



WEST CHESTER AREA SCHOOL DISTRICT
Education Committee Meeting
October 14, 2019
7:00 p.m. Spellman Education Center
Conference Room A126

REGULAR SESSION

AGENDA

- ★ Approval of the Education Committee Meeting Minutes of September 9, 2019 (see attached) S. Tiernan
- ★ Review of Proposed 2020-2021 School Calendar (see attached) S. Missett
- ★ Approval of New Science Elective – *Family Consumer Science, Child Development 3 Honors* (see attached) P. Joyce
- ★ Approval of New Social Studies Dual Enrollment Course Proposal – *The Cold War - Field Studies* (see attached) K. Barnello
- ★ Approval of New Music Dual Enrollment Course Proposals – Studio Production and *Scoring for Film and Television* (see attached) K. Barnello
- ★ Approval of New Course Proposal – *Social Media Marketing* (see attached) I. Kerr
- Desmos Demonstration I. Kerr

★ Education Committee Voting Item

Committee Protocol for Responding to Comments from the Public:

1. *A community member will be called upon by the Committee Chair.*
2. *If the comment can be answered quickly, or in order to clarify information, someone will respond.*
3. *If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.*



West Chester Area School District
EDUCATION COMMITTEE

Meeting Minutes

September 9, 2019

Start: 7:03 PM

Finish: 7:50 PM

Attending Committee Members: Sue Tiernan and Randell Spackman

Other Board Members: Gary Bevilacqua, Brian Gallen, Karen Herrmann, Kate Shaw

Administration: Jim Scanlon, Robert Sokolowski, Sara Missett, Tammi Florio, Michael Wagman

Items listed on the Education Committee Regular Agenda of September 9, 2019:

1. Approval of the Combined Pupil Services and Education Committee Meeting Minutes of August 12, 2019
2. Update of District Cyber School Program
3. Review of 2019 Advanced Placement Achievement
4. Review of 2019 SAT and ACT Test Results
5. Redistricting Parameters

A. Committee Actions and Outcomes:

1. Approval of the Combined Pupil Services and Education Committee Meeting Minutes of August 12, 2019 **VOTE: 2 - 0**
2. Redistricting Parameters **VOTE: 2 - 0**

B. Items to be placed on upcoming Board Agenda:

1. Redistricting Parameters

C. Items to be placed on the upcoming Board Consent Agenda:

1. Approval to Terminate the following Activity Account(s):
 - Rustin HS Cycling Club
 - Rustin HS Interact
 - Rustin HS Rustin Action Group
2. Second Reading Approval of Revised Board Policy 217 – Graduation Requirements
3. Approval to elect the following 2020 PSBA Candidates:
 - President-Elect - Art Levinowitz, School District of Upper Dublin (Montgomery Co.)
 - Vice President - David Hein, Parkland School District (Lehigh Co.)
 - PSBA Insurance Trust Candidate - Kathy K. Swope
 - PSBA Insurance Trust Candidate - Mark B. Miller

D. Items to be discussed at a later date:

None

August 2020

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days: Student 1/ Teacher 5

September 2020

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Days: Student 19/ Teacher 19

October 2020

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days: Student 21/ Teacher 22

November 2020

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days: Student 17/ Teacher 19

December 2020

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days: Student 17/ Teacher 17

January 2021

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days: Student 19/ Teacher 19

February 2021

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Days: Student 19/ Teacher 19

March 2021

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Days: Student 23/ Teacher 23

April 2021

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days: Student 19/ Teacher 19

May 2021

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days: Student 19/ Teacher 20

June 2021

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Days: Student 8/ Teacher 9

- Teacher Inservice, schools closed
- Half-Day, PM Teacher Inservice
- Schools Closed
- First Day of School
- Last Day of School
- End of Marking Period
- End of Trimesters
- Parent Conferences-See details below

182 Days for Students
 191 Days for Teachers
 No Snow Days built-in

2019-2020 Course Proposal

Course Names:

Educating the Pre-school Child

Course Type:

Full-year, 1 honors credit, grades 11 and 12

Push-in schedule: these students be will registered and receive credit for Educating the Pre-school Child and be placed in Child Development 1 and 2 classes.

