II. SURVEY RESULTS:

In February the curriculum subcommittee distributed surveys to the current 8-12<sup>th</sup> grade students and 7-12<sup>th</sup> grade teachers from both districts (See Appendix A and B). The summarized results are as follows:

**Teacher Survey Results:**

The junior high and high school teachers in both districts were surveyed to determine their thoughts and opinions on different curriculum issues. The majority of those responding felt there are enough sections of those classes currently offered, but the teachers would overwhelmingly like to see additional courses added in each discipline in the high school. The teachers were also asked about class size. A majority of the teachers would like class sizes around 20, with the labs (science, home economics and vocational) requiring smaller class sizes, around 15 students per section. While teachers understand that the ideal class size may be different

from what is financially feasible, striving for class sizes around 20 with a few exceptions over that number makes for a better learning environment for everyone. The survey also discussed the different types of scheduling possible for the high school, namely a 7-period day versus an 8-block day. The overwhelming majority of the teachers said they would prefer a 7-period day. Many teachers would like to see dual credit or advanced placement courses added into the curriculum. Based upon the survey results, many of the teachers are in favor of the consolidation because they believe it will allow for an improved curriculum, and they would recommend that the staff be given ample time once the vote passes to work on fine-tuning the curriculums for each department.

### **Student Survey Results:**

The current 8th - 12th grade students from both districts were surveyed regarding curriculum issues and their opinion on the consolidation. Many of the students said they would like to see additional courses offered in the curriculum in each department. The responses also showed that there are currently many courses offered that our students are unable to take due to scheduling issues. They commented that offering different courses or more sections of current courses would enable them to take a greater variety of courses that interest them. The students commented that they are interested in choosing from a larger variety of courses that fit into their future plans. They wish for courses that run the gambit of college prep to vocational/technical prep courses.

### **III. RECOMMENDATIONS FROM SUPERINTENDENT BOUCHER**

Several recommendations were put forth by Aledo Superintendent Alan Boucher, including a recommendation to continue with Aledo's plan for a Curriculum Council once the consolidated school district has been formed and to add a Curriculum Director position in the near future (See Appendix C).

### **IV. RECOMMENDATIONS FROM TEACHERS (BY GRADE SUB-GROUPS)**

The recommendations from the teacher sub-groups addressed very different topics, each relevant to their respective grade levels. See Appendices D, E, and F for detailed reports from the sub-groups. In general, the meeting was a huge success. The teachers present (30+) were supportive of a consolidation and noted there is a lot of potential for improvement in the curriculum and they can all learn from one another.

In summary, the subcommittee would like to emphasize the need for time and funds to be allotted for professional development. They would like to see the two staffs get together according to grade level and/or discipline to plan and align the details of the new curriculum. This could start next school year and this sharing of ideas would be beneficial even if consolidation does not occur.

## **SUMMARY OF CURRICULUM RECOMMENDATIONS**

Having considered all of the above sources, we recommend the School Board of the newly consolidated district:

1. Consider appointing a Curriculum Transition Committee once the new School Board is elected, possibly consisting of teachers representing different grade levels, administrators, and counselors, to develop the following recommendations beginning as soon as possible so implementation can begin during the 2009-2010 school year and a plan can be developed to phase-in the remainder of the recommendations over the following years.
2. Starting with the 2008-2009 school year, also allow plenty of time for all teachers and staff to make a transition plan. Consider utilizing School Improvement Days for this purpose and have the Curriculum Transition Committee organize and guide this effort. Use some of the transition funds for the purpose of Professional Development for teachers. This would allow them to develop Power Standards, improve current practices, unify assessments and implement curriculum mapping as part of their transition plans
3. Create a Curriculum Council and appoint a Curriculum Director after the transition process in order to continue to monitor, research and improve the curriculum
4. Expand the use of Distance Learning, Dual Credit, and Independent Study at the High School level, to offer additional courses to all students, but also to meet the individual needs of gifted and Special Education students (i.e. Advanced Placement courses could be offered to gifted students online). Continue to actively research additional technological options.
5. Offer a greater variety of courses at the High School level (i.e. Medical Terminology, a Certified Nurses Aide program, auto mechanics, World Literature, American Literature, Statistics, etc.). This would include offering all the courses currently available at either of the two school districts and adding additional courses neither school currently offers. In addition, with the judicious decrease in the number of sections of courses that do not have adequate enrollment and the addition of additional sections of other courses offered at a variety of times throughout the day, students would have the opportunity to maximize their course options when planning their schedules
6. Use early bird classes at High School level to allow students more flexibility in their schedules
7. Evaluate the possibility of articulating the Vocational-Technology programs so students can benefit from college credit and the district could benefit from additional funding already available. Karen Jones, counselor, has more information on this.
8. Hire a certified librarian at each school and expand the volume of and update each school's library books. This would include continuing the Accelerated Reading Program at the elementary and Junior High School levels and ensuring books at a wide variety of reading levels are available at each school to accommodate the wide variety of reading levels
9. Expand the use of MAP testing at the elementary and Junior High School levels
10. Offer a few additional elective choices at the Junior High School level (i.e. Basic Woodworking if 7/8<sup>th</sup> housed in Joy, Computer Skills, etc.)

11. Offer a foreign language to Junior High School students; this would allow the possibility of offering an advanced foreign language course at the High School level (i.e. a fifth year of the foreign language)
12. Discuss with the band director the possibility of expanding the band curriculum by offering it to 5-6<sup>th</sup> graders and possibly forming a 5-6<sup>th</sup> grade band
13. Consider separating the 7<sup>th</sup> and 8<sup>th</sup> grade bands if size and/or space are an issue; this would need to be planned with the Band Director
14. Consider adding Keyboarding and Study Skills to the curriculum at the 6<sup>th</sup> grade level
15. Gradually phase in Time Management skills from 5<sup>th</sup> -8<sup>th</sup> grades
16. Consider teaching 7<sup>th</sup> grade Health during Science, not Physical Education class
17. Consider researching curriculum strategies and offerings used by surrounding school districts similar in size and population to our own and adopting those the staff feel would improve our own (i.e. What courses do West-Central and United school districts offer that we might want to consider? How do they organize their curriculums?)

### **PERSONNEL RECOMMENDATIONS**

The sub-committee did not feel they were able to recommend any specific personnel cuts at this time. All the current personnel are budgeted in the Finance Committee's report and with the number and type of new course offerings not yet determined, it is impossible at this time to know how many and in which disciplines there may be extra staff. In addition, there are approximately 17 total anticipated retirements in the next five years between the two current school districts, and we would like to see any necessary cut in personnel take effect primarily by way of natural attrition (retirements and/or resignations) rather than layoffs. This will be a decision for the School Board of the new consolidated district.

