

**Tredyffrin/Easttown School District  
BOARD EDUCATION COMMITTEE**

**January 11, 2017  
1:00 PM  
TEAO, Meeting Room 200**

**Agenda**

- I. Approval of November 9, 2016 Minutes
  
- II. Public Comment
  
- III. World Languages Review
  
- IV. Technology Curriculum & Instruction Review
  
- V. Review of District Anti-Bullying Program
  
- VI. Other

**Board Education Committee Goals**

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Next Meeting Date: February 8, 2017

DRAFT PENDING COMMITTEE APPROVAL  
BOARD EDUCATION COMMITTEE MEETING MINUTES  
November 9, 2016

Tredyffrin/Easttown Administrative Offices  
1:00 p.m.

**Attending all or part of the meeting:**

**Board Committee Members:** Scott Dorsey (Chair), Kevin Buraks, Roberta Hotinski, Katharine Murphy

**Other Board Members:** Michele Burger, Virginia Lastner

**TE School District Representatives:** Wendy Towle (Administrative Liaison), Mark Cataldi, Patrick Gately, Richard Gusick, Oscar Torres, Andrea Chipeco

**Community Members:** Amy Alvarez, Doug Anestad, Amy Backstrom, Kang Chu, Ray Clarke, Josh Cohen, Alexandra Gort, Xiaoyan Han, Tobias Hoppe, Jamie Lynch, Helena Malarkey, Pat McHugh, Susanne Neubig, Xiaomei Shou, Rita Thompson, Yuanqing Yu

The meeting was called to order at 1:04 p.m.

**Public Comment:**

Jamie Lynch commented on the **Demographer's Report**.  
Doug Anestad commented on the **Demographer's Report**.  
Ray Clarke commented on the **Demographer's Report**.  
Yuanqing Yu commented on the **Demographer's Report**.  
Xiaoyan Han commented on the **Demographer's Report**.

Pat McHugh commented on the **World Language Study**.  
Helena Malarkey commented on the **World Language Study**.  
Doug Anestad commented on the **World Language Study**.  
Ray Clarke commented on the **World Language Study**.  
Yuanqing Yu commented on the **World Language Study**.  
Tobias Hoppe commented on the **World Language Study**.  
Susanne Neubig commented on the **World Language Study**.  
Rita Thompson commented on the **World Language Study**.  
Jamie Lynch commented on the **World Language Study**.

**Approval of Minutes:**

The October 19, 2016 minutes were approved.

## **Committee Discussion and Recommendations:**

The Committee received a **Demographer's Report** from George Sundell, Sundance Associates. Mr. Sundell shared information on general demographics, housing trends, methodology, and enrollment projections for the 2016-2017 school year. Mr. Sundell addressed several questions from Committee and community members. The Committee expressed support for the District's continued monitoring of student enrollment numbers and trends, using the data in the Demographer's Report for support, to assess any potential need for changes due to enrollment numbers.

The Committee reviewed the **World Language Study** from Dr. Oscar Torres, Supervisor of World Languages. Dr. Torres reviewed the World Language Curriculum that was in place in 2008, the World Language study conducted by the District in 2009 and the ensuing redesign of the World Language Curriculum, the benefits of studying a World Language, the role of the American Council on the Teaching of Foreign Language (ACTFL), enrollment trends in World Language classes in the District, the Standards Based Measurement of Proficiency (STAMP) assessment results, and possible World Language Curriculum decision points for the Committee. Dr. Torres addressed several questions from Committee and community members. The Committee recommended that the District continue to study the impact of the reinstatement of FLES at the elementary level.

The Committee suggested that the review of the **District's Anti-Bullying Program** be moved to the February meeting.

The meeting was adjourned at 3:47 p.m.

Next meeting: **January 11, 2017**

# World Language Curriculum Examination

## *Part 2 : Board Ed Committee*

January 2017

Objective 1.6 To examine world languages curricular scope and sequence.