Course Description:

Educating the Pre-school Child

In this course students will utilize the Pennsylvania Preschool State Standards to develop lessons based on current WCASD math, science, and literacy programs creating a bridge to the District's kindergarten curriculum. Students will also mentor Child Development 1 and 2 students in best practice for creation of interactive classroom displays based on PA State Standards. They will assist the teacher in major event planning for holiday and school events and develop skills in administrative areas such as communication with parents and teachers. They will assist in managing classroom procedures and evaluate and be evaluated with the use of rubrics.

Rationale:

Educating the Pre-school Child will be made available to students who have completed Child Development 1 and 2. In this course students will apply the foundational knowledge acquired in the previous coursework regarding the physical, social, and emotional development of children. They will also extend and apply their knowledge and skills in assisting the classroom teacher with a focus on the development of social and study skills, including an emphasis on literacy development for the preschool age child.

Students will assist the classroom teacher as they apply skills to real-world assignments and provide a support network for Child Development 1 and 2 students. They will model appropriate interactions with preschoolers and best practice in teaching as they collaborate in the learning community model. They will work on developing cross-curricular competencies involving science, math, and business within a framework that emphasizes reading, writing, speaking, and listening.

Process:

Teachers began the curricular review process last year with open-ended discussions about the future of elective courses in Family Consumer Science. All options were open to discussion, with a variety of plans for future curricular structure being considered. Teachers narrowed their focus to this course as an extension of the existing Child Development courses and a connection to future course work in Education Career Internship. This proposal of adoption is also based on conversations among the Supervisor of Science, Technology Education, Family Consumer Science, Health and Physical Education and the Director of Teaching and Learning. The Supervisor has also discussed this proposal on multiple levels with building administration. The request is as follows:

1. Educating the Pre-school Child will be adopted and named as such in the course selection guide. The location will be after the existing Child Development courses and before the Education Career Internship course.
2. The pre-requisite will read as follows: *Successful completion of Child Development 1 and 2.*
3. The students will be placed in Child Development 1 and 2 classes.

4. Upon completion of one of these courses, it is expected that students will be able to transition into the Education Career Internship.
5. The majority of students entering this course will be rising juniors or seniors who have successfully completed Child Development 1 and 2.

Proposed Resources:

The process of identifying resources was started during the 2018-2019 school year and will continue through the 2019-2020 school year. The budget request for this proposal is \$15,000 which will include funding for teacher professional development, supplementary resources, along with some manipulatives. These costs will be included in the WCASD curriculum proposals budget for the 2020-2021 academic year and will not increase the overall curricular budget for the district.

Curriculum Overview:

Students will apply skills to real-world assignments and future careers as they synthesize the knowledge they gained from foundational courses. They will be required to demonstrate higher competencies and outcomes than in the foundational courses. Cross-curricular competencies in science, math, business, writing, literacy, and oral communication will be emphasized.

Students will work to understand FERPA and professional standards in the workplace. They will assist with inventory of materials and preparation vendor orders. They will mentor Child Development students in best practices for creation of interactive classroom displays while cooperating in the coordination and planning of major events, such as:

- o Sneak-a-Peek
- o Holiday celebrations
- o Graduation
- o Mother's Day Tea
- o Open House
- o Middle school Back to School Nights
- o Course Selection events
- o Middle school quarterly transition day events

They will assist in administrative work such as:

- o Correspondence to parents and students (approved by teacher)
- o Calendars
- o Excel expense reports
- o Organize the preschoolers' emergency kits (non-private information)
- o Preschool class roster for the upcoming year, Big Teacher/Preschooler Chart, Parent Contact list
- o Prepare emergency lessons as needed
- o Assist with maintaining classroom routines
- o Graduation preparation
- o Graduation attire fitting for event

Course Proposal
2020-2021

Course Name:

The Cold War - Field Studies

Course Type:

1.0 AP credit for grades 11-12 (rising); WCU Summer Session II

Course Descriptions:

WCASD students will travel together with WCU students to the European Academy in Otzenhausen, Germany. While at the Academy, students will participate in discussions with European professors to cover a range of 19th and 20th-century topics, from imperialism to economic depression, from World Wars to Cold War, to European integration, nationalism, and globalization. They will also have opportunities to interact with locals who experienced seminal twentieth-century events on the front line. Excursions from the Academy will include trips to visit NATO headquarters, Ramstein Air Base and the city of Berlin. These tours will be informed by ones in the European Academy's network of guides who experienced history's turning points from the twentieth century through today. Students will additionally meet with German secondary and university students to talk about the lingering effects of the twentieth century's conflicts on German families and in European politics, economy, and culture.