RECOMMENDATIONS FOR  
EXTRA CURRICULARS  
ALEDO / WESTMER CONSOLIDATION

- **FEASABILITY FOR NEW PROGRAMS**

A Survey of students, grades 7-12, was given in February, The results show the students are satisfied by the most part in what each school district offers at this time. Our recommendation is that the new board and administration look at these results in order to determine what activities (clubs) and extra-curricular sports the new district could offer. One new offering that has been suggested that neither district offers at this time is Key Club. There are more opportunities that could be explored.

- **PLAN FOR UNIFORM CONVERSION**

The cost of new athletic uniforms and new band uniforms has been accounted for in the new proposed budget as a one-time expenditure with the incentive money that the new district would receive. It our recommendation that the new district use the present choir robes that Aledo High School uses at this time since they are dark in color and have no school markings on them.

- **PLAN FOR OLD TROPHIES / BANNERS / PLAQUES**

It is our recommendation that the new board and administration meet with coaches and booster clubs to discuss what to do with these items. There are several options that other consolidated districts have followed

- **ATHLETIC DIRECTOR**

We recommend that the new district have one athletic director for the Jr. and Senior High. This position has been budgeted as a part time position just as is done in both districts now.

- **SCHOOL NAME / COLORS / MASCOT**

Concurring with the points of agreement by both boards we recommend that a new name, new colors, and new mascot be named. A survey has been given to students 7-12 in both districts as to choices they would like to be considered. We recommend that you involve the students in this process.

- **BOOSTER CLUBS**

Both Athletic Booster Clubs are anxious to work together and look forward to the opportunity. They stated their main goal it to help the kids in any way possible.

- **ACTIVITY FUNDS**

If specific clubs and or sports teams have their own funds in activity accounts that they may spend at their own discretion, we recommend that these funds be joined and left as is. They should not go into the general fund.

RECOMMENDATIONS FOR  
TRANSPORTATION  
ALEDO / WESTMER CONSOLIDATION

The Transportation Committee and Committee of Ten recommend the following:

1. That the new district should discontinue Aledo's bus service with Johannes Bus Service and lease 11 new buses on a lease-to-buy program.
  - Five buses can be leased for the price of one new one and 75%-90% of the cost may be reimbursed from the State.
  - Buses are under warranty during lease.
  - Sixty-five to 71 passenger buses are the ideal size because they offer the most flexibility.
2. Hire a transportation director (may be a principal/assistant principal), secretary (may be part-time building secretary and part-time bus barn) and maintenance staff (one full time, and one part time).
3. The bus barn and maintenance facility should be in Joy.
4. The transportation director should work to consolidate bus routes where possible between the existing districts, yet keep all bus routes under 1 hour. Pre-K routes shouldn't change.
5. Some bus routes may intersect in the country and can exchange students at approved sites for different schools to cut down on bus route time.
6. Consider allowing bus drivers to keep their bus at home if they live a distance away.
7. Equip all buses and each school with radios (about \$300 a piece). (Westmer has radios in their buses.)
8. Offer activity routes to return students near home after extracurricular practices. (Recommend a sign-up sheet and maybe small fee to use.)
9. Students should be bused between Joy and Aledo for after school extracurricular activities.

Current Facts

- Westmer owns their buses; Aledo uses Johannes Bus Service
- Westmer has 9 bus routes, 2 pre-K / ECE (mini buses) and runs one bus daily to the Quad Cities.
- Aledo has 9 bus routes, runs one bus daily to the Quad Cities, and 1 to Monmouth PASS.
- The new district will have 379 sq. miles

RECOMMENDATIONS FOR  
FACILITIES  
ALEDO / WESTMER CONSOLIDATION

The Aledo and Westmer School Boards in their points of agreement stated that Aledo High School would be the high school for the new district. In addition, the school in Joy would remain open as a student attendance center.

Therefore, the Committee of Ten makes the following recommendations:

1. Students in grades pre-kindergarten through fourth grade remain at the current grade schools.
2. Students in grades fifth and sixth be placed in the current Aledo Junior High School. We feel it is better to have the fifth and sixth grade students close to Apollo. There are assemblies and other activities that the students could share.
3. Students in seventh and eighth grades be placed in the current Westmer Junior/ Senior High School. Consequently, students from Aledo would be transported to Joy. The school in Joy offers vocational facilities which are not offered in Aledo. Vocational classes would be beneficial to many of the students. Also, the Joy facility has multiple gyms, which means practices could be held immediately after school. This would allow students more time at home for school work and family time. Additionally, parents would not need to make extra trips to school for late practices.
4. Students in grades nine through twelve would attend the current Aledo High School.
5. The Superintendent's office be moved to one of the attendance centers. Currently, Aledo rents the facility for their superintendent's office.

RECOMMENDATIONS FOR  
FINANCE  
ALEDO / WESTMER CONSOLIDATION

1. EAV:

Rick Regnier, Mercer County Supervisor of Assessments, was on the Finance Committee so we are pretty comfortable with our EAV projections.

2. BUDGET:

A. The Finance Committee worked on a positive combined budget with some obvious cuts, some normal increases and to allow for our recommendations.

B. Regional Financial Consultant with the ISBE, Brent Appell, has a spread sheet with actual data from the two districts. He was able to run a combined budget that came out positive and very close to ours.

C. Brent Appell expressed, “do not short yourself on the tax rate.” He double checked our calculations and agreed that this tax rate should work. His spread sheet shows the four operating funds (Ed., O & M, Trans. and WC) having an increasing balance until 2013.

4. INCENTIVES:

A. The Finance Committee recommends that the state incentives for certified staff be used to better the educational opportunities for our students. The incentives will not be received until the second year of consolidation and will run for three years.

B. State incentives for General State Aid Make-up & Salary Difference Make-up were planned for salary differences. These incentives will be paid for the first four years.

5. CASH RESERVES:

A. The Finance Committee recommends putting cash reserves (in the amount of 5% of the school’s budget) in a readily available fund for contingencies.

B. To use some cash reserves for one time expenses and put the remaining balance in CD’s.

C. The Finance Committee plans to leave present operating funds in both accounts (Aledo & Westmer) so when combined there will be sufficient funds to proceed with no problems.

6. IN CLOSING:

Michelle Heninger, contact person for consolidation with ISBE, said that if the consolidation passes in November 2008, the two existing boards could levy the new tax rate in December 2008. We would recommend this so the new district would start out with the correct tax rate for its first school year 2009-2010.

