

BLUEPRINT FOR INSTRUCTION:

The Organizational Structure of Tredyffrin/Easttown School District's Elementary Schools



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Revised August 1982
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FORWARD

The Blueprint for Instruction has served as the foundation for instruction at the elementary school level since 1960. Over the years, the Elementary Blueprint has been continually reviewed and enhanced as a result of changing needs in an evolving educational environment. This handbook represents the latest review conducted by a committee of administrators and teachers between the 2006-07, 2007-08, and 2008-09 school years with revisions to date.

The revisions incorporate new initiatives from the District Strategic Plan as well as programs designed to meet the needs of all students. It is our intent that the Blueprint will continue to guide the educational experiences of all elementary students in achieving their potential.

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SECTION I

OVERVIEW

Philosophy, Strategic Planning, and Team Teaching

Philosophy of Education

The District's philosophy of education is embodied in its Strategic Plan and Mission Statement as amended from time to time. The Strategic Plan and Mission Statement shall be made available in all District schools and on the District website.

Policy 6121 Adopted: October 11, 1976 Revised: December 5, 1994 Revised:
November 26, 2001 Revised: April 27, 2009 Tredyffrin/Easttown School District

STRATEGIC PLANNING

The mission of the District, as established in the K-12 Strategic Plan, is to inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student. District processes including staff development, curriculum, instruction, and assessment are aligned to support achieving the mission.

During the strategic planning process, input from students, parents, community members, Board members, teachers, and administrators, suggested focus on several themes:

- Creativity
- Ethics
- Social responsibility
- Media literacy
- Technology integration
- Global awareness
- Collaboration

As exploration of these themes evolves, the elementary school educational program will be adapted to incorporate student work in these areas.

ELEMENTARY SCHOOL PROGRAM INTRODUCTORY STATEMENT

The elementary program focuses on the education of the whole child while preparing students to become productive members of a diverse community. Using current research, best practices, as well as state and national standards as regulatory guidelines, the program strives to differentiate instruction to meet each student's individual needs. Critical thinking and intellectual curiosity are developed as students are encouraged to access, analyze, synthesize and evaluate information from various resources and points of view.

The goal is to foster a resilient and culturally competent student body by cultivating learning habits and tools for independent life long learning. In order to meet the needs of the global community, the elementary school practices will continuously evolve as influenced by technological and societal demands.

