CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee
Meeting Minutes
August 9, 2017

Committee Members Present

Mrs. Sharon Collopy, Chairperson
Mr. John Gamble
Mr. Dennis Weldon
Dr. Jerel Wohl
Mr. John Kopicki, Superintendent
Dr. David Bolton, Assistant Superintendent
Dr. Scott Davidheiser, Assistant Superintendent

Others In Attendance

Mr. Glenn Schloeffel, Board Vice President
Mrs. Karen Smith, Board Member
Mr. Jason Jaffe, Director of Technology & Innovation
Mr. Ed Tate, Director of Communications

The meeting was called to order at 6:00 p.m. by Mrs. Collopy

REVIEW OF MEETING NOTES

The June 14, 2017 Curriculum Committee Meeting minutes were reviewed and approved without changes.

PUBLIC COMMENT

There was no public comment.

INFORMATION/DISCUSSION/UPDATES

Recommendation for Approval:

Dr. Davidheiser noted that there were several committees that worked diligently this summer to create the scope and sequences of the middle school courses approved last spring. They will be presenting their course descriptions this evening, and Dr. Davidheiser commented that he felt the Committee would be impressed with the proposed additions to the middle school schedule. Dr. Davidheiser introduced Michele Myers, Staff Developer, who will begin the presentation of the new courses.

Mrs. Myers thanked the Committee and the Board for their dedication, feedback and support of the work done to develop the new courses. She noted that it had been an amazing process over the last year, from the initial survey of community members through the final course development done during the summer. The Middle School Committee was dedicated to looking at the middle school schedule to determine what was best for CB students. She felt that the successful development of the courses and the student-centered advisory period were due to the "kid's first" mindset the Middle School Committee adhered to. Mrs. Myers commented that the committee did significant research to prepare the courses. The courses were also collaboratively created utilizing feedback from the survey, the committee meetings, the website in which the public could offer suggestions, and the town hall meetings. She felt that the new courses were a true community effort. The courses are tailored specifically to the CB community, keeping in mind the needs of students leaving elementary school and their different needs as they move forward to high school.

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee
Meeting Minutes
August 9, 2017

In July, the teachers for the Integrated Technology course and the Innovation & Creativity course were able to meet to share curriculum and lesson plans. Those that participated were excited by the content, noting that it would be an interesting and exciting course for anyone to take. Mrs. Myers introduced Lindsay Smith and her team, who will present the Integrated Technology Curriculum.

Integrated Technology Curriculum:

Mrs. Lindsay Smith thanked the Committee for the opportunity to present the Integrated Technology course. She introduced some of the members of the team responsible for creating the curriculum. Mrs. Lindsay Smith and Mrs. Myers, along with middle school Assistant Principals John Murtha (Unami) and Jonathan Boyle (Tamanend), worked with a group of middle school teachers, blending experienced participants with some newer CB teachers. Team members Rob Meletti, Melissa Hallman, Bridget Fox, William Melvin, Michael Greenbaum, Natalie Spatafora and Matthew Powell were introduced.

The team met four times, beginning in the middle of July. The curriculum is based on CB and ISTE (International Standards for Technology in Education) standards. The goal is to build competency in technology through direct instruction, with collaborative creativity. There will be a focus on tech skills as well as bringing digital citizenship to the 7th, 8th and 9th graders that will be exposed to the course. It will be a project-based approach, focusing on CB/ISTE standards. The course will build on the "technology toolkit", utilizing the skills students bring with them from the elementary level.

The team wanted a digital portfolio available for students. It was decided that the platform for the digital portfolio will be OneNote, which teachers and students are already using throughout the district. Utilizing OneNote will ensure that the instruction foundation is standard across CB. The Office 365 Suite is the most utilized in our district. The goal is to ensure students have a strong foundation for utilizing that software. The course will not be a typical computer lab, but will be project-based using different components of technology. Students will be exposed to these different components, enabling them to identify which specifically interest them. That exposure will allow them to explore different pathways in CB, and perhaps even lead to future career paths.

The timeline for the course is 45 days. The initial unit for the course will include an introduction to students of their "Digital Footprint". Students will become aware of who they are in the digital world, including what they are putting out in the digital world for the public to see. The team feels it is important for students to understand the lasting implications of what is put online. A video that will be used during Unit 1 was presented, highlighting "What kind of footprint are you leaving?". Digital Citizenship will be reviewed, as well as global awareness of who is viewing their digital footprint. Cyberbullying will be covered in this unit. Students will work on their research skills by receiving a digital citizenship topic. They will create a public service announcement, collaborating with their classmates utilizing digital media and video editing programs to create a PSA. To end the unit, the students will present their PSA to the class.