Start: September 2016

Complete: June 2017

Primary Responsibility: Wendy Towle

Support: Oscar Torres

### November 2016 Ed Committee Considerations

- Present an Elementary Level option that meets the ACTFL recommendations:
  - Novice Mid by the end of 4<sup>th</sup> grade.
  - 3X per cycle
- Hold on Middle School recommendations until elementary program is determined

## Types of WL Programs in Elementary Schools

Exposure	Mastery	Immersion
<b>Goal:</b> To expose students to local/global languages and cultures	<b>Goal:</b> To acquire proficiency in the language and culture being taught	<b>Goal:</b> To develop Bilingual learners with proficiency in two languages (i.e. English & Spanish) and across subjects.
<b>Delivery:</b> A few times a week/cycle	<b>Delivery:</b> At least 3x week/cycle	<b>Delivery:</b> Daily instruction
<b>Instruction:</b> Teachers/ Videos/ Technology can be used to expose students to language and culture for global awareness. Developing communicative proficiency in the language is not the primary goal of the program.	<b>Instruction:</b> Language teachers trained in ACFL standards and strategies to deliver a program that is based on “content – enriched” instruction that will provide students with the foundation for specific language development and proficiency.	<b>Instruction:</b> Curricular content is taught in the target language with the exception of Language Arts in English. Two – way immersion, half day in each language.

ACTFL, 1990, 2006; Lipton, 2004; Torres, 2008, 2011

## Prior FLES Program - 2008

### Language : Spanish

Grades 1-4

2x per week at first, then 2x per 6 day cycle

Instruction:

- Thematic Units taught completely in Spanish
- listening, speaking, reading, and writing
- Grades 1-2: focus was on listening and speaking
- Grades 3-4: Adding reading and writing

## Forces that required a change to the program

- NCLB Emphasis on Tested areas
- Changes to PSSA Assessments
- Increase of instruction in Science and Writing.
- Our FLES model was not meeting the instructional frequency recommended by ACTFL to promote mastery of proficiency skills.

## Impact of FLES Implementation on the current schedule:

- Reviewed Current Elementary Schedules
- Met with Elementary Principals
- Solicited suggestions for implementation from the Elementary Principals.

## FLES Replacement Options

- Extra Specials
- FLEX CORE
- Social Studies
- PATHS
- Science
- Language Arts

Cost of Program Aligned to Research:  
Instruction every other day

Grades	Times per Cycle	Cost	FTE
1-4	3	\$648,000	8

# Technology Curriculum and Instruction Review

A presentation to the TESD Education Committee

January 11, 2017



## What is Technology Education

How to use digital tools for producing, creating and designing.



## Previous Applied Tech Program

- **K-4 - Applied Tech Teacher for each elementary school**
  - Keyboarding
  - Network
  - Applications
  - Digital Citizenship
- Scheduled as a special area course ( 1x/cycle for the year)
- Met 30 times
- **5-8 - Applied Tech Teacher for grades 5-8**
  - Keyboarding
  - Network
  - Applications
  - Digital Citizenship
- Scheduled as a special area course (2x/cycle for 10 cycles)
- Met 20 times

### Costs in FTE

#### Elementary

4.0 teachers

#### Middle

2.0 teachers

## Current Applied Tech Program

- **Elementary**
  - Tech aide push in for keyboarding in grades 3 & 4
  - Tech aide push in at teacher request in grades K-4 units during flex core
  - Digital Citizenship – TOSA teaches grade-level programs through scheduled pull-out Core time
- **Middle**
  - Library – Schoology, research skills, other tech tools
  - Digital Citizenship – Core teachers deliver grade-level programs
  - Scheduled as needed by subject area teachers

### Costs in FTE

#### Elementary

None

#### Middle

None

# Elementary Special Areas Rotation (Current)

SPECIAL AREAS X PER CYCLE				
	GR 1	GR 2	GR 3	GR 4
Art	1	2	1	1
Music	2	1	1	1
Media	1	1	2	2
PE	2	2	2	2
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>

# Grades 5 & 6 Special Areas Rotation (Current)

Special Area	X per cycle	Duration	X per cycle	Duration
	Grade 5		Grade 6	
Art	2	Year	2	Year
Music	2	Year	2	Year
Health	2	Year	2	Year
PE	2	Year	2	Year
WL	2	Year (SP and FR)	2	Year (SP or FR)
Advisory Support	2	Year	2	Year
<b>TOTAL</b>	<b>12</b>		<b>12</b>	