**SURROUNDING SCHOOLS TAX RATES**

	<u>2006</u>	<u>2005</u>	<u>2004</u>
Sherrard	4.72	4.79	4.81
Rockridge	4.18	4.18	4.15
United	4.14	4.08	4.18
West Central (Union)	5.44	5.53	5.48
Aledo	4.08	4.31	4.27
Westmer	4.12	4.22	4.19

**PROJECTED ADDED COSTS TO TAX PAYER WITH BONDS FROM 2006  
TAX RATES**

	<u>\$60,000 Home</u>	<u>Ave. Home Value Mercer Co. \$81,510</u>	<u>\$100,000 Home</u>
Aledo	\$90	\$122	\$150
Westmer	\$82	\$111	\$137

**PROJECTED ADDED COSTS TO TAX PAYER WITH BONDS FROM 2005  
TAX RATES**

Aledo	\$42	\$57	\$70
Westmer	\$60	\$82	\$100

## Aledo/Westmer Financial History

### Equalized Assessed Value (EAV)

	Aledo	Westmer	Combined
2004	63,633,834	31,172,858	94,806,692
2005	63,760,194	31,275,076	95,035,270
2006	67,000,126	33,613,881	100,614,007
2007 (projected)	71,040,619	35,970,747	107,011,366
2008 (projected)	74,753,006	38,130,833	112,883,839
2009 (projected)	78,735,116	40,464,358	119,199,474

### Tax Rate History

	Aledo	Westmer
2003	4.10	4.06
2004	4.27	4.19
2005	4.31	4.22
2006	4.08	4.12

### General State Aid (GSA)

	Aledo	Westmer
04-05	2,443,602	1,753,978
05-06	2,629,770	1,803,009
06-07	2,700,169	1,881,238
07-08	2,743,708	2,060,764
08-09 (projected)	2,554,652	2,020,119
09-10 (projected)	2,459,170	1,986,147

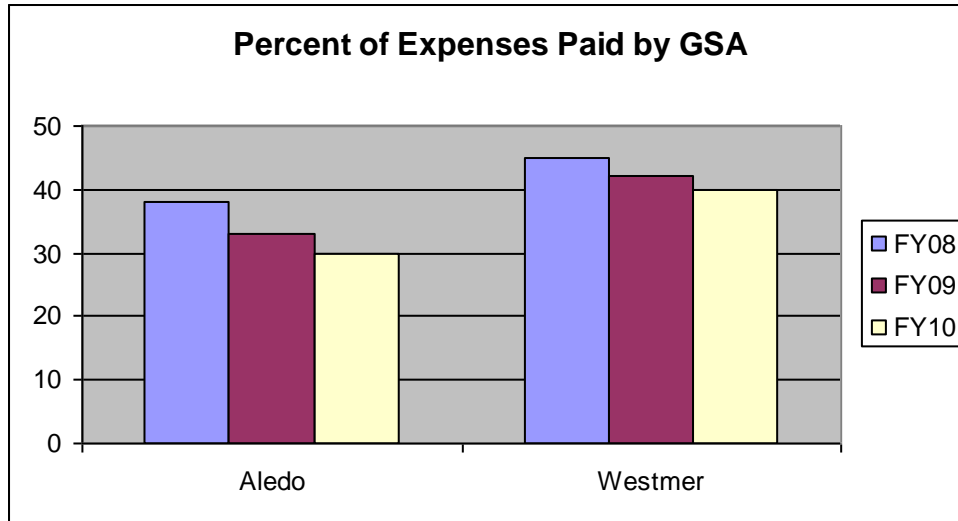
### Average Daily Attendance (ADA)

	Aledo	Westmer	Combined
99-00	1014	608	1622
00-01	955	608	1563
01-02	940	573	1513
02-03	948	554	1502
03-04	931	533	1464
04-05	906	503	1409
05-06	879	519	1398
06-07	856	522	1378
07-08 (projected)	851	513	1364

## Aledo/Westmer Financial Future

### State Funding vs. Expenses

	Aledo GSA	Westmer GSA	Aledo Expenses	Westmer Expenses
07/08	\$2,743,708	\$2,060,764	\$7,297,235	\$4,561,598
08/09	\$2,554,652	\$2,020,119	\$7,649,521	\$4,762,812
09/10	\$2,459,170	\$1,986,147	\$8,001,808	\$4,964,026



Districts have three options when state funding decreases:

1. Raise local property taxes
2. Cut staff and programs
3. Use cash reserves

### New District Tax Rate

Projected for FY10: \$4.30 (does not include bond & interest)  
 Funds Generated: \$4,854,005