Unit Two will focus on "Business Impossible". The students will look at a business that is failing and will work toward rescuing the business using Excel, data and a business mindset. The students will review the difference between private and public information. They will learn how phishing scams are used by some people on the web to gain information from individuals or businesses, and how they can protect

themselves from those scams. The Microsoft Suite programs will be used to create surveys for their classmates, trying to determine what attributes their failing business would need to succeed. They will take the data from the surveys and utilize Excel to decide how to better their business. They will then approach the budget aspect of rescuing a business. They will use Excel to take a financially unstable business and decide how best to invest and make it successful. At the end of this data heavy unit, the students will share with their peers how they "saved their business".

Unit Three will take the approach to another level, teaching students how to use the creative components of technology to market the business they rescued. The marketing aspect will include more lessons on Digital Citizenship, looking at the "cut and paste" digital culture. Students often go on the web and "cut and paste" a digital picture with no thought to where the picture came from or if they are allowed to use the picture. Students will learn about public domain, copyright laws and plagiarism.

The marketing aspect of Unit Three looks at three main components: using Excel and Word to do a mail merge, using Publisher to create advertisements, and creating an Infogram utilizing other programs such as Canva. Students will take the data from their surveys and will use Infogram to highlight the desired attributes for their successful business.

Students will leave the course with a digital portfolio – OneNote will contain all their work and the projects completed during the course. If the students continue to the next level of the course, they will have all their work available for them.

Mrs. Lindsay Smith noted that the team couldn't decide what was more exciting – the opportunity to teach the course as described, or looking at the course from the lens of a student and anticipating their enjoyment of the coursework. There are still a few things the team would like to accomplish before the students return to school. The group will meet several more times to look at Infinite Campus from a grading standpoint, finalizing teaching materials and creating rubrics. The course is being promoted to students on social media through the building websites.

The team will be working toward the creation of Level Two and Level Three of this course during this initial course offering, and the team thanked the Committee again for their support.

Dr. Wohl asked if students will be working individually or in groups. Mrs. Lindsay Smith commented that each student will have their own personal OneNote portfolio, but will also work at times in small groups.

Mrs. Collopy voiced her support and stated she was happy that the course has been brought back. She noted that five years ago when the middle school schedule was changed it was decided that core subject teachers would be responsible for teaching technology. There was concern regarding the ability to cover all coursework with the added task of technology instruction. Mrs. Collopy commented that she was very happy this new course takes some of that responsibility away from core subject teachers, enabling them to provide more focus on their course content.

Mrs. Collopy questioned the "Mad Libs" survey at the end of the Unit 3, aimed at revealing the student's feelings about the course. She indicated that she felt it was an important course with content that was necessary for their education, and she did not see the need for that type of feedback. Mrs. Karen Smith noted that the survey could be looked at as a reflection on the work that they did, that part of the

communication process is to evaluate what you have accomplished. Mrs. Lindsay Smith stated that the survey would be used as data gathering for ensuring a strong foundation of curriculum. She noted that if pieces of the course needed to be strengthened for the next year, they could be identified and adapted.

Dr. Wohl indicated that he felt student feedback would be helpful. He wondered who created the business models that are being presented for "rescue". Mrs. Lindsay Smith noted that the businesses were created by the technology teachers.

Mrs. Karen Smith stated that she felt the lessons covered in the course were very important for our students, she felt that most teenagers don't think about the impact their actions have on their future.

The Committee recommends the Integrated Technology Curriculum be moved to the Board agenda for approval.

Innovation & Creativity Curriculum:

Dr. Davidheiser introduced Kyle Dudley, Assistant Principal at Tohickon. Mr. Dudley and Mr. David Newdeck (Assistant Principal at Holicong) were the administrators on the team that developed the curriculum for the Innovation & Creativity course. Other team members included teachers from all five middle schools. Mr. Dudley also thanked Lindsay Smith, Michelle Myers and Allyssa Walloff for their support.

The team began the course development by looking at the elementary curriculum. Elementary teachers have been working with the four "C's" – Creativity, Collaboration, Communication and Critical Thinking. The curriculum for the new course is focused on sustaining the hard work the elementary teachers have done, as well as working off the Quest Program. The team is adding two "C's" – Community Partnerships and Career Education. The idea is to focus seventh graders on careers that are available to them, not to ask them to choose a path at this stage, but to utilize community connections in our district to provide students with varying career ideas and options.

