



Curriculum Advisory Committee

March 1, 2018

UES Library

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

Call to Order

- **Called to Order 7:20 PM**
- **Review of last meeting's minutes minutes from the (1/11/18) Meeting**
- **Motion to approve: passed**

Old Business

- College and Career Readiness Update - moved to New Business under PA Future Ready Index

New Business

- Mr. Malone informed committee on update of MS course offerings:
 - o 6th grade rotation: adding STEM to rotation taught by Librarian. Similar to what he's doing currently in Academic Period: robotics, coding, etc. Next year will be a marking period elective
 - o Adding rotation of gifted options; piloted this year in special areas in 7th. Replaces the traditional ELA pullout. Areas of opportunity in math, science, humanities.
 - o Great response to the offerings this year, so time to bring more into 6th grade
 - o Major changes over the past five years to bring more options that are of actual interest to kids (not just math and ELA).
 - o Kids love programs like the VEX competition, so we want to formalize STEM and make it a course offering
 - o Courses will change as kids grow up with more enriched skill sets
- Mr. Malone presented - Professional Development proposed partnership with [Buck Institute](#) for 2018-19
 - o Exhausted the work with Penn Literacy Network. Time for the next area of focus
 - o Time to focus on Project Based Learning: fits in perfectly with new STEM rotations

- o Focus on the process of learning, not just the product
- o Start with real-world problem
- o Can be interdisciplinary
- o Many teachers do it naturally, but few know the real process and vocabulary
- o Aligns with state standards across subject areas
- o Love to see K-12 consistency in this
- o Helps facilitate differentiation
- o Dr. Yanni: challenge has always been that kids are very focused on getting the right answer and getting the good grade. Need to help teachers facilitate the culture change to process, struggle, occasional failure
- o Does come at a cost. \$11,750 for the workshops from Buck Institute (3 traditional PD days—all teachers, all subjects); \$11,000 for sustained support for the school year (coaching customized to our needs): Total of \$22,750
- o There can be savings in reducing textbook load and/or moving things online
- o How do we get the messaging to parents
 - Back to school nights, principal communication, etc.
 - Invite parents in at the end for celebration
 - What can we do right up front to get parents a taste of it, to get them to be allies
- Mr. Malone gave overview of [PA Future Ready Index](#)
 - o New changes in the state law through ESSA is starting to trickle down to schools
 - o Future Ready Index is the new school profile we'll be working with: announced 12/16 by the state DOE
 - o Less emphasis on high stakes testing—and PSSAs likely to become further shortened: two days instead of six
 - o Increased emphasis on student growth measures to increase focus on all students and show movement in all sub-groups
 - o Measure English acquisition of ELL students
 - o Incentivize career readiness starting in ES grades
 - o Simplify content area weighting
 - o More weighting to AP courses will help us (at least 50% of our kids take at least one AP course)
 - o LEAs will be able to select reading and math checkpoint assessments in grades 3 and 7.
 - o Bonus points for schools that move kids out of Below Basic
 - o Schools will be incentivized to offer career pathways that lead to high value credentials.
 - o Three components:
 - State Assessment Measures
 - On-Track Measures
 - College and Career Readiness Measures
 - o New area for us: Career standards benchmarks
 - o Industry-based competency assessments and/or industry recognized credentials

- o New: Post-secondary Transition to school, military, or work.
- o That's been done in Special Education for years. We have to call to track success of transition support activities have helped. PDE is experimenting with ways to measure this with general ed students
- o Recent social studies curriculum review did focus on moving career awareness into lower grades: adding more career lessons into UES curriculum
- o Looking at moving Naviance down into upper elementary grades
- o Focus on graduation rate
- o Analyze chronic absenteeism (school days x 10% = roughly 18 days absent)
- o Career Standards Benchmarks
 - Measured at grades 5, 8, 11
 - We're looking to provide more support at grades 3, 5, and 8
 - Evidence to support skill acquisition
 - Self-reporting right now to show what we've done
 - Everyone will have to participate in these opportunities in some form or other
- o More to come as info trickles down from the PDE
- ALICE (Active Shooter Training) presentation
 - o Chuck Malone, Brian Loving, Eric Pederson presenting
 - o ALICE stands for: Alert, Lockdown, Inform, Counter, Evacuate
 - o All to help students and teachers feel safe
 - o Went to 2-day training in Millersville; now ready to train our staff and students
 - o Mr. Loving and Mr. Pedersen share some of the slides they were shown during training
 - o What do you do when there's an active intruder?
 - o The trend is bad; shooting incidents in schools have increased: 291 school shootings since 2013
 - o Median income of communities where this happens is actually increasing
 - o In these situations, shots are fired every 4 to 15 seconds, with a 1:1 kill-to-wound ratio.
 - o Trained officers have a 30% hit rate when shooting, but a 70% hit rate by unskilled shooters. Why? Because they're hitting stationary, close-range targets
 - o Sandy Hook was 5 minutes, start to end
 - o Calling 911 can take a minute to call, a minute to dispatch, 2-10 minutes just to arrive on the scene
 - o Therefore: the school staff ARE the first responders, one way or another
 - o Important to roll out the training slowly, carefully, and effectively, to make sure people really know what to do and that the protocols are the same, K-12
 - o **ALERT**
 - o Notify as many people as possible, provide factual, specific info to everyone in the school, including the shooter
 - o Get specific in alert rather than "code red" or other euphemisms.