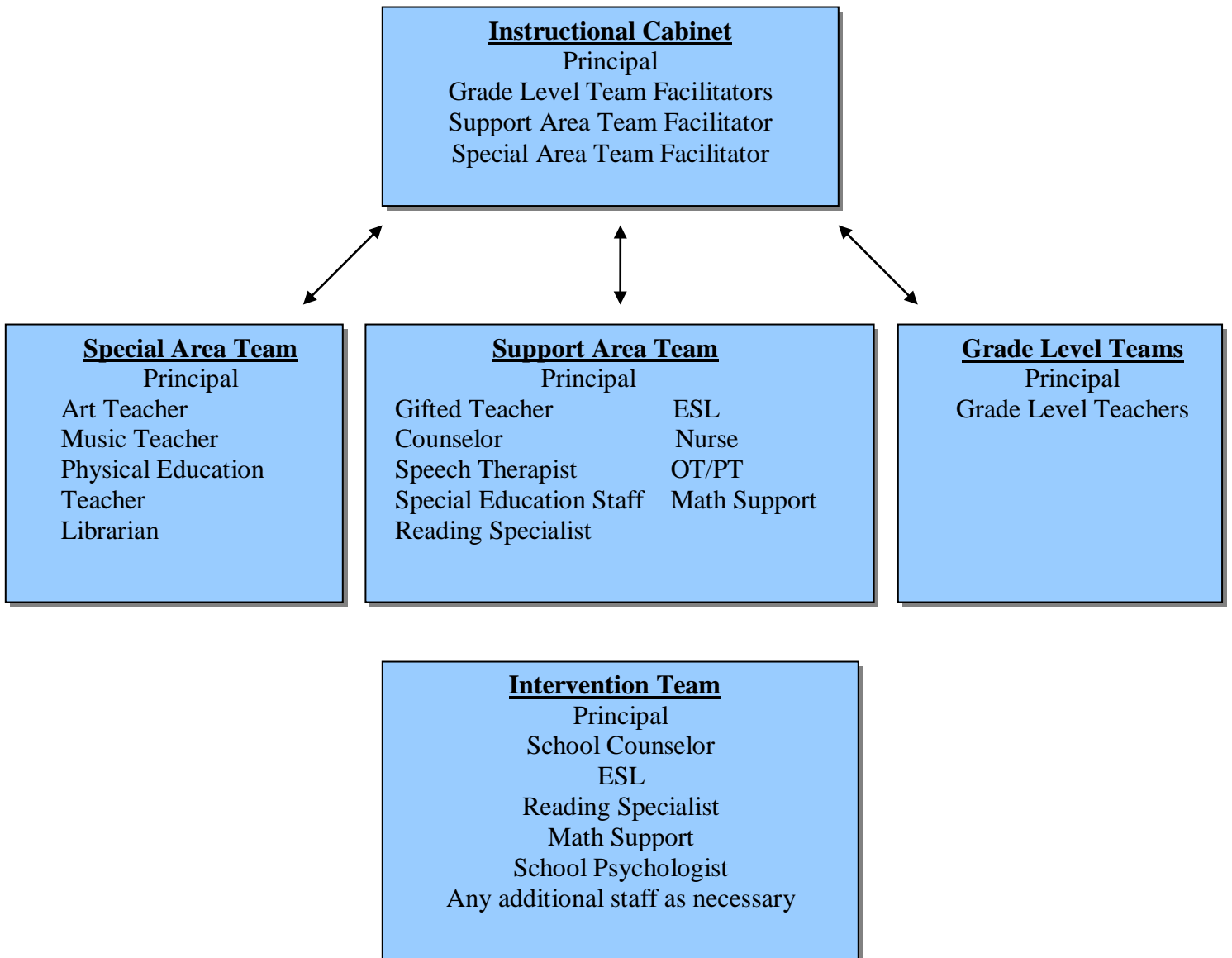
The elementary school program recognizes the importance of promoting healthy academic, social, physical, and emotional growth in all students. The elementary school program upholds the District's strategic planning mission statement, "To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student." The students, staff, families, and community work together to support a caring and nurturing learning environment.

PURPOSE OF TEAMING

Teaming is an organizational pattern that encourages teachers to work cooperatively within a team to provide quality education. The framework of a grade level team, in collaboration with support and special area teams, promotes flexibility whereby all teachers contribute in the design and delivery of the curriculum. Joint planning allows teachers to vary the methods of instruction used, the size and structure of the groups, and the allocation of time. Thus, the opportunity to consider the individual student and to provide programs geared to individual needs is greatly enhanced.

SECTION II
ORGANIZATIONAL PATTERN

ELEMENTARY SCHOOL ORGANIZATION



TEAM STRUCTURE

GRADE LEVEL TEAMS:

A grade level team is a group of teachers who plan together, have similar schedules, and often teach in a common area of a school building. The team members:

- Promote cooperation and a sense of community
- Encourage teachers to meet their students' needs in a variety of ways
- Plan and share ideas
- Group students for instruction
- Integrate subject areas
- Support building initiatives

SPECIAL AREA TEAM:

The Special Area Teachers:

- Develop and deliver curricular content
- Support building initiatives
- Address student needs
- Integrate curriculum with grade level teams
- Communicate any relevant information to other team members
- Meet with district supervisors and other counterparts at the elementary level

SUPPORT AREA TEAM:

The Building Support Team members:

- Address student needs
- Support building initiatives
- Communicate any relevant information to other team members
- Meet with district supervisors and other counterparts at the elementary level

SUPPORT INTERVENTION TEAM:

The Support Intervention Team members:

- Implement the support intervention model
- Facilitate student assistance model
- Communicate any relevant information to other team members
- Develop and implement a plan to address student needs