Lessons in the curriculum revolve around problem-based activities, and the students will be collaborating on just about every aspect of the course. The course will involve research, collaboration, failure, and the primary aspect - "process". A video of a "red bucket challenge" was presented: Innovation and Creativity (InC) teachers were given the challenge of creating a basketball, as well a way to launch that ball through a net. The video shows what can be learned through failure. Focus is given to process, reflection and redesign, which are core elements of this course.

The basic philosophy of the course was summed up with a quote from George Couros – "Innovation is a process, not a product". The team noted that seventh graders begin their year with a lot of anxiety about the new changes in their life. Quest and Stem courses teach that failure is a part of the process of being successful. This course is designed to embrace that process, to show students that failure is an acceptable event from which much can be learned. The curriculum will show students how failure can ultimately help create a better product, that creative and innovative thinking is often born out of failure. The "red bucket challenge" replicates what the students will be asked to do the first day of class. The challenge will promote collaboration and problem solving.

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee
Meeting Minutes
August 9, 2017

The Innovation and Creativity curriculum focus is to provide students with the opportunity to problem solve using 21st century skills with a goal towards career readiness. The idea is to prepare them for careers that exist, but also for careers that have yet to be defined. The course is based on a design thinking model, with a large piece dedicated to research.

The course will be held for 18 weeks, every other day. There are three units, the first is called "ThInC Outside the Box". The second unit is "InCredible Spaces", and the third is "Career DistInCtions". The focus at this meeting will be on the first unit – "ThInC Outside the Box".

Unit 1 (ThInC Outside the Box) will present a problem to the students – Why do 40%-50% of middle school students not eat breakfast on a regular basis? The focus of this unit will be on cereal – marketers are spending millions of dollars on cereal advertisements. Students will be asked to visualize the cereal aisle in a grocery store. Notice will be taken that cereal box designs appeal to either small children or adults. Students will be challenged to design, create and market a healthy cereal that would appeal to their age group. Once the box is created, they must come up with a 5-7minute presentation that will share their product and the process of its design. They must show how their product would solve the problem of middle school students not eating breakfast on a regular basis. The criteria for the box include: a self-standing container, a logo, theme and eye-catching graphics, nutritional information and volume amounts.

The class is focused on the process of creating the cereal box, how decisions are made and how the students reached their final product. The product will be viewed from different aspects, for example from the view of a nutritionist and their career focus or from the view of a market researcher or graphic designer. This will also enable the incorporation of community members who have experience in those careers, allowing the students to learn what a nutritionist, market researcher or graphic designer look at during their work.

The course will be highlighting the LAUNCH cycle. LAUNCH is a design and problem-solving process that can be applied to real-world challenges. Once students have been taught this process, it can be applied to other areas of learning. The LAUNCH process also provides an alternative to the standard process of completing a project, turning it in for a grade, and getting it back without anyone other than the teacher viewing the efforts. The LAUNCH cycle allows a student to present their project to an authentic audience, taking their project to the next step – whether that's presenting to their peers, the entire school or perhaps to community members. The LAUNCH cycle will be incorporated using a daily journal – the LAUNCH LOG. The log will reflect their thoughts as they move through the course, what they did each day and what the plan will be for moving forward. It will also reflect their collaborative learning experience. There will be individual jobs within each unit, but there will still be a coming together as a whole to bring all parts of the unit together. Teachers will be able to utilize the log to check student progress. The log will help identify a group that needs more challenge or requires individual group instruction as they move through the coursework.

The last activity in the class will involve identifying a career that may interest the student – whether the career exists currently or hasn't even been thought of yet. The activity will incorporate the research and presentation skills they learned during the course. They will present a brief summary of their career choice utilizing one of a number of different venues, such as a written paper, Infogram, Podcast, etc.

Feedback will be requested from the parents of students to decide what modifications may be necessary for the class. Since the 21st century is an evolving century, the team wants to be sure all aspects and challenges are covered in the coursework. The course encourages students to take risks, and teaches them a that failure is an opportunity to figure out what went wrong and to try again.

The team feels it has created a class that is truly hands on. Critical thinking, research, presentation and interpersonal skills will be emphasized. As educators, their biggest motivation is to ensure that their students are prepared for the 21st century as they move through CB and beyond. The goal for the class is to not only ready students for 21st century challenges, but to ensure they are career ready as well. The design thinking model that structures this class will help achieve that goal.