Rationale: Students will be able to immerse themselves in the history that we teach, specifically that of the Cold War. While the Cold War is over, our current geopolitical climate still shows the impact of this ideological battle.

Process: In collaboration with the Supervisor of Fine Arts & Social Studies, the Assistant Superintendent for Curriculum and Instruction, and faculty from WCU, this course was identified as one that could add great instructional benefit to the students of the WCASD.

The request is as follows:

1. "The Cold War - Field Studies" will be adopted and named as such in the course selection guide. The location will be within the current Social Studies Electives as well as in the Dual Enrollment listing.
2. There will be no pre-requisite for this course.
3. The course will be open to all high school students, grades 11-12 (rising) and will serve as an elective Social Studies Credit.

Proposed Resources: As these are dual enrollment courses, the WCASD will incur no cost by offering this opportunity to our students.

Curriculum Overview:
The Cold War - Field Studies

This is a dual enrollment course in history that will serve as a social studies elective. As students engage in this study, they will construct generalizations and interpretations that demonstrate a knowledge of historical eras, change over time, and key historical concepts in the history of the twentieth century; Communicate their knowledge of history in reasoned arguments supported by historical evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations; Locate, identify and acknowledge multiple points of view in primary and secondary sources; and Connect their knowledge of historical multiple perspectives to contemporary life in a heterogeneous, global society.

Course Proposal
2020-2021

Course Names:

Studio Production (MTC 272) - Every other year, beginning in Summer 2020

Scoring for Film and Television (MTC 271) - Every other year, beginning in Summer 2021

Course Type:

Dual Enrollment, Grades 11 & 12 (rising), WCU Summer Session II

1.0 AP Credit per course, 3 WCU Credits per course

Course Descriptions:

Studio Production (MTC 272)

This dual enrollment summer class focuses on the production of music in a studio setting. Students learn the basics of recording, editing, mixing, and mastering in a digital audio workstation. Students will be able to record instruments in a studio setting and use appropriate technologies to enhance the final product of their recordings.

Scoring for Film and Television (MTC 271)

This dual enrollment summer course serves as an introduction to scoring for film and video. The three tracks of study include training on Logic to score video/film, exploring the basic techniques of film scoring and learning how to listen to music within the context of cinema. Students will listen to music in and out of the context of film to develop a palette that will serve their work in scoring. Students will also be analyzing film soundtracks that will allow them to understand different techniques and aesthetics in scoring. Students will score several short video clips.

Rationale:

The arts are thriving in the WCASD - so much so that we are now looking for ways to extend our students' experiences in this field outside of the traditional school year and at a collegiate level. In the 2017-18SY, 768 student seats were used in music courses, both performance ensembles and elective courses. In the 2019-20SY, we have increased that number by over 100 student seats. Many of our music students also participate in a variety of extracurricular activities, such as marching band, color guard, drama, musical theater, and a host of activities outside of the music department. Because of this, we discussed the addition of dual enrollment courses that could best fit the scheduling needs of our students.

Process: In collaboration with the Supervisor of Fine Arts & Social Studies, the high school music teachers discussed the benefits of creating more opportunities for our student musicians to experience the different fields of the music industry. This proposal of adoption is also based on conversations among the Supervisor of Fine Arts & Social Studies, the Assistant Superintendent, the Director of Teaching and Learning, and WCU Dean of the Wells School of Music at WCU, Dr. Christopher Hanning. The request is as follows:

1. Dual Enrollment Studio Production and Dual Enrollment Scoring for Film and Television will be adopted and named as such in the course selection guide. The location will be within the current dual enrollment offerings as well as within the Music Department.
2. The pre-requisite for these courses will be a music teacher recommendation or participation in an auditioned ensemble.
3. The course will meet during Summer Session II, according to the West Chester University academic calendar and will be offered in alternating years.
4. The course will be open to rising juniors and seniors.

Proposed Resources: As these are dual enrollment courses, the WCASD will incur no cost by offering these opportunities to our students.

