



Joint Curriculum Advisory Committee and Special Education Committee Meeting

4/4/2019 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

Board Chair—Dana Schwartz and Andrew Ordover

Administrative Liaison—Alyssa Marton and Chuck Malone

Attendance—Please see the accompanying committee attendance sheet.

Dana Schwartz and Andrew Ordover called the meeting to order at 6:04 PM.

The minutes of the March 9, 2019 meetings of the Curriculum and Special Education committees were approved.

Old Business

- ☐ CAC – reflections of February PD (*item carried over from March meeting*)
 - Best practice showcase: 14-15 sessions throughout the district; developed and led by staff here and staff from the IU
 - Third year with this structure
 - Dr. Malone shared survey feedback
 - Just shy of 50% response rate for the survey
 - Some anecdotal feedback that they would have preferred longer sessions
 - 71% said they understood the Future Ready Index mandates; 17% said they did not. Good data for the first year of implementation.
 - 91% said the 2 days of PD were valuable.
 - Q: how is the long-term efficacy of PD evaluated?
 - PBL is being evaluated through observations of teaching, observations of the practice units developed this year, etc.
 - These teacher-developed PDs evaluated less formally, during observations, watching what may be resonating, taking hold, etc.
- ☐ SEC – no old business

New Business

- ☐ SEC Function Statement reviewed for 2018-2019 approval:

The Committee will support the District with respect to issues related to special education, including:

- *Helping to identify and develop priorities, options, and strategies to more effectively deliver services to ALL students with physical, emotional, and/or learning differences*
- *Developing long range plans and goals for consideration by the Board and school personnel relative to special education services; and*
- *Advising school personnel, the Board of School Directors, and the community about challenges related to special education.*

Statement approved as is.

- ☐ Comprehensive Plan Update – Chuck Lentz, Chuck Malone
- Current plan in place through end of next year
 - Four major objectives:
 1. *Access to high quality instruction goals*
 - 5-year review process and implementation of a curriculum warehouse (aiming for end of 2021 for fully written, new curriculum in all subject areas)
 - Including desktop app (Curriculum Connector) containing all curriculum resources and units (Understanding by Design format)
 - RELA/HPE focus for this school year
 - Standards alignment to CCSS, transition from old PA standards
 - Identify courses to add or remove
 - Restructuring K-5 social studies
 - New AP courses in HS
 - Sustain culture of professional learning communities (PLC)
 - Departments share prep period at HS to enable collegial planning
 - Develop multi-year PD plan
 - Integrating PBL (project-based learning), MTSS (intervention), SWPBIS (behavior)
 2. *Tech integration goals*
 - Increase student tech literacy
 - Deepen staff knowledge
 - Integrate tech meaningfully
 - Continuing 1:1 for MS-HS

- K-12 tech scope and sequence (developed in first year of the plan—based on ISTE standards)
- Expansion of LMS systems to include Seesaw (ES), Google Classroom (mostly MS), Canvas (HS)s
- Creation of Supervisor position for tech integration (Dr. Benolken)
- Embed tech throughout curriculum as appropriate
- SAMR--redefining what classroom looks like & support personalized learning

3. *Safe and secure environment goals*

- Complete revitalization plan
 - Completed this year—some summer projects upcoming
 - Facilities condition assessment completed
 - Facilities management plan begun (5-year plan)
 - Emergency management plan developed and being revised
 - Safety audit planned for April 24-25
 - *Refer to recording for other details*
- Long-range capital plan
- PD for all facilities and ops and maintenance staff

4. *Stakeholder engagement goals*

- Increase staff involvement
 - Regular meetings with all labor groups
 - Feedback sessions with superintendent
- Increase Student involvement
 - Feedback sessions with superintendent
- Increase Community involvement
 - Revitalize website (in progress)
 - Weekly emailed newsletters
 - APEX program & Hope and Soul program involving local business partnerships
 - Seeking more consistent approach to engaging the media to cover the school better

☒ Special education update: Alyssa Marton

- Only recently absorbed into the comprehensive plan
- Enhanced PD for all personnel on SpEd-related issues
 - Focus on autism, reading instruction and intervention (MTSS), SWPBS, targeted and specialized support for paraprofessionals, transition services (for students aged 14+)

☒ MTSS (Multi-tiered System of Support) and SWPBS (School Wide Positive Behavior Support)

