

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee Meeting
October 11, 2017

Committee Members Present

Mrs. Sharon Collopy, Chairperson
Mr. John Gamble
Mr. Dennis Weldon

Mr. John Kopicki, Superintendent
Dr. David Bolton, Assistant Superintendent
Dr. Scott Davidheiser, Assistant Superintendent

Committee Members Not Present

Dr. Jerel Wohl

Others in Attendance

Mrs. Karen Smith

Mr. Ed Tate, Director of Communications

Curriculum Committee Meeting
October 11, 2017

Ms. Weaver noted that the link from OneNote to Canvas is not seamless, however it can be done and provides a collaborative space for students to work in groups. Ms. Weaver feels that digitally sharing their work is a 21st century skill that will be needed in whatever future endeavor the students face.

Canvas also provides a virtual “share” ground where information created for one class can be accessible to anyone using Canvas in another class across the district. Mrs. Collopy noted that it sounded similar to “Drop Box”. Mr. Gamble asked if the share section was searchable, Ms. Weaver responded that it was.

Curriculum Committee Meeting
October 11, 2017

be one presented which would include the cost going forward if it was determined the program was successful.

Dr. Davidheiser also noted that there would be an integration between Canvas and Infinite Campus, allowing for a seamless transfer of grades between the two programs. That integration is still being formulated by Canvas, there is no date yet when that integration will be operationalized. Mr. Gamble inquired if there were a teacher training planned. He was hesitant to move forward without a training plan, he believes the program would not be utilized effectively if teachers were not provided with the appropriate support. Dr. Davidheiser commented that there would not be a large-scale training done, but there will be support in every building provided by the tech committee and the teachers that have participated in the pilot program. Ms. Weaver also noted that there are webinars available for training, aside from the excellent tech support she spoke about earlier. Mr. Kopicki assured the Committee that the appropriate professional development would be provided for the teachers regarding training for Canvas.

Mrs. Collopy asked if the purchase was in the Innovation and Technology Department budget, Dr. Davidheiser assured her it was. The Committee recommends consideration to enter a one-year contract for the Canvas program be moved to full board.

Overview of ALICE Training:

Dr. Bolton provided the Committee with an update on the ALICE training. He thanked the Committee for

Curriculum Committee Meeting
October 11, 2017

concerns about safety in elementary schools, and developed a plan using recommendations from multiple federal agencies. Many local law enforcement agencies have adopted the ALICE training.

ALICE training provides “best practice” that can be utilized anywhere, not only within a school building. ALICE stands for “Alert” “Lockdown” “Inform” “Counter” and “Evacuate”. The acronym is not meant to be a sequential process. While “Alert” is typically the initial step, the other four steps are fluid depending on the situation. That fluidity affords the adults in the situation the ability to make common sense decisions based on the information they have. The previous “intruder on campus” protocol was rigid and did not allow for adaptations depending on circumstance. Mrs. Smith commented that with the ALICE protocol, if an intruder was on one side of a building the other side could be evacuated – a situation that was not addressed in the previous protocol.

“Alert” means providing whatever factual information is available, i.e. “there is an intruder on campus near the gym”. That allows the adults to choose options based on the information provided.

“Lockdown” is one of the options. The door would be secured, possibly using a barricade. This option tries to prohibit entry, as well as slow down the intruder’s progress through the campus. Because the event generally ends when police arrive on campus, slowing the progress of the intruder can be key.

“Inform” is what happens during the event. Students will be taught about dialing 911 and providing real information. For example, if an intruder were sighted in one area of the building but is now heard in another, indicating that he is moving, that would be important information for the police to know. Staff will be trained within the next few months on accessing the PA system through cell phones. All schools currently have this capability.

“Counter” is the last resort. Training on this option is age appropriate. Students are trained on what to do if the danger is right in front of you and you have nowhere to go. Options could include distraction (throwing things, screaming or running around) or rushing the individual to minimize the damage that could happen. Training at every age level begins with the instruction that the students listen to the adult, who will be making the decisions during the event.

Curriculum Committee Meeting

October 11, 2017

Mrs. Smith asked if the board members would be able to take the training. Dr. Bolton noted that the online training could be made available for them, and arrangements could be made for board members to view one of the run through scenarios. Becoming familiar with the program would help board members with any questions they may be asked by the public.

Overview of the K-12 Art Curriculum:

Ms. Deborah Thomas, District Art Coordinator, Ms. Allison Levin (secondary)-1(D)-5.5(i)10.6(s)-1.3(0e13(S)3.1(D)-DB(6.6

The high school art program is very comprehensive, with many different areas of study including Fine Arts, Ceramics and Photography. High school students integrate the art curriculum with other disciplines – writing and researching are key components of each study area.

There is a chapter of the National Art Honor Society in each high school, accredited by the NAEA (National Art Education Association). Students work in the community painting murals, volunteering at Art Fest and Pumpkin Fest, and in many other endeavors. Community outreach helps students develop skills that can be utilized in high school and beyond.

Recommendation for Approval:

Ms. Deborah Thomas presented a proposal for an AP Studio Art course. Central Bucks is fortunate to be a community rich in arts in culture, however it is one of the few districts in the area that does not offer an AP art course. The Art Department feels an AP course in Studio Art would be embraced by the current CB art students. The AP course would offer instructional goals beyond the current curriculum, including Artistic Intention, Personal Voice and Expressive Qualities. The course would be for the highly driven student whose passion is art. Students will develop a portfolio of work.

The current curriculum includes Art I, II, III and IV. Art I and Art II would be the prerequisite courses for AP Studio Art. Students pursuing the AP track would complete Art I & II, AP Studio Art, then Art IV where they will complete the portfolio requirement from AP Studio Art.

AP Studio Art would be a 90-minute block class, which would mean no change in the teaching schedule. It would be an 18-week course for Juniors and Seniors. The course is student-centered where they are self-directed in pursuing their style, interests and concepts. Students will develop critical and creative thinking skills through innovation. The addition of AP Studio Art will better prepare CB Art students for college and life-long learning.

The Committee recommends the addition of an AP Studio Art course be moved to the full Board for