Dr. Wohl expressed some concern that seventh grade students be asked to identify potential career goals. He asked if the Naviance program (college and career readiness software) would be utilized at this level. Dr. Davidheiser noted that this course provides applicable skills that can be utilized regardless of the path a student chooses down the line. Mr. Dudley commended the team on bridging the gap between elementary school and the choices students will make in their later high school years. The exposure the class will give to students regarding future career opportunities is invaluable. Dr. Davidheiser noted that the district is looking at the possibility of using Naviance at the ninth-grade level, currently it is used for grades 10-12. The curriculum for the Innovation and Creativity class will nicely bridge the years from elementary to 9th grade.

Mrs. Karen Smith noted that she had recently read an article about Vo-Tech education and discovered that some other districts were doing more at the elementary and middle level to expose students to career pathways. She believes it is a good thing that we are providing students with the opportunity to think about what careers are available to them - that while college may be their destination, there are other routes to consider such as Vo-Tech or entering the workforce before continuing their education. She noted that most Vo-Tech schools are sending 70-80% of their students on to further education. Mr. Gamble echoed Mrs. Smith's comments on Vo-Tech and the options it provides to many students. He would like to see CB students given more exposure to the opportunities available to them from Middle Bucks Institute of Technology.

Dr. Davidheiser commented that part of Governor Wolf's plan with the Future Ready Index defines more definitively the career pieces at various grade levels, and the district will soon need to consider looking at that more closely.

The Committee recommends the Innovation and Creativity Curriculum be moved to the Board agenda for approval.

Family & Consumer Science Curriculum:

Dr. Davidheiser noted that there has been a change to the middle school schedule. Two courses needed to be developed since Family & Consumer Science will now be offered at the seventh and eighth grade level. He introduced Geanine Saullo, Principal of Lenape Middle School.

Mrs. Saullo thanked the Committee for their time, and for reviewing the documents submitted for the Family & Consumer Science curriculum. Mrs. Saullo and Mrs. Lori Gallagher Landis supervise the FCS

Department. She introduced three department members, Kim Hein, Sue Furfari and Betsy Coyne. All middle school FCS teachers participated in creating the two new courses.

Several years ago, the seventh and eighth grade FCS courses were consolidated into one course. With the new middle school schedule change, the district can offer students FCS courses at the seventh and eighth grade level. The department is excited for the opportunity to provide instruction at both grade levels. Students at the ninth-grade level will also be able to continue FCS instruction by choosing the electives Cooking and Sewing.

When the team began preparing for the current curriculum, they reviewed Pennsylvania standards from elementary school through 11th grade. The fact that an eighth-grade student may or may not have had an FCS course in seventh grade posed a challenge in creating the eighth-grade curriculum. The team wants to ensure that any student taking an FCS class in grade seven or eight will receive instruction in all four units covered by the PA standards.

Mrs. Saullo noted that electives lend themselves to the middle school philosophy. Many of the topics and units of study in an FCS course hit social and emotional growth areas, and the FCS teachers are excited to have the opportunity to dive deeper into the FCS units.

All four seventh grade and eighth grade FCS units will be addressed at each grade level (Balancing Family Work and Life; Financial Resource Management; Food Science and Nutrition and Child Development). Both grade levels need to reach the same standard, but must look very different.

Each course is 45 days (one semester) of fifty-minute class periods. Eighteen days will be spent on Food Science and Nutrition. Financial Resource Management will also be covered in eighteen days. The eighth-grade Financial section will include topics relevant to the age group – how to fill out working papers, how to apply and interview for a job. Personal budgeting will be covered at both grade levels, providing instruction to students on the requirements for running a household. Balancing Family Work and Life and Child Development will be covered in four and five days. Students will be instructed in decision making, setting smart goals, and the stages of child development with a goal towards becoming a good babysitter. At the eighth-grade level, the stages of child development will be studied more closely. FCS curriculum is easily adaptable to the needs of its students. Physical needs, learning needs and dietary needs can all be accommodated.

Mrs. Saullo noted that the team is finishing work on the rubrics and activities, with a focus on enhancing the previous curriculum and ensuring that all units of the program are covered completely.

Dr. Davidheiser commented that one of the challenges he presented to the team was to make sure that a student taking the course both years received different course content each year, while maintaining the PA standards. He thanked the team for meeting that challenge so well.

The Committee recommends the Family & Consumer Science Curriculum be moved to the Board agenda for approval.