Curriculum Overview:

Studio Production (MTC 272)

This class focuses on the production of music in a studio setting. Students learn the basics of recording, editing, mixing, and mastering in a digital audio workstation. At the end of the course, students will be able to:

- master the basics of recording instruments in a studio, including microphone types and microphone techniques
- comprehend the fundamentals of acoustics and audio synthesis
- master the basics of software studio production, including the use of samplers and synthesizers
- apply the understanding of how to use a digital audio workstation (DAW) effectively, including navigation, editing, and effects
- apply an understanding of how to mix audio
- apply understanding of how to master audio

create original music with high production value

Scoring for Film and Television (MTC 271)

This dual enrollment summer course serves as an introduction to scoring for film and video. The three tracks of study include training on Logic to score video/film, exploring the basic techniques of film scoring and learning how to listen to music within the context of cinema. Students will listen to music in and out of the context of film to develop a palette that will serve their work in scoring. Students will also be analyzing film soundtracks that will allow them to understand different techniques and aesthetics in scoring. Students will score several short video clips.

Course Proposal
2020 - 2021

Course Name:
Social Media Marketing

Course Type:
Semester .5 credit for grades 9 – 12

Course Descriptions:

Social Media Marketing will provide students the opportunity to study the history and influence of social media while developing integrated marketing communications plans and social media strategies. Social platforms will be explored and skills developed to influence perception and engagement while simulated social media campaigns will be launched and key metrics analytics will be used to measure success. Students will develop skills related to communication, research, analysis, synthesis and project management with skill mastery preparing students for social media marketing roles in the workplace.

Rationale:

The Social Media Marketing course will explore the ways in which the evolution of social media can best be used to reach consumers and clientele. The goal for the course is for students to obtain a clear understanding of how digital and social media marketing impacts businesses, managers, and the way consumers view and judge products and services. Marketers in today's economy have adopted social media tools to enhance their ability to reach and influence consumers.

Social media is central to our lives and constantly evolving; marketers must adapt to the changing marketplace. To efficiently and meaningfully communicate with customers while managing an online presence, knowledge and skills should be developed with a keen eye towards analytics and data-driven decision making. This course will focus on marketing strategies while incorporating the latest data and trends, including the personalization of content based upon marketing strategies, developing engaging social media audiences, and understanding the commercial aspects of social media and how they drive consumers to certain purchasing or networking decisions.

There are now more than 50 million small businesses using Facebook Pages to connect with their customers (Source: Facebook). 4 million of those businesses pay for social media advertising on Facebook. (Source: Forbes) The Social Media Marketing course enhances the student experience as intelligent consumers, data analysts and marketing

managers in this evolving market. The course will use certain social media tools in an authentic model (for example, Twitter) while also simulating the use of other social media products (for example, Instagram) through products that are already in place within the department.

Process:

In collaboration with the Supervisor of Mathematics, Computer Science & Business, high school teachers have been surveying social media marketing courses offered at the secondary and post-secondary levels. Promotional dollars are migrating from traditional media to online media at significant rates. With job growth in a wide range of digital marketing positions, there is an opportunity to integrate valuable marketing skills where students have high levels of interest. As the need for social marketing media grows, resources are more readily available including a social media marketing simulation integrated into the business curriculum in 2018. This course would expand upon that initial opportunity.

The proposal is based on the following:

1. Social Media Marketing will be adopted and named as such in the course selection guide.
2. The course will be instructed by a secondary certified Business and Marketing Education teachers.
3. There will be no prerequisites for the course.
4. The semester course will meet 5 times per week.
5. The course will be offered to students in grades 9-12.

Proposed Resources:

The process of identifying resources began in October 2019 and will continue through the 2019-20 school year. Resources have been identified for course content and simulations.

The budget request for this proposal is approximately **\$6,100** which will include funding for teacher professional development and curriculum development. These costs will be included in the WCASD curriculum proposals budget for the 2020-2021 academic year and will not increase the overall curricular budget for the district.

Curriculum Overview:

Social Media Marketing

The course will highlight the following Marketing standards while emphasizing social media application:

- (1) digital/social media revolution and history,
- (2) social media platforms and utility,
- (3) communication and influence,
- (4) social media engagement,
- (5) identifying and analyzing key metrics, and
- (6) the legal side (laws and ethics) of social media marketing

The core social media platforms explored in the course will be Facebook, Instagram, Twitter, Pinterest, YouTube, and LinkedIn though other platforms and strategies will be covered. Learning activities will center around skill mastery to include best practices research, case studies, projects, and simulations.