
Mrs. Sharon Collopy, Chair
Mr. Dennis Weldon

Dr. Jerel Wohl

The May 18, 2017 Curriculum Committee Meeting minutes were reviewed and approved without changes.

A seventh grade Holicong student asked for the board's consideration to a change in policy that he believes discriminates against students such as himself. As an eighth grader, he will be taking a ninth grade math class. Current district policy dictates that he will not receive the same high school credit as a

g to the board regarding the policy, and held him up as
e district so successful. He assured the student that the
een discussion between Cabinet members. There is
ed. Mr. Kopicki asked for the student's patience while
A will be in touch with him before the end of A A

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Dr. Davidheiser introduced Mr. Scott Berger, K 12 Social Studies Supervisor, who will discuss the resource for the approved 2017 2018 Advanced Placement Psychology course:

“AP Psychology Textbook – *Myers Psychology for AP*– D. Myers & A. Fineburg”

Mr. Berger discussed the process for choosing the textbook. Teachers from each of the 3 high schools, most of whom had taught the Psychology elective in their buildings, explored different textbook options. They surveyed other districts, teachers, supervisors and narrowed the field to two top choices – Pearson and Myers. Myers was chosen by the group because they felt it aligned best with the college board curricula and released exam questions.

Mr. Berger and the teachers will be working with the textbook representative before the end of August to explore the online features offered with this textbook. The original version of this textbook was one of the most popular in the country. During the teacher review, this second edition appealed to the teachers for its appropriateness to the course, content, readability, ancillary physical and online materials. It corresponds to topic areas on the exam and provides more study aides than the first edition. The group will be working with the textbook representative on the multi media supplemental package called LaunchPad, which includes an online textbook and an e book. The district would have access to that supplemental package with the price per book. The same publisher is currently used by our AP US and AP Euro teachers, who are very happy with the resources provided and with how well the students are prepared for the exam. Surrounding districts like Council Rock and Hatboro Horsham also utilize this textbook. The Social Studies Coordinator at Hatboro Horsham, who is their lead AP Psychology teacher, has trained our teachers for two days using resources from the book. The group valued his recommendation strongly. The group will continue course work using the book over the next several days.

Dr. Davidheiser commented that the recommended purchases reflect the enrollment in the course in each high school. Mrs. Darcy noted that the number of students enrolled (460) was a very good number for a first year course offering. She asked if there was an idea of the split between students choosing to take the course – Dr. Davidheiser stated that it was about 75% of students who chose to take it on a semester basis. There will be scheduling issues not only on the student side but the staffing side that will be addressed this summer. Feedback will be given to the committee in the fall to show how the scheduling worked out. Mrs. Darcy thanked Dr. Davidheiser for taking on the challenge of offering a balance of courses to our music students.

Dr. Davidheiser also noted that the teachers will be attending a 5 day workshop this summer in preparation for this course. Mr. Schloeffel asked if the curriculum was written or was being written. Mr. Berger noted that the course is written in draft form and will continue to be finalized over the next few days. Mr. Kopicki asked if textbook approval is given toni A

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guidelines for awarding credit through a college course, and Policy 217.3 which gives guidelines for awarding credit through an online college course. Courses that are submitted in an application very rarely mirror our curriculum. As such, supervisors find it very hard to give approval for those courses. Giving approval often leaves gaps in the criteria for meeting the requirements for graduation. The revision of the School Board Policy is an attempt to collapse all three revisions into one. For core subject areas, a student could apply and be approved for a college or online course. They would then sit for the district's assessments to ensure that they have met the requirements for the scope and sequence of the course. For a non core related course for which there are no district level assessments, the recommendation is that a supervisor would review the course to be sure it met district requirements.

The proposed revision speaks to those two situations. Approximately 75 students apply yearly for 217's, most of which are in the math and world language area. Students request a 217 most commonly because they are trying to accelerate to get to AP level courses. Another type of student that applies for a 217 is an early graduate, there are typically 8-10 applicants for early graduation.