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee
Meeting Minutes
August 9, 2017

AP Psychology Curriculum:

Dr. Davidheiser introduced Scott Berger, Curriculum Supervisor, who will present the AP Psychology Curriculum.

Mr. Berger noted that he appeared before the Committee last fall to give an overview of the proposed AP Psychology course. The course was then presented to students as they got ready for their course selections. AP Psychology is being offered as an eighteen-week (one semester) and a thirty-six-week (full year) course. Five hundred and twenty students (520) chose to take the semester version of the course, one hundred and sixty (160) will take it as a full year course. There will be a team of seven teachers giving instruction to twenty-nine (29) sections. Mr. Berger provided more breakdown – there are 45 tenth-graders, 120 eleventh-graders and 515 twelfth-graders. He commented that because it was going to be a tough course with a lot of mature content he was happy to see that there were more eleventh and twelfth grade students taking the class. A survey will be taken at the end of the course to see if revisions are necessary. The district exam finals will be analyzed to see how well students do in the AP final.

This spring, teachers received training on the course. Different textbooks were reviewed, and Myers Psychology for AP was chosen as the course textbook (with online features). Mr. Berger thanked the Committee for approving the purchase of those books at a previous meeting. In June, the team spent In-Service days writing the nine-unit course. Teachers attended a five-day course at LaSalle University, learning the best instruction techniques for the course. In July and August, the team edited the course of study and created a core assessment. Exam preparation materials were created, and teachers will share lessons and activities on OneNote. The team feels confident the course will prepare the students to successfully take the AP Psychology exam, and will provide an important resource for them to use as they move forward in their high school career and beyond.

Mrs. Collopy stated she assumed teachers will be providing review classes in the fall for the AP test in the spring. She noted that the class schedule was probably heavier in the fall, given the fact that the AP test will be taken in the spring. Mr. Schloeffel asked if there were any prerequisites for the class, Mr. Berger responded that there were none.

Dr. Davidheiser remarked that there was significant editing done on the course this summer. With any AP course, the district has the autonomy to make the course their own while meeting the standards of the college board. Audits are done yearly to ensure compliance. Mrs. Collopy noted that there is not a lot of flexibility in course content, which also applies to textbooks – there are not a lot of options. She also remarked that students may take the standard Psychology course before taking the AP course, but are not required to do so. Mr. Berger commented that the two courses contained many similarities, and after the AP course is reviewed at the end of the school year some changes may be made.

The Committee recommends the AP Psychology Curriculum be moved to the Board agenda for approval.

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee
Meeting Minutes
August 9, 2017

UPDATE/INFORMATION:

Middle School Advisory Period:

Dr. Davidheiser stated that the inclusion of a class period to address social and emotional dynamics at the middle school level was strongly recommended by the Committee and by research that was evaluated by the district. An Advisory Period, which will fall after second period, was included in the middle school schedule. A team of administrators and middle school teachers came together this summer to structure the Advisory Period, keeping in mind the importance of leaving some autonomy at the building level. The team worked to address the challenge of taking a large community and making it into a small community, of taking the social and emotional issues that students struggle with and finding ways to offer support and problem-solving skills. The Advisory Period will allow each student to have a mentor/advocate available to them in a small setting every day. Dr. Davidheiser introduced Cheryl Leatherbarrow, Principal of Tamanend, who will present the team's work on the Advisory Period.

Mrs. Leatherbarrow thanked the Committee for the opportunity to present the work done by the team. She noted that the team was very committed to the needs of middle level learners and had a lot of passion for this project. She thanked members of the team: Ashleigh Deluca, Kyle Dudley, Chris Gay, Lisa Mancini, Jim Massey, Will Melvin, David Newdeck, Greg Striano, Christy Venters, Jill Weller Reilley and Larry Werner.

Students have issues that cannot be addressed during core curriculum classes. Advisory will allow the exploration of those issues and give teachers a unique opportunity to address those topics. The team feels that having a 19-minute period every day for Advisory will be of great benefit to the students.

Each of the middle schools were represented by an administrator and at least one teacher during the creation of the Advisory curriculum. Each team member brought their own ideas and experiences to the meetings. Discussion was held establishing curriculum content, and a list of items was created. Those items were organized using CB Cares 40 Assets as a monthly framework. OneNote was utilized to organize and detail the curriculum. A calendar was created including weekly lessons for each grade level. Any Advisory teacher can access the calendar and view lessons for each day. Each building will have access to the Advisory OneNote details, and will be able to customize the curriculum to suit their building needs.

