



## **Curriculum Advisory Committee**

March 7, 2019

District Office Conference Room - 7:00-8:00 PM

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

### **Call to Order at 7:20**

### **Approved Minutes from the (2/7/19) CAC Meeting**

#### **Old Business**

- None

#### **New Business**

- Membership to committee update
  - New student member: 9<sup>th</sup> Grader, Lucas Craig
- Annual review/approval of the committee's function statement per board operating guidelines:

#### **Curriculum Advisory Committee**

- The Curriculum Advisory Committee will support the School Board in establishing educational goals for the children of the New Hope-Solebury District and governing a program of education, or curriculum, designed to meet those goals.
- The Committee works in collaboration with all NHSD stakeholders to build consensus around curriculum goals and activities.
- The committee will recommend decisions and actions to the School Board that are based on current research, best practices, and innovative new ideas to further the District curriculum program within the context of federal, state, and District guidelines.

#### **Revision Thoughts:**

- Text OK as is.

- Link to mission/vision statements in comprehensive plan. (Dr. Malone will bring to next meeting for review)
- <https://www.nhsd.org/domain/29> (Comprehensive Plan on Superintendent page of NHSSD website)
- AP French Text - final review before bringing to Board
  - See last month's minutes re info on the course and the text
  - 1<sup>st</sup> AP in world languages for NHSD
  - Q: Why isn't there an AP Spanish?
    - Need to know there's interest. We'll try French first and see how it goes.
  - Q: Some students would rather have the honors class than the AP class. Can we have both?
    - There isn't enough demand to roster both classes. But there's really no more rigor in AP than in honors, beyond taking the test
    - Also, the new text and the reliance on authentic texts taken from French-speaking countries worldwide should make it a compelling course.
- Act 158 - new graduation requirements
  - Changes to state requirements from PDE for class of 2022, passed 2018
  - Still need 28 credits to graduate at NHSD
  - HS Keystone exam schedule relaxed somewhat
  - *New pathways to graduation, not wholly dependent on test performance (not visible on diplomas or to students, but watched by PDE as part of accountability of the school—participation in keystones is part of our accountability rating. Not about funding, but it does affect our school rating)*
    - Current pathway is proficiency in all three exams
      - Required Keystones: Algebra 1, Literature, Bio
      - This remains the norm for NHSD
    - Composite pathway: proficiency in at least 1 of the 3, as long as the student does not score below basic on any of the other two
      - HOWEVER: missing proficiency on a test could affect a student's scheduling here in NHSD and keep them out of higher-level classes.
    - Alternate assessment pathway (replaces old project-based pathway) requires completion of all courses and either:
      - SAT, PSAT, ACT
      - AP
      - Acceptance in 4-year college
      - Pre-apprenticeship success
    - Evidence-Based pathway includes:
      - Courses + AP, SAT, etc. + two other pieces of evidence like employment, service learning, etc.
        - No guidance yet on how that's meant to be tracked, evaluated, or audited
        - It will be interesting to see how this plays out across

the state

- Qs/Comments: with all of these new pathways, why should students care about taking and passing all three Keystones?
  - Still what's expected as the norm here at NHSD.
  - Participation in the tests matters to the district, even if they (might) matter less to students now, so it's important to push for participation. The other pathways are options IF students find they can't hit proficiency on all three tests, so that they don't have to keep retaking them.
  - As stated above, not getting to proficiency can affect student scheduling in higher-level classes.
- Title 1 Audit
  - Cyclical: every 3-4 years
  - 80+ percent of our money comes from local sources; a bit from the state; for us, a miniscule amount from the Federal government. Right now we get \$90K in a Federal grant.
  - \$50K in Title I earmarked for underachieving students, mostly who are economically disadvantaged. We use our money to support K-5 literacy to help students get to grade-level literacy by grade 3
  - Around \$30K for Title II to support PD (Penn Literacy last year, PBL this year)
  - Around \$10K for Title IV for enrichment opportunities for students
  - Audit requires we show evidence that we're using the funds appropriately
    - Meaning we supplement current programming, not supplant it
    - Equity across schools
    - Consultation with non-public schools
      - Solebury School is the only school within our district; they do not wish to receive any of these funds
    - Goals reports
    - Parental engagement
    - Other info
  - Track record has been very good: number of students in remediation for reading by the time they reach UES is very small
  - Dr. Malone will provide updates throughout the audit process.
  - Audit visit is May 21.
- Guidance Services and 339 Planning Update
  - All building counselors have been working on a comprehensive guidance plan
  - Includes career readiness standards
    - 4 strands, including self- and career-understanding
    - Each strand includes I-statements
      - Planning activities around each I Statement in the lower grades
      - Portfolio work in Seesaw and then Naviance (K through 12)
        - Mandatory and could be audited
        - Theory is that some of the work in Naviance *might* be usable or tweakable as part of their application packages (Naviance links to the Common Application)

- Exposure to all of this is broadening down to MS and then UES/LES
- Comment: even as a HS freshman, I feel a scramble to figure out what I want to be interested in, so it's good that we're pushing things down to earlier grades
- Mental Health and Community Support
  - Ms. Robitson: Working to create a resource guide for students, parents, and the larger community—to help people narrow down and navigate through the available services
  - Built onto the school website—last item under Parent and Students tab. Planning a more public rollout soon. (*website has multi-language translation built into it*)
    - County crisis resources—services, phone numbers, addresses
      - Also some NJ resources
    - Safe 2 Say Something hotline: info and links
      - How do we reassure students that anonymity is protected?
        - Have students reach out to school-based counselors. Only identifier the counselors see is the school, not the name
      - How do you stop spite-based false tips?
        - Investigation and revelation of false tips outweigh the benefit of being able to take action on real ones
        - At the MS, experience has been very positive and kids have been using it very responsibly
      - Important to keep informing students about the seriousness of it, the importance of not abusing it, etc.
    - School-based resources
      - By school
        - State-mandated
        - Local initiatives
        - Counselor and social worker contact info
    - More
      - Medical assistance
      - Local counselors, psychologists, etc.
      - Other community-based supports
- Feedback on February PD
  - Tabled till April meeting

### **Public Comment**

- When will we get a report on changes to MS gifted program?
  - Joint SpEd/CAC community meeting in May

### **Adjournment at 8:45**

CAC Meeting Sign-In and Attendance 3/7/2019

Name (Please Print)	Committee (C) or Public (P)	
	C	P
Megan Skeuse	C	P
Chris Lett	C	P
Liz Sheehan	C	P
AMY HOFFMAN	C	P
Tara Hedlund	C	P
Kelly Seon	C	P
Ellen Stiefel	C	P
Lauren McJenny	C	P
HEATHER ROBTISON	C	P
Pam Lang	C	P
EMMA IVEY	C	P
Emma Fitzsimmons	C	P
Mike McKenna	C	P
Trish DiZio	C	P
Lucas Craig	C	P
Stephanie Marrone	C	P
Alyssa Martin	C	P
	C	P
	C	P
	C	P
	C	P