The proposal is to revise the policy to take away the math pre requisites needed. Often students meet the requirement in grade or final exam, but are missing by 10 to 15 points in the PSSA. If we have a rising sophomore that is attempting to 217 and accelerate in math, the nature of the current policy becomes restrictive. The current policy holds back students that could be very successful in accelerating.

The proposed revision includes the elimination of some items related to math and some collapsing of 217.1; 217.2 and 217.3. Dr. Davidheiser noted that it is believed that if district level assessments are taken where applicable, or if the course has been approved as meeting the criteria during the evaluation process, the student could receive the credit and accelerate through. Currently Policy 217 is very confusing to many students and can be restrictive. The proposed changes do not overhaul the policy, just make it more inclusive for students. It also allows the district to confidently state the student has met the requirements of our core academic courses.

Mrs. Darcy asked if the current math requirements in Policy 217 mirror our elementary requirements. She noted that it did not seem equitable to allow for lower PSSA scoring in the high school level if we do not do that at the elementary level, preventing elementary students from getting in to accelerated math classes. Mr. Kratz noted that at the elementary level we do not have criteria, rather they are identifying characteristics looked at by a team to determine if an elementary student should progress to accelerated math. Mrs. Darcy does not believe that reflects the actual practice, citing the letter sent home to students identifying the parameters. She understands that there may be a difference in that communication from building to building. However, her concern is that we apply the ability to identify students who show potential to be successful in accelerated classes to the whole student experience, not just relaxing requirements at the high school level. She would like consistency in the policy.

Mr. Kratz noted that he has had a concern regarding this issue at the elementary level for a long time. He would like the characteristics to be used to identify students who would be successful in accelerated

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programs and the other three are the consistently high scores given at every grade level for *Math in Focus* and *Go Math*. The lower three programs had inconsistency in rankings between the grade levels. Teachers believed if they utilized one of the lower three programs there would be a need to supplement instruction at certain grades. Once you begin supplementing instruction, consistency in content suffers. The top two programs would not require supplemental instruction at any grade level beyond what a teacher would normally provide as a matter of personal style.

Mr. Kratz indicated there was considerable conversation regarding the *Everyday Math* program, which has been successfully used by the district for 20 years. After much conversation, the group determined that every opportunity was given to *Everyday Math* to show that they should be piloted. The hard decision was made not to pilot that program because it would not be in the best interests of the district.

Go Math and *Math in Focus* are both from H&H Corporation and use the same site to access the technology resources. Teachers can be trained on that site, and no matter which program is ultimately selected there will be no need for any new training in how to access the technology.

Go Math

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Mr. Kratz indicated that the two programs are quite different. *Math in Focus* was developed for use in Singapore and then translated to a U.S version. There is more practice involved in the *Math in Focus* program. The idea of concrete pictorial and then abstract is unique to *Math in Focus*. *Go Math* is a U.S. based program.

Mr. Schloeffel asked how long each program has been in existence. Mr. Kratz stated that

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programs is selected, no one will be at a disadvantage because the same topics are taught. If neither program is adopted, which would not be the recommendation of the teacher group because the programs were chosen for their strength in instruction, it would be unavoidable that the students in the pilot program would need additional instruction.

Mrs. Darcy noted that it was an unfortunate side effect in making a major curriculum change, which is why the district has continued with some curriculums for 20 years. She stated that it was important that curriculum be reviewed, and that any gaps could be filled in as necessary.

Mr. Gamble asked what the cost of the programs would be if the district decided to move forward with one of them. Mr. Kratz stated that Elementary Curriculum materials are expensive, however these programs would not be more expensive than the district is currently paying.

Mrs. Darcy noted that the decision was made last year not to continue to supplement *Everyday Math*. The technology for *Everyday Math* is still available, but does not work as seamlessly as the district would like. Mr. Kratz indicated that the decision could be that the current program, consisting of *Everyday Math* plus the supplemental materials the district has provided, would be better than either *Go Math* or *Math in Focus*.

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Mr. Schloeffel asked about the desk situation at East – providing left handed students with appropriate desks. Dr. Davidheiser stated that Mr. Lucabaugh had his custodial staff distribute the desks evenly throughout the classrooms. Mr. Lucabaugh plans to purchase more