- SWPBS ES (Jennifer Frantz & Michael McKenna)
 - Full implementation (year 2) of SWPBS at LES and UES, trained by the IU. MS is in training this year. Less formal implementation at the HS (sequence recommended by SWPBS trainers)
 - Prevention model—work with kids at the start of the year
 - Plus periodic check-ins and monthly assemblies
 - Analyzing referral data to see where things may need to be re-taught and reinforced
 - Looking in Year 3 to add 1 or more parents to the SWPBS committee
 - Key components include
 - Clearly defining and teaching behavioral expectations
 - Consistently acknowledging and rewarding good behavior
 - Constructively addressing problematic behavior through coaching and re-teaching (paired with consequences as necessary)
 - Effectively using data to assess progress
 - Monthly planning between Ms. Frantz and Dr. McKenna
 - Behavior matrix showing how 3 core values should be exhibited in each part of the school (classroom, hallway, cafeteria, bathroom, etc.)
 - Paw points (LES) and Principal's 200/Mystery Motivators (UES) for motivating and rewarding good behavior
 - LES and UES evaluated in 2019 by trained, outside evaluators: reviewed docs, hallways, staff, admins, students.
 - Great feedback. Both schools passed successfully—evaluators were pleased and impressed.
 - Some staff will go to annual conference in May and accept an award for successful Tier 1 implementation on behalf of the schools.
- MTSS ES (Jennifer Frantz, Michael McKenna)
 - Three-tiered system from whole class to small group to pull-out/SpEd support. Speaks to behavior as well as academic needs
 - Tier 1
 - Effective and differentiated classroom instruction
 - Universal screeners used to assess competency and needs
 - Tier 2
 - Supplemental to core instruction within the classroom (not necessarily daily)
 - Identify goals in work with team and parents
 - Small group, targeted instruction and support
 - Generally thought of as 15-20% of population
 - Tier 3

- More explicit remediation of skills
 - Provided for a longer period of time (overall time and daily instructional time)
 - Generally thought of as 5-10% of population
 - Should be a cycle, not a one-way direction. Move up into higher tiers as needed, but move back down to whole-class when ready
 - Intention is to have the highest number of referrals at the LES/UES, and intervene successfully early, so that older students are more successful in general ed classrooms.
 - MTSS team meets weekly, including whatever staff are relevant to address particular student needs.
 - Interventions planned in 6-week cycles with evaluation after each cycle to determine success and adjust as needed, including recommendation for SpEd services if MTSS support is not sufficient for student to be successful.
 - MTSS data and documentation is passed from grade to grade and school to school, to help the next year's team know what's been done and what has been successful.
 - Hand-off meeting between LES and UES to discuss every child.
- SWPBIS/MTSS MS (Brian Loving)
 - SWPBIS: Year 1 work in progress
 - MS is very different from ES—students are little kids one day, grown-ups another, little kids the next day
 - MTSS very similar to LES/UES
 - 8th period Academic Period provides great time for intervention and support
 - Data used to assign students to particular rooms based on areas of greatest need.
 - Very low %s of students in Tier 2 and 3 show effectiveness of Tier 1 and Academic Period interventions.
 - Students learn to get what they need by going to see particular teachers when needed.
 - Also works as a more social homework/study period, which takes the pressure of working at home.
 - MS MTSS team includes principal, guidance counselor, social worker, reading specialist, classroom teacher
 - Team member will go to each grade level meeting every week to discuss MTSS kids and needs; analyze data; make plans

Public Comment

- Re social skills yoga class (Deb Peckman): application has been submitted to Ed Fund. We should have an answer by mid-April. When we get approved, Ms. Marton will work with the instructor to figure out availability and try to schedule for this spring.

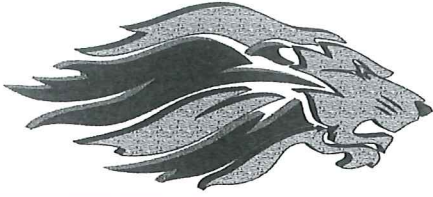
- Update from Wellness Committee (Liz Sheehan): new committee. Mission is to take the wellness policy and make sure it aligns with curriculum, nutrition, other areas of the schools. Regular updates will be offered during CAC meetings.

Dana Schwartz and Andrew Ordovery adjourned the meeting at 7:36 PM.

Respectfully submitted,

Alyssa Marton
Director of Student Services

Charles Malone
Director of Elementary and Secondary Education



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

Joint CAC and SEC Committee Meeting Sign-In and Attendance April 4, 2019

Name (Please Print)	Committee (C) or Public (P)
Alyssa Marston	(C) P
Amanda Benjken	(C) P
Nancy Lawson	(C) P
RENE PADILEA	C (P)
Tonya Grieco	(C) P
Wendy Sweeney	(C) P
Sen Kieby	(C) P
Lucas Craig	(C) P
Tania Hedlund	(C) P
Trisha Dizio	(C) P
Deborah Perckman	(C) P
Stephanie Marrone	(C) P
Chuce Malone	(C) P
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Please note: This sign-in sheet will be included in the meeting minutes and posted to the District's website.