INSTRUCTIONAL CABINET:

The Instructional Cabinet serves in the capacity of a coordinating body for all phases of the program within the school. Meetings are held under the direction of the principal for the purposes of:

- Reviewing activities between grade level teams
- Reappraising, implementing, and integrating the curriculum
- Discussing and determining operational details
- Sharing information for decision making
- Providing a vehicle for intra-school communication
- Reviewing budgetary needs for the school
- Discussing team problems
- Discussing basic scheduling needs
- Reviewing new materials
- Reviewing opportunities for various grouping patterns
- Reviewing pupil needs
- Providing for students' academic placement

DISTRICT TEAM FACILITATORS:

The district team facilitators meet during the school year for the purpose of...

- Coordinating programs at each team level
- Sharing materials, innovations and new techniques
- Discussing issues common to the teams

SECTION III
ORGANIZATION OF STUDENTS FOR INSTRUCTION

GROUPING STUDENTS FOR INSTRUCTION

PHILOSOPHY

Grouping of students for instruction at the elementary level places an emphasis on individual student progress leading to the development of the maximum potential of the learner. In order to accomplish this goal it is essential that children have opportunities to be intellectually challenged in skill areas and have opportunities to learn and share with children of varying abilities. In the process of grouping students, consideration is given to formation of groups that enhance and foster interdependence among learners, promote independent thinking, promote maximum opportunities for student interaction, and provide a stimulating learning environment for each student. The grouping process is part of the delivery system used to accomplish T/E's philosophy of education which encourages an individualized, continuous progress approach.

To accommodate the diverse instructional needs of all students, instructional groups are based on a student's academic and social needs as well as areas of interest.

I. Core Classrooms

Students in Grades 1 through 4 are assigned to a Core class. Core time is the majority of a student's day in which all subjects other than math are taught. In this setting, subject areas are meaningfully integrated. The design of integration can include independent, small group, whole classroom, or grade level instructional activities. Core classes are designed to include students of more than one achievement level. Language arts instruction will occur in the core classroom. The language arts curriculum is aligned with the state and national standards.

A. Language Arts Instruction – Kindergarten

Students in kindergarten are grouped heterogeneously for language arts. Literacy instruction includes both whole class and small group opportunities. Language arts instruction consists of a one hour block divided into two half hour segments. One half hour segment of the language arts block is dedicated to whole class instruction by the core teacher. During the other half hour segment of the language arts block, the class is divided into small groups according to the children's needs. The goal of the program is to meet the needs of the students; therefore, the number and makeup of groups may vary based on those needs. Guided by on-going assessments, use of multi-level instructional groups provides teachers the flexibility to move students between groups as necessary.

B. Language Arts Instruction – Grades 1 - 4

Language arts instruction occurs in the core classroom. Classes are designed to include students of more than one reading achievement level. Neither the highest nor the lowest achievement group on a team by itself constitutes a total class. Typically, the goal of core grouping is to have 2-3 instructional levels per class. However, the goal of the language arts program is to meet the needs of the students; therefore, the number and make up of groups may vary based on those needs.

Literacy instruction includes whole group and small group opportunities as well as time for independent practice. A single class on a grade level team will include students with a range of reading achievement levels. Guided by on-going assessment, use of these multi-leveled instructional groups provides teachers the flexibility to move students between groups as necessary.

An overarching consideration when constructing core classes is to create well-balanced groupings that meet students' academic, social, and emotional needs.

II. Mathematics Classrooms

Students may move from their Core class to another class for mathematics. The T/E mathematics curriculum is based on a set of clearly defined learning objectives that are aligned with state and national standards. The curriculum and instructional grouping patterns set the foundation for the continuous learning process of all students. Because performance in mathematics is a product of exposure to opportunities and mastery of concepts, the elementary mathematics curriculum focuses on nurturing the mathematical promise in every child. Although a span of abilities and achievement is expected in any math class, TESD students are grouped for math using the following guidelines:

A. Mathematics Instruction -- Grades K-1

Students in kindergarten are grouped heterogeneously. Students in first grade will have the opportunity for flexible grouping and/or achievement grouping as appropriate throughout the year.

