

**CENTRAL BUCKS SCHOOL DISTRICT**  
**School Board Curriculum Committee**  
**March 8, 2017**  
**Board Room – 16 Welden Drive**  
**7:00 p.m.**

MEMBERS PRESENT

Sharon Collopy, Chair  
Dennis Weldon, Member  
Jerel Wohl, Member

OTHER BOARD MEMBERS AND ADMINISTRATORS PRESENT

Meg Evans  
Glen Schloeffel  
Karen Smith  
Mr. John Kopicki  
Dr. Davidheiser  
Dr. Walloff  
Dr. Bolton

MEMBERS NOT PRESENT

John Gamble

PREVIOUS MEETING MINUTES

The meeting minutes from February 8, 2017 meeting were reviewed and approved.

PUBLIC COMMENT

There was no public comment at the meeting.

INFORMATION/DISCUSSION ITEMS

**Textbook Recommendation—*Frankenstein*** for 11<sup>th</sup> grade English.

Dr. Walloff noted that this textbook is one of several optional texts for the regular education 11<sup>th</sup> grade English course. Copies were distributed to the committee members at the February 8, 2017 meeting. Teachers who reviewed the text for selection felt the text is challenging in its language but accessible with teacher guidance, has themes that are relevant today, is a manageable size, and students relate well with it. One teacher at CB-South piloted the text this year. Dr. Walloff is looking to make an initial purchase of 90 copies of the text for each of Central Bucks West and East schools (which provides three class sets for each building) and 120 copies for CB-South (four class sets) as an initial purchase. Mr. Kopicki asked if the volume of the purchase was enough. Dr. Walloff noted that the text is an optional choice for the classes. She purchases enough to get the

spelling program utilized however the publisher is no longer supporting the existing materials. Currently, K-2 grades are using *Words Their Way* which provides support for the existing reading program at that level. For grades 3-6, Zaner-Bloser spelling is separate from the reading and writing programs. Teachers reviewed the new Zaner-Bloser program for grades 3-6 and felt it was time to look for something more meaningful and if at all possible, connected to the existing reading/writing programs. Zaner-Bloser, *Storytown*, *Sitton Spelling*, and *Word Skills* (other districts did not rate this one well), *Journeys* (a reading program we do not use with a spelling component), *Words Their Way* and *Lead 21* (both connect to our reading programs) were reviewed. *Words Their Way*, while effective, requires more teacher time generating lessons and individual lists for students than should be expended in this area. *Lead 21* complements the current reading program in grades 3-5, (grade 6 does not use *Lead 21*, so would continue to use Zaner-Bloser) and a sampling of pilot grade classrooms in buildings across the district put the program into use this semester. The piloting teacher feedback was positive. They found the program easy to implement and low-maintenance, focused on a variety of words with flexibility in use. Dr. Walloff reviewed the components of the *Lead 21* spelling program which includes spelling patterns, list words, review words, commonly misspelled words, challenge words, and teacher choice words (often used to include words that may come up as challenging in other curricular areas). The students learn words, are tested, can self-correct, and then follow on with a variety of practice activities. The question of how the *Lead 21* materials could be perfected was posed to the pilot teachers. Some suggestions were creation of *SmartNotebook* files for direct spelling instruction, creating quizzes for each unit, creating sample sentences for word delivery in quizzes, and creating more activity pages for each unit. The cost is low—based on current enrollment, with a grand total for student and teacher books \$11,913.20 printed through our district Print Services department. Self-printing also makes the materials easy to replace and augment. Ms. Evans asked if the reading program is *Lead 21*, do some of the words in the spelling materor0pell01(ep)-a6[n!ææeNÓ-ñ -AD

their child is or is not accomplishing. Ms. Collopy expressed the opinion that if a child is having difficulties, (referring to areas addressing self-control, and positive interactions with all members of the school community), his/her teacher would know about it and address it with the parent. Problems in other areas of the building would come back to the teacher.

Further discussion focused on areas of behavior reporting through the Success Standards. Mr. Wohl asked if that should be documented somewhere? If student behavior in other areas of the school day, say lunchroom, playground, halls, shows need for improvement, this would be noted in a general way in the standards. Ms. Collopy noted that with the change to the trimester reporting format, she would expect that the parents would hear about any difficulties from the teacher, guidance counselor, lunchroom aide long before the report card is issued. Ms. Smith questioned how a teacher is to know if there are issues everywhere else outside of his/her specific classroom if behavior in the classroom shows no evidence of difficulties? Dr. Bolton noted that with interaction between teachers, teachers and aides, guidance counselors, principal and others, parents are made aware of any difficulties that arise. Behavior issues are shared with the classroom teacher whether they were directly witnessed or not. Dr. Bolton noted that both groups on the Report Card Committee, teachers and parents, selected these Success Standards based on what they viewed as being important. Many standards were considered, and the committee felt that this was the appropriate list. Mr. Schloeffel asked how did the committee end with 11? Dr. Bolton indicated there was no set number goal.

Mr. Kopicki commented on Ms. Collopy's concerns, and reminded the members that the size of the report card had been reduced from nine pages to two to three pages, and that was an accomplishment. Additionally, and more importantly, he noted that by changing the elementary format to a trimester we provide more instructional time for the students. This is a very important accomplishment.

Mr. Kopicki returned to the subject of the Success Standards and noted that he could see combining several of them, and refining "Demonstrates positive interactions with all members of school community" by removing the "all". He also agreed with the view that if I have a child in school, I should be aware of any problems ahead of the trimester report, so collapsing some of the standards will reduce the volume of information further. Ms. Evans expressed concern that some of the standards that were discussed to be combined are actually very separate skills. By combining two skillset characteristics, you are not providing clear information. This will become part of the permanent record moving forward and might create a false impression. Mr. Kopicki believes that the 11 Success Standards can be collapsed down to nine at the most. He feels we are very close and some of these suggestions need to be taken.

Mr. Kopicki noted that Ms. Evans wanted to keep the first two standards separate (Follows directions and classroom routines. Works independently to complete tasks.), he could

specials instruction, everyone had a stake in each of these. There is overlap across K-12—in teaching to the whole child there will be overlap.

Mr. Wohl agreed, and asked where to the specials fit in the program, for example, how does the elementary