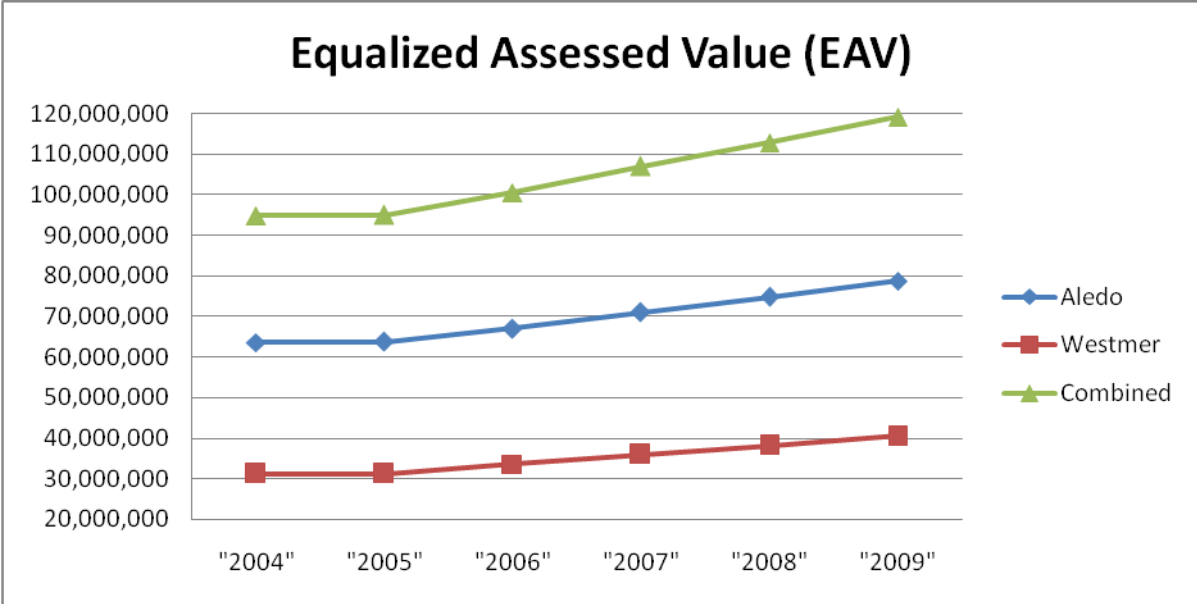
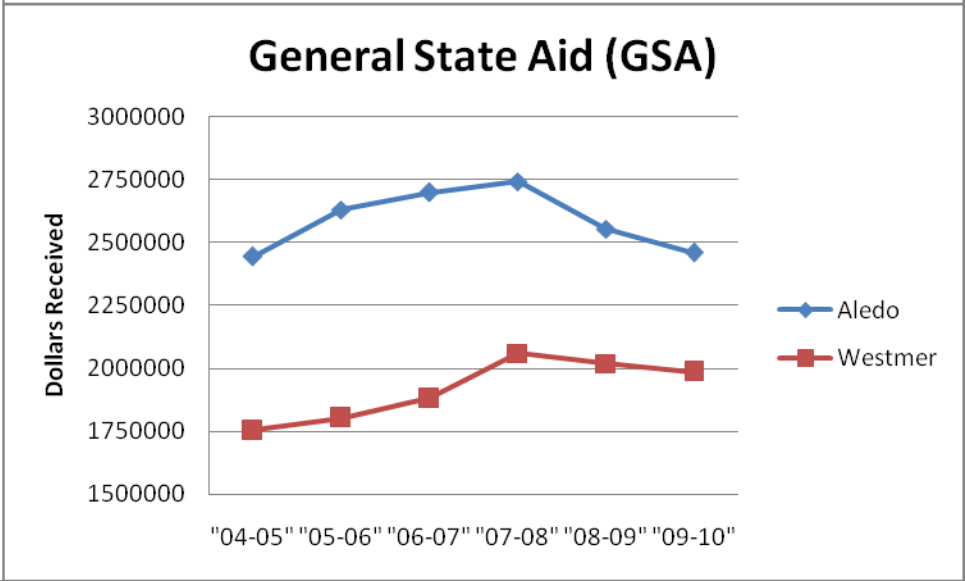
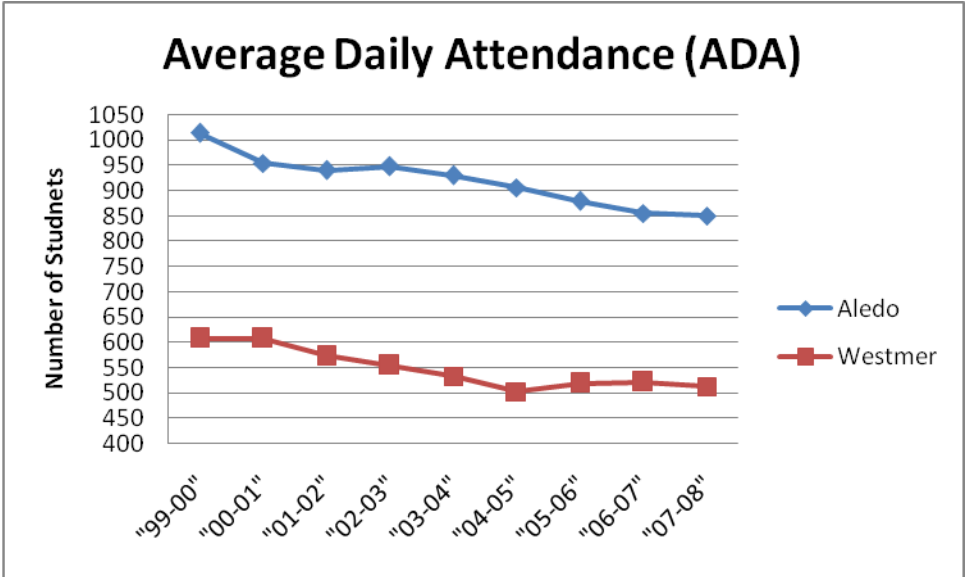
### Bond and Interest

Aledo -

Amount owed on 7/1/09: \$2,076,730  
 Final payment due: 12/01/19

Westmer -

Amount owed on 7/1/09: \$522,741  
 Final payment due: 12/01/14



**Aledo – Westmer Committee of 10  
Student Curriculum Survey Results**

**APPENDIX A**

**School:** Aledo (202) Westmer (117) **Gender:** Female (171) Male (145)

**Grade:** 8 (63) 9 (44) 10 (80) 11 (61) 12(64)

**Current Curriculum Path:** College Prep (164) Vocational/Trade (21) Unknown (85)

**English**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

I want to learn how to write papers correctly

I want to prepare for college - 9

I took all that I needed to - 2

I like it - 4

Expecting to use it in career

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

AP courses

Non-fiction, Debate, Reading, Fiction, American Literature

I would like to take an English course that would count for high school and college.

Independent reading class -1

Debate (1)

Writing (9)

Reading

Fantasy Novels (1)

Journalism (12)

Poetry (5)

Theatre (8)

Grammar (9)

Literature (5)

Yearbook (14)

Short Stories (4)

History of English language (1)

Creative writing (19)

Fiction/Romance

World Religions (3)

Mythology (5)

Shakespeare (1)

Famous Poets (1)

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Counselor would not let me.

Must complete required classes first.

Only offered to upperclassmen (5)

Full schedule (15)

Not offered (4)

Only offered every other year

Teachers (6)

Not old enough

Won't necessarily look good on college application

I don't want to take any more

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

More Grammar

We should have an easier grading scale

Need more electives

Need more of what we will need in life

Need more advanced courses  
Good Teachers (2)  
Nee more variety in courses (4)

## **Math**

### **1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

I want to take as many math classes as I can (7)  
Four math credits are needed for college (9)  
I am going into the math field when I get older (2)  
You use more math after you graduate.

### **2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

The upper level students are being pulled down by No Child Left Behind. Calc. II, Stats.,  
How to do taxes and stuff you will do everyday when you are out of high school.  
Advanced classes  
Consider a strictly trigonometry course, not FT together  
Already Offered - Accounting (1), Robotics (4), Calculus (4), Computer Design (4), FT (6), PDM (5), Algebra II (5), Pre-Algebra (1), Algebra I (1), Geometry (1), Basic Math I (6), Basic Math II (3), Math 4 (1)  
New Courses - Construction Design, Calculus II, Stats (5), Base 2, College Credit Courses, Logic, Probability, Stock Market

### **3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Not room in my schedule to take the math I wanted (5)  
Not Available (5)  
Not there yet (4)  
Don't like math (4)  
Had to double up on math for a year

### **4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

Our math courses are very well organized and does not need any change.  
I feel the math department is one of our strong points.

Need a full calculus course

Junior Math Review is important, but should count as a credit

I think there should be more than one upper-math teacher.

## **Science**

### **1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

It will help for college (8)  
It interests me (3)  
Some colleges require at least 3 years of science  
Took chemistry as a sophomore to take 2 years of physics  
Nurses need science credit

### **2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

More advanced physical science.