B. Mathematics Instruction -- Grade 2

Students in second grade are considered to be in a year of transition. Students may begin the year heterogeneously or homogeneously grouped. If heterogeneously grouped, students are moved into achievement grouping some time during the school year.

C. Mathematics Instruction -- Grades 3 and 4

Students in third and fourth grades are grouped by achievement, and will work in the appropriate mathematics curriculum. Lowest achieving students will not constitute an entire math class in any curriculum.

Some factors that may be considered when grouping by achievement:

1. Teacher recommendation from previous year
2. District-developed placement tests
3. Standardized testing data
4. On-going classroom assessment and teacher monitoring

SECTION IV
TEAM PERSONNEL

TEAM PERSONNEL

PRINCIPAL

Within the framework established for team organization, the principal has the role of instructional leader for the school. The ultimate responsibility for the effectiveness of the instructional program lies with the principal who shall ensure a safe, orderly, balanced, sequential program for the entire school. The principal shall also serve as chairperson of the Instructional Cabinet and be responsible for the proper and effective exercise of its function within the organizational framework.

GRADE LEVEL TEAM FACILITATORS

Grade level team facilitators perform the following responsibilities:

- Chair team meetings
- Construct and distribute agendas for team meetings and provide a written summary of each meeting to the principal
- Participate in Instructional Cabinet meetings with the school principal
- Act as spokesperson for team, communicating all points of view of team
- Coordinate team activities and the use of school facilities
- Facilitate the coordination of grade level team, special area team and support staff in the planning and implementation of interdisciplinary units
- Coordinate special area support of grade level projects and presentations
- Coordinate the efforts of the team in the selection, ordering, distribution, inventory, and care of textbooks, instructional materials and supplies
- Coordinate the development of the annual team budget and act as liaison in assuring purchase of the items approved by the school principal
- Act as a team representative at the district facilitator meetings
- Perform any other assigned facilitative functions. It is expected that the facilitator represent the individual and collective ideas of the team within Instructional Cabinet and other building and District meetings. The team facilitator is not to be placed in a supervisory role over other team members.

GRADE LEVEL TEAM MEMBERS

Grade level team members perform the following responsibilities:

- Attend weekly grade level team meetings
- Attend scheduled building meetings on an as needed basis
- Contribute to team agendas
- Participate in all phases of the instructional program
- Assume responsibility for team operation, activities, and projects
- Share in the care and upkeep of the team's location and materials
- Participate in the budget and ordering process
- Share ideas and materials

SPECIAL AREA TEAM FACILITATORS

Special Area/support staff team facilitators perform the following responsibilities:

- Construct and distribute agendas for team meetings and provide a written summary of each meeting
- Chair team meetings
- Communicate information to members of the special area team and facilitate communication between the special area team and grade level teams
- Coordinate school and/or team special events with the special area team
- Act as a team representative in district facilitator meetings
- Facilitate the coordination of the involvement of special area and support staff in the planning and implementation of grade level interdisciplinary units
- Act as spokesperson for the team, communicating all points of view of the team
- Participate in Instructional Cabinet meetings with the school principal
- Perform any other assigned facilitative functions. It is expected that the facilitator represent the individual and collective ideas of the team within Instructional Cabinet and other building and District meetings. The team facilitator is not to be placed in a supervisory role over other team members.

SPECIAL AREA TEAM MEMBERS

- Regularly attend meetings with grade level team
- Contribute to special area team agendas
- Participate in all phases of the instructional program
- Assume responsibility for budgeting and ordering in their curricular areas
- Regularly attend meetings with special area team

SUPPORT AREA TEAM FACILITATORS

Building Support team facilitators will perform the following responsibilities:

