



NEW HOPE-SOLEBURY SCHOOL DISTRICT
*Engaging, Enriching, and Empowering All Students
through a World-Class Education*

Notice of FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. More information on FERPA can be found at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Joint meeting of Special Education Committee and Curriculum Advisory Committee

5/2/2019 at 6pm

District Office Conference Room

Per BOG 006.2, all public meetings of the Board of Directors,
including committees, are audio recorded.

Social Skills group will be held in room HS room 224

Call to Order at 6:05

Approve Minutes from the April 4, 2019 SEC and CAC Meetings

Old Business

- SEC – Unified Sports Program – Mr. Pedersen
 - Head baseball coach runs a unified baseball game: our district + Solebury school, to recognize inclusion.
 - We are going to become a certified inclusion school district after certification by the Special Olympics—the second within Bucks and Montgomery counties.
 - One of our SpEd teachers has applied to be the coordinator, to work side-by-side with Mr. Pedersen and the coaches.
 - 1 fall, 1 winter, 1 spring sport to be offered with full inclusion for all students to participate on an equal footing.
 - Interested parties, please email Mr. Pedersen.

New Business

- AP French Trip Spring Break 2020 – Ms. Connolly
 - Potential for a trip to France for AP students
 - Students would only miss 1.5 days of school, right before spring break—back before Easter or Passover begins.
 - 5 whole days in France: Normandy (for 75th anniversary of D-Day), Mont St. Michel, Paris, Versailles.
 - Would include a French class during the trip.
 - Level 4 honors + AP students—planning for around 30 students.
 - French-speaking chaperones from the staff.
 - Fundraising opportunities for students through the travel company.
 - Questions/Comments
 - Nice to see people outside the music department having opportunities to take trips.

- May be a conflict with music trips planned at the same time.
 - Suggestion to go with Perillo tours.
 - There was a time when Student Activities Committee oversaw trips. Then it was the Facilities committee. What’s the protocol for deciding which trips should be offered, and by whom? Feels like this is being done outside of any Board committee planning.
 - Concerns around who is paying for the trip, especially around compensating nurses, etc.
- Gifted Education Update – Mrs. Sutton, Mrs. Chuma and Mr. Elvey
- Updates on how the changes to gifted programming have been going this year.
 - K-5: Cathy Sutton
 - Definition of gifted—evidence of high achievement capability among students who need services and activities not ordinarily provided in order to meet their potential.
 - Served within regular classrooms through special accommodations & differentiation + part-time assignment to regular and special classes + full-time grouping with students of similar abilities
 - K-5 objectives: promote critical thinking, expand thinking skills, etc.
 - Examples:
 - Math Olympiad challenges, monthly for grades 3-6 (required students to learn long division months before they would have normally).
 - Natural Disaster Research Projects, Grade 4. Included green-screen filming, running experiments, work at home and in school, etc.).
 - STEM design challenge in Grade 5—create a crane-like machine using KNEX, picking up and moving an object.
 - LEGO Coding Maze, Grade 2 STEM.
 - Bridge Construction Marble-Run STEM Challenge.
 - Mini Golf-Course Design Project, Grade 4.
 - Literature Circles: Adding “Artist” as a Role, Grade 5.
 - Writer’s Notebook: writing about an invention and then creating it.
 - Grade 2 Read-Aloud and Focus on Figurative Language in “The Witches.”
 - Using Seesaw to post research into history and facts about holidays, to spur conversation in school and at home.
 - Breakout Escape Game—Reflection in Seesaw
 - Exposure to variety of presentation modes using technology tools like Prezi, Google Slides, Powtoons, Sumopaint.
 - 6-8: Mika Chuma
 - Assess, diagnose, prescribe to fill in any gaps between expected and demonstrated achievement.