Computer-based science class,  
College prep for the medical field.

More advanced classes

Engineering (1), General Science (1), Environmental Science (1), BSAA (1), Natural Disasters (1), Zoology (8), Anatomy (14), Animals (2), Astronomy/Astrology (11), Physics (4), Biology (6), Chemistry (10), Botany (1), Chemistry II (3), Forensics (8), Genetics (2), Biology II (3), Earth Science (3)

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Zoology is offered every other year.

I don't like bio but I must take it in order to take physics.

Not able to take course due to not being allowed to because I did not take enough math courses.

Not offered (4)

Will next year. (2)

Full schedule (7)

Not able to take BSAA because she was the only one that signed up.

Had to take chemistry before I could take A&P

Class was full

Not old enough

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

Quit putting students in classes that don't want to be there.

More funding in this area in order to improve the labs so that labs could be completed and not just talked about.

Need a good teacher that will stay longer than two years

I enjoy science; it is always changing.

I don't think Chemistry should be a prerequisite to A & P.

We shouldn't have to take the courses in order.

I do not like being forced into certain classes that are not helpful to my future plans.

**Social Studies**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

Plan to study in college (3)

Interests me

Liked psych/social studies.

I enjoy the teachers.

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Roman/Greek History (3), Major Events (Holocaust, etc) (2), World Religion (2), World Government (1), Mythology (2), Asian Culture (1), Native American History, US History (6), World History (14), Sociology (11), Psychology (5), Civics, Geography (6), Economics (2), Western Civilization, Current Events (2), Symbolism (1), Politics (1)

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Wouldn't fit in Schedule (7)

Only offered to upperclassmen (4)

Will take next year

Not available (4)

Only for seniors

Too many required classes to fit social studies in. (3)

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

More variety.

The social studies courses are fine as they are.

Social Studies department is very good and the teachers are very involved

**Industrial Tech (Woods/Shop)**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

I like building things

It's fun and relaxing; easy grade and learn useful skills

Like the class.

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Furniture design (4), Wood Production (12), More Industrial Classes, Welding (13), Auto Mechanics (11), Landscaping, Construction (2), Mass Production (1), CADD (1), Advanced Woods (4)

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Automotive should be a required class so they know how to change a flat tire.

Have to wait until next year.

Not offered yet (2)

Schedule full (10)

Interested in a greener environment

They wouldn't let me (1)

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

Double block classes (5)

We have a good Woods program (3)

**Agriculture**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

I am interested in plants.

I'm a country boy.

Parent's thought it would be good for me.

I had no choice

Because its different

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Small Animal Care, Veterinary Tech, Ag Business Management (2), Ag Construction and Technology (2), Intro to Ag., Ag. Science, Animal Science, Green House (3), Environmental Science, Welding (8), Ag Small Engine,

Ag Welding, Horticulture/Agriculture, Exploratory Class, Ag Mechanics (9), Basic Ag Science, Ag Communications, Ag Economics, Current Ag Issues, Landscape and Turf Management

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

No time in my schedule (6)

Not in high enough grade to take wood shop, welding, ag construction.

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

More hands on classes.

Welding with dual enrollment

Longer class periods

Concerned about dropping enrollment.

**Home Economics**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

Needed skills in life

I find the courses interesting (2)

To further understand economics.

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Parenting (10), Child Development (9), Life Skills, Resource Management, Clothing design/sewing (5),

Advanced Cooking (4), Adult Living (7), Foods (3), Fashion Design, First Aid

Cover in more depth.

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Not old enough (2)

I can cook and change a diaper, good enough.

No room in Child Development.

Schedule conflicts (4)

You have to take Life first and my mom has plenty of children

If I decide to go to college there are other classes that I need more

Not learning enough from the teacher

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

Present teacher needs to allow more time to do stuff.

Why are all the home economic classes offered to freshmen.

Should not have to write about our feelings.

more cooking

Concerned about teacher quality (5)

8<sup>th</sup> grader would like more programming.

9<sup>th</sup> grader interested in nursing

I love kids and want to learn to be a great parent

Need to learn more, pick up the pace

**Business/Computers**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

Tech is growing and want to be ready.

Want to go into business when I am older (2)

Interests me (3)

I want to be well prepared for college

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Designing Computers, Accounting (5), Web Page Design (3), Computer Aided Drafting, Video Game Creation (3), Html Editing, Video Making, Advanced Typing, Computer Applications (2), Keyboarding (5), Accounting II (2), Information Processing (2), Advertising (2) Business and Technology (2); Business management (2); Entrepreneurship (1); Internet (1);

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

I signed up for a computer class but they did not put me into it.

Not enough room in yearbook.

Not starting until next year. (3)

Not enough room in schedule (5)

Not offered (2)

Other classes I need more (1).

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

Classes would help me get ready for college.

**Physical Education**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

I like to play games.

It's fun.

It's required.

Very interested in sports

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Athletic PE (2), Gymnastics, More dodge ball, girls to play tackle football, weird sports, more basketball, Zero hour PE, Weightlifting (3), Advanced PE, Outdoor Rec (6), Swimming (7), Bowling (at an alley) (4), Dancing/Dance Exercising (4), Skiing (at Snowstar) (1), Rollerblading/skating (2), Rock Climbing, Jousting, Karate, First Aid (2), Nutrition Class (1), Aerobics (2), Soccer (2), Badminton (1)

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Not offered

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

More activities

Lifting will help us more than playing sports that we won't do after high school.

Early bird PE

Some people would exercise more if they didn't have to play just sports  
Need more variety of exercise(i.e. rollerblading, swimming, etc) (4)

**Fine Arts (Music, Art, Foreign Language)**

**1. How many courses have you taken? If you have elected to take additional courses beyond the requirements, explain why.**

Music needs to have a bigger role in schools.

Prepare for College (2)

It was required (2)

**2. Are there additional courses or different courses you would like to take? If so, which ones or what topics would you like those courses to cover?**

Marching Band (2), Concert Band, Music Industry, Intro to Music, Painting, Music Theory/Performance, Sketching, More Pep Band, Ceramics, Portfolio Development, Multi-Media Art, Pottery (2), Sculpting (3), Sign Language, Swing Choir (2), Orchestra (1), Drama (1), Russian (1), Japanese (1), World Culture, Architecture, Photography (2), German (12), Chinese (3), Italian (1), Latin (2), Greek (1), Art/Video Design (1), Spanish (15), French (15), Drawing, Glasswork, Rock Band

**3. If some of the courses you listed above are currently offered, what caused you to not sign up for those courses?**

Chorus was dull and band did not intrigue my imagination

Counselor limited the number of art courses I could take

Not enough time (8)

Not offered (3)

I don't need these classes (3)

**4. Do you have any other comments regarding this department's curriculum that you would like us to know?**

Better Spanish teachers.