## Grades 7 & 8 Special Areas Rotation (Current)

Special Area	X per cycle	Duration	X per cycle	Duration
	Grade 7		Grade 8	
Art	2	½ Year	2	½ Year
Music	2	½ Year	2	½ Year
Health	2	½ Year	2	½ Year
PE	2	Year	2	Year
Tech Ed	1	½ Year	1	½ Year
FCS	1	½ Year	1	½ Year
Advisory Support	3	Year	3	Year
Advisory Initiative	3	Year	3	Year
<b>TOTAL</b>	<b>12</b>		<b>12</b>	

## Option for Change Elementary Add Tech Skills to the Special Areas Schedule

Skill Area

Productivity  
Communication  
Research  
Creation  
Programming  
Digital Citizenship

SPECIAL AREAS X PER CYCLE				
	GR 1	GR 2	GR 3	GR 4
Art	1	1	1	1
Music	1	1	1	1
Media	1	1	1	1
PE	2	2	2	2
<b>Applied Tech</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>

## Option for Change in Grades 5-6

### Add Tech Skills to the Special Areas Schedule

SPECIAL AREAS X PER CYCLE					
Skill Area	Special Area	X per cycle	Duration	X per cycle	Duration
		GRADE 5		GRADE 6	
	Art	2	½ Year	2	Year
	Music	2	Year	2	½ Year
	Health	2	Year	2	Year
	PE	2	Year	2	Year
	WL	2	Year	2	Year
	<b>Applied Tech</b>	<b>2</b>	<b>½ Year</b>	<b>2</b>	<b>½ Year</b>
	Advisory	2	Year	2	Year
	<b>TOTAL</b>	<b>12</b>	<b>6</b>	<b>12</b>	<b>6</b>

## Option for Change in Grades 7-8

### Revise Advisory Initiatives to include Applied Tech Skills

SPECIAL AREAS X PER CYCLE					
Skill Area	Special Area	X per cycle	Duration	X per cycle	Duration
		GRADE 7		GRADE 8	
	Art	2	½ Year	2	½ Year
	Music	2	½ Year	2	½ Year
	Health	2	½ Year	2	½ Year
	PE	2	Year	2	Year
	Advisory Support	3	Year	3	Year
	<b>Advisory Initiative</b>	<b>3</b>	<b>Year</b>	<b>3</b>	<b>Year</b>
	<b>TOTAL</b>	<b>12</b>	<b>6</b>	<b>12</b>	<b>6</b>

# Options for Change 1-8

## Add Applied Tech Skills to special area or advisory curriculum

- Productivity Skills
  - Communication Skills
  - Research Skills
  - Creation Skills
  - Programming Skills
  - Digital Citizenship Skills
- **By**
- Providing 1x/cycle tech skills as a special area in each of grades 1-4 (will meet 30 times)
  - Provide 2x/cycle for one semester tech skills for grades 5 & 6 (will meet 30 times)
  - Reframing current 7<sup>th</sup> & 8<sup>th</sup> grade advisory initiatives to focus on identified tech skills

## Costs in FTE for by Level

<b>Grades 1-4</b>	
• 3.0 teachers	\$243,000
(to be shared among 5 schools)	
<b>Grades 5 &amp; 6</b>	
• 1.6 teachers	\$129,6000
(.8 at each school)	
<b>Grades 7 &amp; 8</b>	
• None	-----

# Technology Skills Review

## Costs

- Elementary
  - Reduction of extra special periods
  - 3 FTE
- Middle School
  - No cost for grades 7 & 8 Advisory
  - 1.6 FTE (.8 for each school)
  - Reduction in amount of time spent in Art (grade 5) and Music (grade 6)
  - Curricular shift in Advisory Initiatives

## Benefits

- Elementary
  - Capture of instructional time in Core
  - Addition of essential technology skills
- Middle School
  - Capture of additional time for general music and sectionals for a growing population of music students
  - Elimination of 1.8 additional FTE needed for music and art
  - Shift in Advisory Initiatives