- Chair team meetings
- Communicate information to members of the building support team
- Coordinate school and/or team special events with the team
- Act as a team representative in district facilitator meetings
- Coordinate the involvement of support staff in the planning and implementation of grade level interdisciplinary units
- Participate in Instructional Cabinet meetings with the school principal
- Act as spokesperson for the team, communicating all points of view
- Perform any other assigned facilitative functions. It is expected that the facilitator represent the individual and collective ideas of the team within Instructional Cabinet and other building and District meetings. The team facilitator is not to be placed in a supervisory role over other team members
- Construct and distribute agendas for team meetings and provide a written summary of each meeting

SUPPORT AREA TEAM MEMBERS

- Attend scheduled building support team meetings
- Contribute to building support agendas
- Participate in all phases of the instructional program
- Assume responsibility for budgeting and ordering in their curricular areas
- Attend grade level team meetings in assigned location

AIDES/PARAPROFESSIONALS

Special Education Aides

- Provide adult support to identified students in the classrooms and within instructional and school-related activities
- Assist in instructional delivery of curriculum
- Maintain confidentiality
- Supervise assigned students as needed
- Communicate with special education teacher, classroom teacher and special area teacher regarding student progress

Special Education Paraprofessionals

- Provide support to identified students with special needs
- Redesign and adapt materials to meet student needs as indicated in student's individual plan
- Maintain confidentiality
- Supervise assigned students as needed
- Communicate with special education teacher, classroom teacher and special area teacher regarding student progress

Reading Paraprofessionals

- Provide one on one and small group reading instruction within the reading support and BRIDGE programs
- Communicate with classroom teachers regarding student progress
- Monitor progress of children in their groups
- Plan with other reading paraprofessionals and the reading specialist
- Maintain confidentiality
- Supervise assigned students as needed

Lobby Aides

- Register visitors to the building and monitor their departure
- Sign –in late students and issue late passes
- Provide clerical assistance to office staff and teacher when time is available
- Accept parent deliveries and information
- Communicate information from home to the teachers at appropriate time so as to not interrupt instruction
- Maintain confidentiality
- Supervise assigned students as needed

Science Paraprofessionals

- Prepare material for science instruction
- Provide resources
- Assist with lesson delivery
- Order necessary science materials
- Organize and maintain supply labs and storage areas
- Maintain confidentiality
- Supervise assigned students as needed

Technology Paraprofessional

- Prepare, monitor and maintain the mobile lab
- Coordinate schedules with teachers to maximize the use of the carts
- Assist with software selection
- Identify web resources for teachers to integrate with classroom instruction
- Maintain confidentiality
- Supervise assigned students as needed

Instructional Aides/Team Aides

- Work with teacher in preparing lesson materials
- Provide individual and small group student support
- Provide clerical support to teachers and professional staff
- Facilitate Fall and Spring conference scheduling
- Maintain confidentiality
- Supervise assigned students as needed
- Assist in the library as scheduled as needed

Other Adult Support Personnel (PCA, TSS)

- Consult with principals and agency supervisor for support of identified students during the school day and within school activities
- Maintain confidentiality
- Communicate with appropriate personnel

SECTION V
RESOURCE PERSONNEL AND SERVICES

RESOURCE PERSONNEL

School Counselor

The major roles of the school counselor include counseling and instruction, consultation, collaboration, coordination, and leadership in promoting the developmental growth and welfare of children. The school counselor meets with children individually, in small groups, and in classes throughout the year. The counselor assists children through instruction and counseling as they develop positive self-concept, relate to others, make choices, develop a sense of responsibility, and become resilient with stress and change.

The counselor is available for consultation with parents, staff members, teachers and administrators. As a consultant, the school counselor aids in identifying the needs of children, recognizing strengths of children, and providing information on school, district and community resources. The school counselor collaborates with families and District personnel to plan appropriate educational services and programs for students.

The school counselor is responsible for coordinating access to any program/services needed to optimize the total development of the child. School counselors work with parents, classroom teachers, and other staff members in the referral process. The school counselor also serves as a member of the support intervention team.

(See Appendix D for a more detailed description.)