Let us drive to band events.

Too many band students

I think the Art program needs more money to make the curriculum better (2)

Our Art program is very good and I've learned a lot; I'm going to major in Art in college

Auditions for chorus class to get rid of kids who don't do anything

The school board needs to pay more attention to the Music Department.

**Additional Comments. Please let us know if you have any additional comments, concerns or suggestions about the potential consolidation. This process is set up to make a better school for you and we want to hear your opinion. Let us know if you have any questions or need more information about what is going on and we will use this to try to find the answers to what concerns you!**

- I think consolidation is a bad idea.
- Westmer students treat me a LOT better than Aledo students.
- We need a shop class at Aledo, not Westmer.
- School is already too crowded. How will you feed all the kids in the cafeteria.
- Students choose any science course whenever they want to take it.
- Have broadcasting classes.
- Leave the school name and mascot.
- This school needs to wean itself off of Special Education. Kids need to learn it for themselves. The upper level

- of students at AHS are getting slighted from the lack of AP courses. This school needs to be about getting kids ready for college. Upper level courses need to be offered such as Calc. II, Stats, Straight English Lit. or English Grammar, DRAMA, and advanced computer classes.
- Consolidation is complicated and over the top. Do not change the name or colors of Aledo.
- Put the high school between Joy and Aledo. Keep the dragon and build a new high school.
- Astronomy at night.
- Have healthy food machines.
- Do not consolidate.
- Most students are not happy with consolidation. Keep the dragon,
- Wait awhile to combine
- I think the consolidation would be good for the school and students. I was consolidated with cheerleading. It
- was so much fun with the Aledo girls. It would work out and I don't care if we consolidate.
- I would like to join with Aledo. (2)
- There would be more opportunities
- Double block classes
- Want Aledo's grading scale (5)
- We would have more choices for classes and we would get a better education. We would have
- classes available to us that we need to start our college years.
- Would like to see automotive classes (3)
- Scrapbooking class
- Jr. High would get to take art.
- Microwave in the cafeteria
- Allow people to bring in outside food
- Aledo-Westmer Woodchucks would be a great school name
- Sports needed: Swim team, rugby, lacrosse, pole vaulting.
- I hope they keep our school, but could be a very good chance for both Aledo and Westmer
- I wish some classes were smaller for people who need a little more help. I think you should hear the kids out
- more since we are the ones who are going to be with the other kids. Elem kids stay in New Boston and Jr High kids (either) way, but we have a new name and school.
- Prefer 8-block schedule
- No 8-block (2)
- Prefer 7-period days
- We need to go back to the 4 classes a day so we have more time in class to do stuff
- More honors classes and college prep classes
- Does not want to consolidate or she will be home schooled
- Procrastinate on this consolidation as much as possible
- We should not consolidate! All it is going to do is cause more problems with students. We are doing fine just
- the way we are. I want to graduate a Westmer Warrior.
- 9<sup>th</sup> grader interested in more offerings that allow for the Japanese culture to be explored.
- 9<sup>th</sup> grader felt when we consolidate we should just get our mascot and name and colors changed but we should go the same schools.
- 9<sup>th</sup> grader concerned where students will attend school.
- Want to be released to take college courses (2).
- I don't want to consolidate. Classes would be too big, more fights and long bus rides. Sports do need to be

- combined to have enough players for a team.
- I think consolidation would be stupid because I went to Westmer my whole life and I don't want to graduate
- with our rivals and I want to graduate a warrior, not a dragon. We were doing fine with separate schools.
- I do not want to consolidate because I think that it will mess my grades and schooling up. I like going to a
- somewhat small school because it brings less problems for me and my friends. I don't want it to happen.
- There needs to be weighted classes! It is ridiculous that a valedictorian can take mostly electives and get straight A's. but the salutatorian takes advanced classes and gets A's and B's.
- I wish the teachers would push their students more.
- There is a lot of slacking going on, and cheating and it is incredibly irritating.
- Some teachers are nice, but aren't teaching well enough to understand.
- None. This is stupid, I hate Westmer!
- This isn't going to change anything. We are still going to have teachers who have no idea what they are doing.
- If I have to be in school I want to be learning.

**Aledo - Westmer Committee of 10  
Teacher Curriculum Survey**

**APPENDIX B**

Please take a few minutes to respond to each of the following questions. As we work towards our recommendations for the consolidation we would like your input on course offerings in the new high school. To make educated decisions, we need your honest input and information. We thank you in advance for your time and your input. Please return completed surveys to your building principal by Thursday, February 21.

**Aledo - 24**

**Westmer - 17**

**Male - 11**

**Female - 29**

**Teaching Discipline: Physical Science, JH Language Arts, Spanish/French, Instrumental Music, English, Math, Ag, Special Education (JH and HS), FACS, JH Math, JH Music, JH Science, Chemistry, JH Social Studies, Business, Driver's Education, Biology, PE and Social Sciences**

**Please answer the following questions in regards to your personal teaching discipline.**

**1. Do you feel there are enough sections offered for the current courses in your department? Why or why not?**

- Overall the staff in both buildings are happy with current class sizes (see #2 for more details)
- Band - band should start in 4th or 5th grade, we could offer strings and/or music appreciation/theory
- FACS - Child Development shouldn't be offered along with foods, more boys would take it then
- JH Science - we have too many students in some sections. It would be better for hands-on/lab activities to have smaller groups
- JH Science - need more lower level classes for some students and more advanced classes for some. Also, more choice due to interest
- Eng - class sizes are too large for writing courses. There should be different sections for different ability levels
- Science - I believe we should have intro sections to biology in addition to the four sections offered at AHS. I have room issues in my large classes when trying to do lab work
- Science - Science - General Science (Intro to all sciences), Biology (Basic Biology, Cell Biology, Ecology, Genetics, Zoology, Botany and Human Biology)

**2. Do you feel that the current class sizes are appropriate for your courses? Why or why not? If you answer no, please give an ideal class size.**

- Out of 41 total responses, 7 teachers have said they would like classes less than 15 students, 11 teachers would like 16-20 students, 2 would like 21-25 and the only response for 25+ is band.
- Band - class sizes in high school should be larger, but that is difficult because of course conflicts (due to NCLB)
- JH Science - currently have 24-27 and that's too large for hands-on activities
- SPED-inclusion classes need to be 30% SPED and 70% regular education. They are not balanced.
- Math - my classes with special ed students are smaller which allows us more one-on-one time
- Class sizes have shrunk over the years and an "Executive Decree" forcing seniors into a math and science course has cut into my elective enrollment
- FACS - an ideal class size is 10-15, but NO MORE THAN 22!