- o Looking at phone apps in addition to walkie-talkies or PA. Piloting the VELLO app in the HS and it's working very well. Blasts communication out and records everything for future review.
- o **LOCKDOWN**
- o Secure door, barricade (learn techniques for keeping the door barred quickly and effectively), spread out instead of huddling
- o But what if our classroom doors open out? There are techniques learned in the training that need to be shared, and products that can be obtained.
- o What can be modified in the rooms? What do we do with the windows? Planning to audit all schools.
- o In general, be more proactive. Some old protocols are actually invitations to shooters
- o **INFORM**
- o Communicate shooter's movements in real time, throughout the incident
- o Call 911 with new information
- o Provide updates in clear, plain language
- o Anyone who can share info should
- o Naming of elementary rooms in LES has to move from cute to clear so that first responders know which room is which
- o **COUNTER**
- o Make loud noises, move around, throw things, make it hard for the intruder to move (swarm him, tackle him)
- o Disorient their focus.
- o Disorient the shooter's OODA loop (observe, orient, decide, act)
- o Training on this one changes depending on the age of the student
- o Strategy of last resort
- o **EVACUATE**
- o Get students outside and away from the building
- o Find rendezvous points at every school for students to meet after evacuation
- o Know the escape routes and practice
- o These events tend not to end until the shooter commits suicide or law enforcement or citizens take aggressive action. Less than 1% end with the attacker fleeing
- o Questions:
- o Should we have metal detectors?
- o Mr. Malone: Used more often in places where gang violence is rampant (learned from Millersville training)
- o Mr. Malone: In active shooting, anyone can shoot his way in, even into a secure area. A shooter won't pause for metal detection (Millersville training)
- o Parent: But even it's not a 100% solution, they're not expensive and could easily be installed
- o Can we do random searches?
- o There are legal issues, but we need to keep our ears open. When there's a real suspicion, we can do things
- o Could we/should we have police presence during the school day?

- o Dr. Yanni is meeting with borough and township on exactly that topic. Having a regular presence on school grounds sends a strong message that we're not an easy target
- o Our campus is the most densely populated area of the township during the school day, so it makes sense they should direct resources here
- o Having more than one layer or solution is key
- o If we make police presence more the norm than an exception—if they're people the kids know and are comfortable with, they'll become trusted resources. They need to be regular faces.
- o There is a larger K-12 committee on security beyond this ALICE training, to deal with guidance issues, ID-ing at-risk kids early, etc. Intervening early is crucially important; don't let kids fall through the cracks. That's why we need guidance counselors and social workers in each building
- o It's an internal committee: staff and law enforcement. A lot of the discussion is confidential
- o There will be community evenings this spring to share and discuss all of this, along with PTG and other meetings
- o This technique is backed and endorsed by the Federal government
- o Though pre-Parkland, some school districts have fought against it
- o Timeline
 - Physical training for staff during scheduled June PD day
 - Looking for ways to do it earlier, which everyone wants
 - Starting needs assessment survey for staff
 - Facilities team is doing audit
 - PA state police will do risk assessment audit, but they have a backlog
 - Ongoing e-learning for staff
 - Staff will make wise choices ongoing-ly, even before formal training
 - Adding sliding magnet door locks so that staff don't have to fumble for keys in an emergency
 - Will be incorporated into the regular routine of safety drills already in place, so that students start to view it just like a fire drill
- o March 14 National Student Walk-Out: Admin is putting a safe-path plan with police presence in place for those students who want to participate, to make sure the event itself is safe. Working with the kids so that there is no us vs. them: it's the school discussing the protest as one team or family
- o Needs communication to parents about these plans, when plans are finalized

Public Comment

- Ongoing throughout the meeting (see notes above)

Adjournment

- Meeting adjourned: 8:45 PM