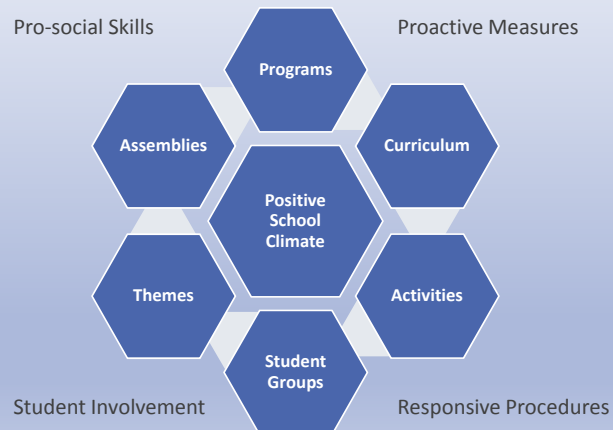
# Review of District Anti-Bullying Programs

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ELEMENTARY    MIDDLE SCHOOL    HIGH SCHOOL

## Bully Prevention

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## K-12 Proactive Measures to Foster a Positive School Climate

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- Bucket fillers
- Schoolwide theme-based activities
- Bulldog and Eagle Ambassadors
- Student Council spirit days
- Manifest
- Cornucopia
- Digital citizenship
- Developmental Guidance Curriculum

## Promoting Alternative Thinking Strategies

PATHS

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ELEMENTARY



## Overview of PATHS

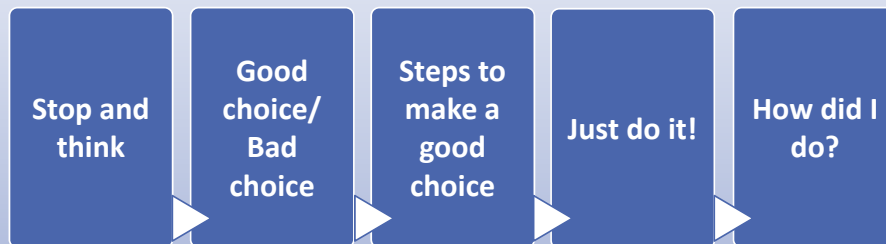
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The PATHS curriculum teaches skills in five conceptual domains:

- self-control
- emotional understanding
- positive self-esteem
- relationships
- interpersonal problem solving

Taught once per cycle by elementary core teachers

## Pro-social Skills Model



# Olweus Bully Prevention Program

OBPP

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ELEMENTARY & MIDDLE SCHOOL

## Overview of OBPP

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The most researched and best-known bullying prevention program

Recognized by the Center for the Study and Prevention of Violence and by the Substance Abuse and Mental Health Services Administration (SAMHSA) as a Model Program – two of the highest honors a prevention program can attain

Implemented since 2007

## Program Goals

- To reduce existing bullying problems among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school

## Key Components

- Teacher serves as a facilitator
- Student ownership
- Bully, victim, bystander
- Role plays

## Honesty, Empathy, Respect, Open-mindedness (HERO)

Middle school version of OBPP

Class meetings for all grade levels

Grade level themes

5<sup>th</sup> – Community

6<sup>th</sup> – Kindness

7<sup>th</sup> – Resilience

8<sup>th</sup> – Decision making

Digital Citizenship

# Schoolwide Unity & Community

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HIGH SCHOOL

## Social Health

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- Lessons on anti-bullying/cyberbullying in the Health curriculum
- Peer Mediators programs, services, and presentations
- ADL visits to 9<sup>th</sup> grade classrooms
- CHS is a designated No Place For Hate School

## A Sample of over 100 Clubs at Conestoga

Anti-Defamation League  
African American Student Union  
Best Buddies  
Gender & Sexuality Alliance  
Habitat for Humanity  
KEY Club  
Manifest  
Model UN  
Multi-Culture Club  
National Honor Society  
Peer Mediators  
FROGS, Links, PALs, STAR  
REACH  
Student Government