Reading Specialist

The major roles of the reading specialist include instruction, assessment and leadership. The reading specialist works collaboratively with the classroom teacher and the literacy intervention teacher to implement a quality reading program that meets the needs of all students. To that end, the reading specialist provides instruction to students through the BRIDGE and Reading Support programs. Additional instruction for individual students or small groups of students may be scheduled as warranted through the collection of student performance data, analysis of student needs and within the school team process. In addition to actual instruction, the reading specialist has responsibility for coordinating the supports and services provided through these programs.

The reading specialist is involved in the assessment of the reading strengths and needs of students and provides that information to classroom teachers, parents and other specialized personnel as appropriate in order to provide an effective reading program. Coordination and interpretation of benchmark and standardized testing data is also a component of the reading specialist's role.

The reading specialist serves as a resource to classroom teachers, parents and the community. The reading specialist may suggest ideas, strategies or materials that may enhance instruction. The reading specialist might also lead professional development workshops, model strategies or techniques for teachers, and conduct demonstration or collaborative lessons. The reading specialist also serves as a member of the support intervention team.

Math Support Teacher

The responsibilities of the math support teacher include instruction, assessment and leadership. The math support teacher works collaboratively with the mathematics teachers to meet the individual needs of each student. Where support in mathematics is needed, the math support teacher provides additional instruction to students through the Math Support Program.

The math support teacher assists with the assessment of student achievement relative to the District curriculum and state standards. Appropriate information is shared with classroom teachers, parents and other specialized personnel in order to meet the needs of students and promote student achievement in mathematics. Assisting with the coordination and interpretation of standardized testing data is also a responsibility of the math support teacher.

In addition, the math support teacher serves as a resource to classroom teachers, parents and the community. As such, he or she serves as a member of the school intervention team. In order to ensure smooth transitions between levels, the math support teacher fully understands the scope and sequence of the TESD math curriculum through the middle level. He or she may review ideas, strategies and materials in order to make suggestions to enhance or supplement instruction. The math support teacher may, at times, lead professional development activities, demonstrate the use of techniques or new resources for teachers, and conduct collaborative lessons with classroom teachers.

English as a Second Language (ESL) Teacher

Consistent with state and federal laws, Tredyffrin/Easttown's English as a Second Language Program strives to meet the special needs of students whose primary language is not English. The goal of the program is to increase the proficiency levels of English Language Learners in the listening, speaking, reading, and writing domains through regular interaction with their ESL teacher who serves as their primary Language Arts instructor. In order to determine progress toward meeting instructional goals, the ESL teacher engages in a variety of assessments with students on a regular and on-going basis.

The ESL teacher not only teaches the language, but also provides social and emotional support for the students. The teacher can also provide support for students' families while they adjust to life in America. Providing opportunities for acculturation and socialization are important aspects of the ESL teacher's role. The teacher often acts as a student advocate in the school community. The ESL teacher fosters academic achievement, social growth and acceptance, self-confidence and self-worth, while developing language proficiency. Furthermore, the ESL teacher acts as a liaison between the student and other teachers and staff members and between the school and the student's family.

Special Education Teacher

The special education teacher provides mandated services for eligible students in accordance with state and federal regulations. These services include the development of each eligible student's individualized education program (IEP) based on the each student's identified needs. As the chair of the student's IEP team, the special education teacher is responsible for the team's development of the program and for coordinating the delivery of all aspects of the program. This includes, but is not limited to, direct instruction, related services, progress monitoring and adaptation of instruction and curriculum. The special education teacher works collaboratively with special education aides, parents, classroom teachers and other school/district personnel to implement each student's IEP. The special education teacher consults with middle school personnel in determining the nature of support for students who are transitioning to fifth grade.

The special education teacher is knowledgeable about effective instructional and assessment strategies for students with disabilities. As such, the special education teacher serves as a resource for parents, teacher and other school personnel in meeting the needs of students with disabilities. The teacher provides support to colleagues in developing appropriate assessments, differentiated instruction and curricular adaptations to meet the needs of individual students in the least restrictive environment.

The special education teacher has a strong working knowledge of the procedural requirements in the delivery of special education supports and services. The teacher is responsible for implementing each student's program in compliance with these requirements. The special education teacher utilizes District special education student software accurately and efficiently to provide reliable student information for District use and state reporting requirements.