As the team began working on the program, they drew from the philosophies and belief statements created by the Middle School Schedule Committee. Three statements stood out to the team: Encouraging Healthy Lifestyles, Responsible Citizenship and Social and Emotional Wellness. The team wanted to create lessons and activities that were student-centered and had real world applications. They worked on how to build a community within the advisories and within the school, to build a sense of identity, cultural proficiency and responsibility. Most importantly, the needs of the whole child were considered while creating the program. Ways to support the growth and learning of the whole child were major factors considered in the development of Advisory.

Focus was placed on subject areas that were not part of a regular curricular course, but were important for students to address during their school day. The district-wide Advisory Curriculum was written to ensure that all students across the district were learning the same things at the same time. One of the

things that the team focused on first was what Advisory was NOT…The Advisory Period is not a resource period, it is not a time for homework or free time. Advisory is an important part of the new schedule, and will be treated as any other class. The team felt that SSR (Sustained Silent Reading) had been a successful piece of previous advocacy programs, and would tie in nicely to the Advisory period. SSR will be integrated twice weekly in the Advisory curriculum.

In the future, the team would like to see a "looping" program, where a student would have the same advisory teacher throughout middle school.

Mr. Kopicki asked how CB teachers have been prepared to teach Advisory. Mr. Dudley explained that previous advocacy program resources and materials were incorporated into the new curriculum. Recently, teachers were brought in during trade-in days to review the proposed curriculum. Each grade level worked on developing Advisory lessons for their students, following the curriculum framework and utilizing familiar resources and materials. Advisory lessons will be discussed during team and faculty meetings throughout the school year.

Mr. Gamble asked what the plan was to deal with eighth and ninth graders that would miss having a resource period every day. He also wondered if there was protocol in place to deal with a student that doesn't get along with their Advisory teacher. Mrs. Leatherbarrow noted that students would still have a 50-minute resource period every other day, and would be given help with time management to ensure they are using that time effectively.

Any difficulty in the student-teacher relationship would be dealt with the same as it would in any other classroom situation. Dr. Davidheiser noted that those types of situations are also life lessons for students. The situation would never be allowed to aggravate to a point where it can't be rehabilitated, however it is important to the social and emotional development of a child that they be given the opportunity to learn to deal with certain situations. Advisory will allow that type of lesson to be taught.

Mr. Gamble expressed concern that eighth and ninth graders will have a difficult time understanding that Advisory cannot be utilized as a resource period. Dr. Davidheiser noted that the Advisory Period was a re-centering of culture. Any new course is dependent on how relevant and how engaging it is for students. He had encouraged the team to have high expectations for a successful program. The dynamics of having an advocate with the students every day in an informal setting will be a potent tool in engaging any student.

Mr. Gamble asked how the Advisory classes will be assigned. Mrs. Leatherbarrow noted that it will be a random selection, making sure that all kinds of students are represented in each class.

Dr. Davidheiser commented that he thought the program would be a powerful opportunity at the middle level for both students and teachers. There are high expectations for teachers and students. Advisory will be a time in which those expectations can exist in a very informal setting, allowing relationships and a supportive community to be built. Mr. Gamble agreed that this program will strengthen the ties between students and their teachers, hopefully showing a shift in behavior for the better. Dr. Davidheiser reflected on how the program would be evaluated, part of that process will be to look at disciplinary reports, attendance reports and lateness reports. Mr. Gamble believes it will help form a friendship in the best sense of the word between students and teachers.

Mrs. Leatherbarrow noted that the program will be reviewed yearly to see if topic areas need to be refreshed and updated to address the issues most relevant to students. Mrs. Karen Smith inquired if the program will be the same across all grade levels since this is the initial year. Mr. Dudley noted that the curriculum had been set up to address each grade level, and while content would follow the same framework, lessons would be different for each grade. Dr. Davidheiser stated that the program would allow for some autonomy at the building level. Lessons were designed to allow teachers to manipulate them to address any concerns or needs that arise at a specific building.

Dr. Wohl asked if the recently hired social worker will be part of this program. Dr. Davidheiser noted that the social worker would not be directly involved with Advisory. Mr. Kopicki stated that the social worker's purview will be outside of the Advisory program, working more with at-risk and non-attendee students.

1:1 Laptop Pilot Update – Holicong:

Dr. Davidheiser introduced Jason Jaffe, Director of Technology & Innovation, to present an update on the 1:1 laptop pilot program.