**3. Are there any courses offered in your department that you feel do not need to be offered? Why or why not?**

- FACS - LIFE may not need to be offered, students are not interested in some areas of content, may also be taught in health
- Journalism doesn't need to be offered. We don't have a school paper; we have a separate yearbook class; we don't have enough students seriously interested in journalism
- Applied Science - students that take only 2 years of science need one physical science course and one life science - not 2 physical
- Study Skills does not seem to be as effective as I had hoped. The major obstacle I see is a lack of motivation with students. I can't seem to get them to make the inner shift to care about their education

**4. Are there additional courses you would like to see added into the curriculum for your department?**

<b>Science</b>	<b>Math</b>	<b>English</b>	<b>Social Science</b>	<b>Misc.</b>
Forensics	Calculus	Journalism	World Culture	Foods I and II
Science Foundations	Statistics	Novels	Psychology	Adobe Flash
Food Science	Trigonometry	20th Century Lit	Economics	Dreamweaver
Physics II	Discrete Math	Women's Lit		Culinary Arts
Genetics	Logic	Black Lit		
Lower Level Bio		Non-Fiction Lit	<b>Junior High</b>	<b>SPED</b>
Human Anatomy	<b>PE</b>	Non-Fiction Writing	Journalism	Life Skills
	Weight Lifting	Poetry	Creative Writing	Vocational
	Dance & Exerc.	Mythology	Advanced Science	(STEP)
		Shakespeare	Computer/Keyboarding	
			Literature	

- I'd like to see English classes tracked by ability from remedial to gifted with weighted grade incentives for gifted
- Science credit for Ag class
- I would like to see courses for writing only and courses for students who need an alternate text, they can work with. I also would like to see courses that address those students who will not head to college
- Required grammar class and a required writing class (possibly semester classes)

**5. What type of class schedule do you prefer an 8-block schedule or a regular 7-period day? Why or why not?**

- Of the 41 responses, 24 said they would like a regular 7-period day and 7 want an 8 block. The rest of the surveys indicated no preference. Those teachers that want an 8-block schedule are those with lab courses (woods, shop, foods, etc). Maybe the school district could look at offering some of those courses and have them take up 2 class hours (for example: advanced woods 1st and 2nd hour)
- Concerns with 8 block - promotes laziness, terrible for snow days because you don't see the kids very often, attention span not long enough, students don't use the time given to work because they have 2 days to work - when teachers try to cover 2 days worth of material, it is often overwhelming, too many absences and fieldtrips

**6. If dual credit courses were offered through a local community college, would you be willing to teach one? Do you have a master's degree that would make you eligible to teach such a course? If not, would you be willing to continue your education to receive a master's degree?**

- Overall, most teachers would consider earning their masters degree. The condition is for the money to pay for it. The district would need to consider paying upfront for the courses (not reimbursing), incentives for earning degree and extra prep time for teaching dual credit courses that require more work.
- Very few teachers that replied currently have a master's degree

**7. Are there any Advanced Placement or Honor's courses that you would like to see added into your curriculum? Would you be willing to teach any of them?**

Junior High	Math	Science	English	Social Studies	Misc
Lang. Arts	Calculus	Biology	Reading	US History	Music Theory
	Statistics	Chemistry	Literature		Culinary Arts
	Algebra II	Zoology	Writing		
		Anatomy	English IV		

- Advanced Placement would be wonderful in ANY part of the curriculum
- With consolidation and the possibility of a really large HS band, we could have two sections: a concert band and a symphonic band/wind ensemble
- Offer Advanced JH courses that count for high school credit

**8. Do you have any other comments, concerns or suggestions you would like the Committee of 10 to know about in regards to curriculum or any part of the potential consolidation?**

- I like the modified block system where Lang. Arts is back to back hours so there is more integration
- Don't get bogged down with details - focus on basic framework for now
- I hope the Committee of 10 looks into the financial/# of sections/# of teachers aspects of curriculum, but doesn't try to decide what textbooks should be used or what exactly should be taught
- We are doing inclusion too, it is wonderful to have aides within the JH classes. It really helps.
- Whichever curriculum seems to be most successful (JH Math)
- Please look for the most successful curriculum (JH Math)
- Avoid scheduling classes offered only 1 period at the same time
- I wonder how keeping all the buildings open will save both districts money. I hope that if a building is designated as a 5<sup>th</sup>-6<sup>th</sup> building that the 6<sup>th</sup> graders will continue on a 7-period schedule and not change to a self-contained class
- Tell us what classes you are considering as well as the results of this survey. Then we can give more input at junior high level.
- If this is going to happen, it needs to be moved along quickly. Aledo HS needs a new gym floor very badly.
- There need to be opportunities for departments to meet for planning. The SPED Department needs more planning opportunities with regular education teachers.
- 4<sup>th</sup> science room would be needed. Department chairpersons need to be in place. Department meetings should be bi-weekly.
- My concern is that the consolidation would be a chance to try some of these suggestions, but nothing will change.
- It would be nice to be informed and be available for additional input upon critical decision-making. I hope there will be positive change.
- Currently there is a keyboarding and formatting course recommended for freshmen to take. I would like to see the keyboarding part at the junior high level and the formatting be required for all freshmen.
- I would like to see more alignment with skills K-12
- Make sure we have enough teachers to teach our classes. Classes with 25+ are not acceptable.
- Focus on the core subjects. The instrumental music is fine.
- Let's go for it!!
- We would benefit by being very progressive regarding curriculum....instead of our typical regressive approach
- Who keeps their job? The Westmer FACS teacher or the Aledo FACS teacher? Or will we have 2 FACS teachers?
- Activity period is a must!
- If a job will be lost, how much notice will be given?

- How will job losses be determined; who stays and who goes?
- I would like to see health taught as a separate 1 semester class. Many reasons for this. Human body is not specifically in the Science Standards or assessment frameworks for science. I think that this is the best way to begin to teach students about healthy lifestyle choices. Healthy lifestyle choices are integral part of a child's continued success throughout life. I have unfortunately already "heard" of many of our students who are making wrong lifestyle choices at a young age, including sexual related and

## **Aledo CUSD 201**

### **Curriculum Council Representative Role and Responsibility**

#### **Provide leadership in your subject area (K-12).**

- Gather information from those you represent
- Share information with those you represent
- Coordinate the completion of tasks
- Facilitate department meetings, inservice activities and curriculum work
- Monitor the effectiveness of the department and seek to improve areas of identified need

#### ***Serve as an advisor for curricular decisions***

- Articulate your own ideas
- Research curricular issues and trends
- Represent the ideas of the teachers
- Locate “best practice” information
- Analyze various forms of data – make curricular decisions based on the results of that analysis

#### ***Participate in the activities of the curriculum process***

#### ***Communicate with building principals about curriculum activities***

#### ***Manage and monitor the department’s scope and sequence***

#### ***Meet quarterly with other members of the Curriculum Council***

- Hear updates
- Give updates
- Work on curriculum projects
- Establish curriculum plans
- Evaluate new course offerings
- Assist with the management of the district’s staff development plan

Curriculum Subcommittee Report  
Pre-K – 4<sup>th</sup> grade Sub-group  
March 26, 2008

The elementary teachers met on Wednesday, March 26. A representation was present from the kindergarten – third grades as well as a librarian and school street and reading specialist. The group compared current initiatives and practices. After much discuss, it was discovered that there were many similarities between the two districts.