- Assess prior knowledge for ALL students. If they have the background, we compact curriculum where feasible, provide alternate assignments. If they have early mastery, we don't re-teach.
- Some students are grade-oriented, some show greater ability only in in-class discussion
- Two tiers of instruction: Tier I for kids learning material for the first time; Tier II for students scoring high on the baseline assessment—working on the same standard, but at a higher level.
- Rotations
 - Goal: “Provide projects that flummox them.”
 - Science: lessons + PBL projects. Process over product. Sustained inquiry plus student report on progress
 - Environmental impacts (Grade 6), civil engineering/future cities competition (Grade 7), biomedical engineering/prosthetic hand (Grade 8)
 - Math: problem-solving through videos, aligned to social studies and other curriculum to design Mayan temples, geodesic domes, enhance baseball stadiums, etc.
 - English: trial of Peter Rabbit (third year). Other fairy tales on trials. Shakespeare costume design project aligned with Grade 7 drama unit. Lots of research, design, etc. Grade 6 researched utopias. Norman Rockwell-inspired narratives + modern re-staging of the painting. Grade 8 looked at growth mindset through literature—3D model inspired by an inspirational quote.
 - Social Studies: Globe work with Grade 6 (going from 3D to 2D), Literacy brochures, zombie apocalypse response guide. Junior model UN for Grade 8, working with HS.
- 9-12: Kevin Elvey
 - Program is based on the needs of individual students
 - Scheduled Options
 - Gifted seminar (9-10)—mandated for GIEP students. Mindfulness (derived from Yale course on psychology of happiness) + What-do-you-dig? Project/TED talk + intro to Voices and Choices options.
 - Global extensions pre-AP course (9)—mirrors standard grade 9 course but with greater level of inquiry, prep students for AP history courses. PBL focus throughout.
 - Honors philosophy (9-12)—ancient through

modern: foundations, concepts, arguments, etc., ending with development of your personal philosophy & presentation.

- Pull-out Options
 - Voices and Choices (Grades 10-12)
 - TEducation
 - Mock Trial Team
 - Math League
 - Knowledge Masters Quiz Bowl
 - College Collaboration/Planning
 - Independent Enrichment/Coursera
 - Flexible Options
 - Extension Programs for those who need to go further beyond: Dual credit may be available.
 - Berkelee School of Music
 - Harvard
 - Other colleges
- Questions/Comments
 - Re MS rotations: Has there been more push-in support outside of ELA?
 - Teachers have reached out to Ms. Chuma when there has been a need to help with differentiation.
 - But mostly there hasn't been a strong need for outside help to provide differentiation at an individual student level.
 - New PBL efforts have assisted in differentiating beyond the core.
 - Are kids grouped within ELA or Math based on GEIP as they move up into MS?
 - Yes. Math often forces an ability cohort to travel together, just because of numbers.
 - During contract negotiations, a MS English teacher talked about the challenges of having abilities far below and far above within one classroom. Is that still a challenge here?
 - Yes, there may be classes like that. We are an inclusive school.
 - Combination of this GIEP support + MTSS shows how we work to support individuals and small groups within the core classroom, across a spectrum of needs and abilities (*see April minutes for description of tiered support in MTSS*).
 - What about the concerns last year about students missing out if they were recommended for certain rotations but ended up missing something like Robotics?
 - Dr. Loving: we're constantly looking for ways to improve. Next year, we're making sure students will not have to choose either Robotics or Music.
 - Giftedness comes in so many forms. Are we missing opportunities at the MS to do what is being done at the HS with

helping students focus on what *they* want to focus on?

- All depends on the GIEP. We used to have an independent study elective with an ELA lens at Grade 7, but it was hard to make it successful.
- There are opportunities to aim PBL projects toward artistic or other interests where those are meaningful and important to students.
- The kids really drive the projects and are supposed to make them their own.
- Can we get clarity on what actually *improved* by removing Gifted English as a separate class, and replacing it with these rotations?
 - It has allowed us to focus more on individual needs instead of providing one course that has to meet all needs of giftedness. It may feel like things were taken away, but our goal is to provide that gifted ELA differentiation in push-in help in ELA, but also meet a variety of other academic needs in both push-in and pull-out.
- Is there follow-up from Ms. Chuma, student-by-student?
 - Yes, Ms. Chuma pushes into ELA 3-4 times weekly and collaborate on the planning. And she does the pull-out enrichment with those students as part of the rotation.
- What percentage of the general population is considered gifted at all, much less in multiple subjects?
 - People think 6-10%. Google says 6%
- One parent feels that push-in support is now extremely limited. Says district needs to assess whether this program is actually more effective than what was previously offered. Some parents unhappy their students have lost the electives that could be taken *in addition to* gifted ELA. “I just don’t see a level of flexibility at the MS.”
 - Mr. Elvey says even at the HS, it’s hard to differentiate and personalize.
- Parent of 6th grader who had an older student who had year-long gifted ELA feels like her current 6th grader isn’t getting push-in differentiation as much as just *more* work to do. The rotations also feel like more instead of better. Student wishes he could take the electives, but gifted rotations are keeping him out of electives. School says if he drops one of the gifted rotations, he has to take Health instead. The giftedness isn’t a gift to him; it’s a burden.
- How are we assessing the success of this program?
 - Students just took the PSSAs. We’ll have apples-to-apples measurement available per child.
 - Also need to look at goal-meeting at GIEPs.
 - Local CBAs will also be available.
- Do we have data on gifted students at the MS level who have left the district for other options?