Mr. Jaffe thanked the Committee for the opportunity to update them on the progress of the pilot program. He noted that two new programs had been detailed tonight which were technology heavy. It was a struggle for his department to provide the tools to help those programs be successful. Materials were pulled from other places within buildings to support the technology requirements. Existing computer labs will be utilized for the Integrated Technology classes, and lab schedules are being reworked to accommodate those classes. If each student were provided with their own device, the struggle to support technology heavy classes would be diminished.

Mr. Jaffe addressed the Committee's concern about the increase in screen time for students. He noted that the intent was not to encourage more screen time, but to ensure that when a student needed a tool it was available for them.

The Technology & Innovation Department has a five-year draft initiative. The goal of the initiative is to provide technology to foster creative options for teachers and students, and to maintain equity of access to technology tools for students. In year one, there is an initiative to provide 1:1 laptops to students. Part of the 1:1 initiative is to choose a device. Mr. Jaffe provided samples of the chosen laptops for the Committee members to look over.

Mr. Jaffe reported that Wi-Fi has been upgraded in all K-9 schools, the high schools will be finished by the fall. Laptops have been distributed to teachers at Holicong participating in the 1:1 pilot program so that they will have the opportunity to become comfortable with the tablet before school begins. Those laptops are similar to the student laptops but are more robust. Teacher laptops cost $960/each; student laptops are $650.

Mr. Jaffe noted that less expensive Chromebooks were not being used for the pilot. The technology courses presented tonight were all Microsoft based, and could not be taught with the lesser quality device. The district is using a Microsoft platform for classes, which would not be supported by the Google product. While there are less expensive Microsoft devices, they do not provide the experience

the district wants for students and teachers. The less expensive devices take a long time to start up, reducing instruction time in the classrooms. Mr. Gamble commented that he had the opportunity to see the testing on three laptops that were being considered for the pilot program. He thanked Mr. Jaffe for not considering Chromebooks, as he doesn't believe they are robust enough to serve the students. Mr. Gamble noted that the chosen laptop is very powerful, and the speed and memory will be great for the students. He believes the difficulty of sharing laptop carts between classes is a significant problem, and will be alleviated by students having their own device.

Mr. Jaffe provided further updates, including notice that a committee of teachers and principals will meet next week to discuss the how & why of using the chosen device. He noted that Policy 815, which is the Acceptable Use policy, is outdated and is currently being reviewed for update. A Laptop Agreement has been written, and the student laptop distribution date for the 1:1 program has been set for the second week of school.

Research was done regarding the language in the Laptop Agreement. Other districts were contacted, and attorney feedback was given. It was determined that it was appropriate to charge a fee to students for using a device that they bring home. A $50 fee will cover insurance for instances of breakage (2 per student per year), including a broken laptop screen ($400) or a broken keyboard ($120). The fee motivates students and parents to care for the device because they know they will have to pay for the laptop if it breaks. The $50 fee will allow for filtering software, a charger, and the use of the device for a year (covering 2 repair instances).

Mrs. Collopy approves of the Laptop Agreement, she believes students and parents need to be invested in the program. She considers $50 a very reasonable fee. She noted that if a student loses a textbook they must replace it, she thinks the same practice should apply to the laptops. She commented that families that are economically disadvantaged would be covered for the laptops – the criteria are based on the free and reduced price lunch program. She questioned whether the $50 should be called a fee, or if it should just be stated that insurance for the laptop is $50. She proposed the option of having students/parents either pay the $50 insurance or signing a waiver accepting responsibility for the cost of the laptop if it is damaged. Mr. Kopicki noted that since the agreement is still in draft form, changes could be made to the language. Mrs. Collopy commented that parents could go on My Payments Plus and either pay the $50 insurance or electronically sign a waiver accepting responsibility for the cost of any damage to the laptop. Mr. Jaffe noted that calling the $50 an insurance fee and not a usage fee did not meet the recommendations given by the attorney.

Mr. Schloeffel commented that the $50 fee covers the district for two breakages per student per year, but had concern over what would happen when there were situations of repeated breakage exceeding the two instances. Mr. Jaffe noted that a secondary reason for choosing this laptop was how difficult it is to break. Four members of the Technology & Innovation Department did their best to break the laptops by dropping them, throwing them and stepping on them and were unable to do any damage. Mr. Jaffe stated that the potential for breaking three screens in a school year is low, but should that happen it would be dealt with on a case-by-case basis. Mr. Schloeffel requested that breakage statistics be provided in the spring.