The group would like to recommend the following suggestions to the Curriculum subcommittee.

- The elementary staff would like to recommend that funds be made available so that staff would have the opportunity to participate in professional development. The request would be made that the focus of the professional development would allow staff members to have open dialog; observe other teachers at each building; include grade level meetings and similar activities. The purpose of the professional development would enable staff to develop power standards, improve current practices, unify assessments, and implement curriculum maps so that continuity and alignment would be a part of the curriculum.
- A three year professional development cycle would be asked to be employed.
- Non-certified staff would be asked to participate in activities as seen appropriate.
- Professional Development Activities would explore:
  - Response to Intervention
  - PBIS
  - Report Cards
  - Curriculum Mapping
  - MAP Testing
  - Aimsweb

**Aledo-Westmer Committee of Ten  
5-8<sup>th</sup> Grade Sub-Group of the Curriculum Sub-committee  
Recommendations from March 26, 2008**

The 5-8<sup>th</sup> grade Sub-group of the Curriculum Committee met on March 26, 2008 with teachers from both school districts at all grade levels 5-8<sup>th</sup> and recommends the following:

1. Depending where the grades are housed, careful consideration be made to assist the students in coping with a potential change in location as well as additional time management skills needed at their grade level (changing teachers and rooms for different subjects). The 5<sup>th</sup> graders already have homeroom, then travel with 3 books to three core subjects in the am, then back to HR in pm. They move as a class. Then in 6<sup>th</sup> grade it is recommended they start to travel some independently (not as a class). At the 7<sup>th</sup> grade level, then they might be prepared for full integration.
2. We recommend that a full-time certified librarian be available at each school/facility to maintain an adequate inventory of books and Accelerated Reader (AR) resources. It was mentioned that a certified librarian may be state-mandated in the near future.
3. Also, it is recommended that if possible the school district obtain licenses/ subscriptions for AR per district instead of per building (as is currently the case), to lower the cost. Also, care must be taken to supply books at multiple grade levels above and below the grades housed at each facility to accommodate the different reading levels; this includes Special Education student needs as well.
4. Expand the number of different electives available to 7/8<sup>th</sup> grade students to include a wider range of interests. Examples might be to offer Woodworking, Horticulture, Computer Skills, etc. We recommend modestly increasing the number of elective choices so not to dilute the strong Band and Chorus Programs already in place and successful.
5. We recommend offering Band to 5<sup>th</sup> and 6<sup>th</sup> graders.
6. Further discussion may be needed to determine how to most effectively schedule English classes – whether to use a “double block” for both hours of English (Reading/Lit and Grammar/Spelling) perhaps opposite PE and Social Studies for instance, or whether to integrate the hours and at which grade levels.
7. Further discussion may be needed to determine where to teach 7<sup>th</sup> grade Health (as part of the PE or Science curriculum). Of note, Aledo science teachers would like to “upgrade” to the 15-book series used by Aledo for 6-8<sup>th</sup> grades.
8. Some further discussion needs to occur about subject-specific vs. grade specific teaching, and at which grade levels.
9. We recommend offering a foreign language at 7-8<sup>th</sup> grade level. The usual 1 year curriculum (i.e. Spanish I) could be covered over 2 years.
10. We recommend offering an Advanced Math course and Science/Explorers program.

11. We recommend adding Keyboarding at 6<sup>th</sup> grade level as this appears to be the best developmental time for most students to learn proper keyboard techniques. (Kim Sheese has additional information on this topic).
12. We recommend teaching Study Skills in 6<sup>th</sup> as part of the curriculum.
13. After reviewing the textbooks used at the two districts, it was agreed that overall the books are the same; we recommend time be taken to align “what is taught” in the classes from the texts.
14. Further planning may be needed for future textbooks with regards to whether K-5 text series or K-8<sup>th</sup> text series should be employed. (If a K-5 series is used, it may be difficult to transition the curriculum at the 6<sup>th</sup> grade level if 5/6<sup>th</sup> are housed together and the same teachers teach 5<sup>th</sup> and 6<sup>th</sup>).
15. We recommend that after consolidation the teachers at each grade level or discipline in the newly consolidated district decide which textbooks need to be replaced and which should be kept and how many new books need to be ordered.

## **High School Curriculum Recommendations As of April 14, 2008**

- Goal is to not lose any courses, continue to offer all of the current courses
- Recommend that the new administration try to offer at least 1 new course in each discipline
  - Based on survey results from both students and teachers, additional courses in all discipline's is wanted
  - Mostly upper level, advanced courses
  - Especially Dual Credit and maybe even AP (if there is a high interest by students and a willing teacher to teach the program)
  - These additions could also be done by providing additional distance learning opportunities, online courses through area community colleges and maybe even Virtual High School (high fee for parents)
- Recommend using the initial incentive money for textbooks and fees of the new courses
  - Give teachers a year with current textbooks to feel everything out
  - During 2nd year that is when major changes can happen and a new textbook rotation can be set
  - Don't foresee a huge shortage of books for current course offerings during the first year
- Recommend that when the consolidation passes in November, give teachers LOTS of work time within disciplines to discuss specifics on curriculum (SIP days, Teacher In-service time)
  - This is where all the ins and outs of textbooks can be discussed
  - This is also a great time for teachers to get together to work on test score improvement and practices
  - This time would be best used if offered during the school day
  - This will also be a time to allow teachers to align curriculum taught within a discipline and within a single course
- Recommend offering early bird courses to help offset scheduling conflicts and to give students the opportunity to take additional core courses
- Recommend new administration look at articulating the Vo-Tech programs so that students can benefit from college credit at Black Hawk College and the district would benefit from funding (Karen Jones has the information)
- Recommend new administration look at providing additional courses for lower level students, especially Special Education students, that pertain to life skills or job related activities
- Possible Course Additions (from student and teacher surveys):
  - German, Statistics, Forensics, Genetics, any type of specific literature course (Native American Lit, Black Lit, Women's Lit), World Religions, Mythology/Roman or Greek History, Culinary Arts, Auto Mechanic, Ag Economics, Photography, Business Management, Music Industry