Dr. Davidheiser noted that the $50/per year charge will cover filtering software as well as annual updating and cleaning of the devices. Mr. Gamble agreed with Mrs. Collopy's point that students and parents need to be invested in the care of the laptop. He noted that there had been discussion of educating the "whole child" and teaching responsibility, and he believes participation in this program speaks to that goal. Dr. Wohl stated that he agreed students needed to take responsibility, but expressed concern that the cost of basic educational necessities was adding up for families. Mrs. Collopy disagreed that the laptops were a basic educational necessity, instruction can be given without providing 1:1 laptops for students. Mr. Gamble noted that CB is the only district in the area that is not 1:1 and feels it is an embarrassment for a district that is supposed to be "leading the way".

Mr. Schloeffel asked if the accessories like the pen and charger were covered by the fee. Mr. Jaffe noted that students would be responsible for paying for the replacement of accessories.

Mr. Jaffe stated that it was important that the chosen laptop was writable, allowing the students to use the laptop in the same way they would a binder or notepad. He presented a short video on the characteristics of the laptop.

Mr. Jaffe reported that there are 9,000 students in the secondary level and the district currently has 4,000 laptops. There are 500 teachers clamoring for the devices. Instructional time is wasted transporting laptop carts to classrooms. There is no ownership of the devices. He gave the example of a teacher who reserved a cart two-weeks in advance to provide laptops for his class to do research. When he got the cart the laptops were not charged, and he was unable to proceed with the lesson as planned. Teachers were polled and are very much in favor of the 1:1 proposal. They were asked what the number one item was on their wish list for students – it was more devices.

Mr. Schloeffel expressed concern that devices are being pushed out without curriculum written to support their usage. He wants to be certain that we are implementing the 1:1 program in a way that optimizes the use of the device. Mr. Kopicki stated that he felt it was almost impossible in today's classroom not to use technology to enhance instruction. He believes the curriculum exists and the technology will be used to support it. Mr. Schloeffel asked if every student needed a computer, or if the teacher having the device would be sufficient. Mr. Kopicki believes we have reached the point where students need to have their own device. Mr. Gamble commented that while the curriculum content will be the same, the teachers will be able to tailor the lesson plan to the device. Teachers will be more inspired having the tools available for the students, and students will be more engaged in learning.

Mr. Jaffe noted that almost all new textbooks offer an online component, and he believes over time textbooks will be accessed via the device. Laptops are used to enhance curriculum and encourage collaboration and innovation. The laptops allow students to visualize, simulate and model with a tool. Students are able to personalize their learning. Laptops provide teachers with instruction opportunities that follow this digital age. Laptops will allow for a global learning aspect through the use of the device.

Mr. Weldon asked that a cost projection be given at the next update.

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee
Meeting Minutes
August 9, 2017

Elementary Departments:

Dr. David Bolton gave an update on departmentalization at the elementary level. There will be an expansion of building level choice regarding departmentalization for the coming school year. In the previous school year, buildings could choose to departmentalize at the intermediate level in science and/or social studies only. For the upcoming school year, buildings are given the choice to departmentalize at the intermediate level for all content area. Discussions have been had with principals, and emails have gone out informing teachers. It will be a grade level decision.

Mrs. Collopy expressed her strong support of departmentalization. She noted that many teachers and parents will be glad to have this process back, and had asked that the update be included on this agenda so that there would be public knowledge regarding its reinstatement and the full support of the administration.

Mrs. Collopy posed a question regarding the shortened class time at the middle school level. She had received emails asking whether there would be more homework assigned to make up for the missing time. She had responded to one email, noting that the newly added technology classes would alleviate the core class teacher from having to give instruction in technology. She is aware that some parents are seeking reassurance that two hours of homework a night won't turn in to three hours a night. Dr. Davidheiser noted that the effect on homework requirements was discussed when the middle school schedule changes were first considered. Teachers and curriculum supervisors gave assurances that the proposed changes could be made without increasing the homework requirements. Team planning time will be utilized to orchestrate the assignment of homework to avoid the pitfalls of overloading students with multiple projects and tests due at the same time. Mrs. Collopy commented that the Technology and InC courses would not have homework requirements. Dr. Davidheiser agreed that specials courses do not traditionally have assigned homework. He noted that it is a balancing act, focusing on the whole child. It would be counter-productive to address social and emotional growth in Advisory Period, and then create additional stress outside Advisory by increasing workload. Educators must be ever-mindful that statistics show social and emotional growth and suicide rates are relational to the environment set for students.

Adjournment: The meeting was adjourned at 8:25 p.m.

Next Meeting: September 13, 2017 at 7:00 p.m.