Gifted Support Teacher

The gifted support teacher provides mandated services for students who are eligible for gifted support. These services include the development of each eligible student's gifted individualized education plan (GIEP) based on the student's identified needs. As the chair of each child's GIEP team, the gifted support teacher is responsible for implementing and/or coordinating gifted services and for overseeing each child's program in accordance with state regulations. The gifted support teacher consults with middle school personnel in determining the nature of support for students who are transitioning to 5th grade. The gifted support teacher recognizes the K-12 scope of gifted programming and works to improve and enhance the articulation of programming across the grades and levels.

The gifted support teacher is knowledgeable about effective instructional strategies for gifted students and the scope and sequence of the elementary curriculum. As such, the special education teacher serves as a resource for parents, teachers and other school personnel in developing awareness of the characteristics and needs of gifted students. The teacher provides support to colleagues in developing appropriate assessment and curricular adaptations to meet the needs of individual students or groups of students. The gifted support teacher works to integrate challenging activities within the elementary core curriculum for all students.

The gifted support teacher has a strong working knowledge of the procedural requirements in the delivery of gifted supports. The special education teacher is responsible for implementing each student's program in compliance with these requirements. The gifted support teacher utilizes District special education student software accurately and efficiently to provide reliable student information for District use and state reporting requirements.

Mental Health Specialist

The Mental Health Specialist (MHS) provides support for students who are experiencing mental health difficulties that are interfering with the students' ability to participate in school and to function successfully in their varied environments. The MHS works directly with students and families in the school or home setting. The MHS provides individual or group counseling, consults with student teams, coordinates transition between the District and treatment programs and assists with student assessment. When a student is in crisis, the MHS provides immediate assessment, collaborating with the school team and family to develop a plan of emotional and educational support.

School Psychologist

School psychologists provide a variety of services to determine students' learning strengths and needs in addition to their eligibility for special education programs. These services include psychological and educational testing, classroom observation, and functional behavioral assessments. School psychologists also provide student counseling, assist in crisis intervention and serve on building-based teams to consult with school personnel and families to support students in having a successful school experience.

RESOURCE PROGRAMS AND SERVICES

Kindergarten BRIDGE Program

This program is designed to provide early intervention to kindergarten students who require additional literacy support. Kindergarten students in the BRIDGE Program meet in a small group setting and practice pre-reading activities so they can benefit from ongoing classroom instruction. Ongoing communication with parents is encouraged throughout the year.

Reading Support Program

This program is designed to provide supplemental instruction for students in need of additional support in grades one through four. Specific level and area of instruction is determined by the reading specialist in collaboration with the core teacher. Ongoing communication with parents is encouraged throughout the year.

First Grade Reading Intervention Program

This program is designed to provide supplemental reading instruction for first grade students who have the greatest need of additional support. In the context of the Reading Support Program, additional instruction is provided based on individual student needs. Specific level and area of instruction is determined by the reading specialist in collaboration with the core teacher. Typically, instruction for these students occurs during a minimum of three thirty-minute lessons a cycle. Ongoing communication with parents is encouraged throughout the year.

Math Support Program

This program provides supplemental instruction for students needing additional support in mathematics. Instruction is delivered via small groups, and may occur either during or in addition to the children's regularly scheduled math class. Membership in these groups is flexible and varies according to content strands and individual student needs. The specific level and area of instruction is determined by the math support teacher in collaboration with the mathematics teachers. Ongoing communication with parents is encouraged throughout the year.

English as a Second Language (ESL)

Students whose first language is not English and require support receive special instruction from the ESL teacher to help them develop skills in English proficiency. The goal of the ESL program, mandated by federal and state regulations, is to provide students with the capacity to succeed in school, both academically and socially. Recognizing the diversity of T/E students, ESL teachers believe it is important to foster their students' participation in American society, while preserving the individual's language and culture. For English Language Learners, the ESL teacher is the language arts teacher and provides several blocks of instruction according to the student's proficiency level. As the student's skills in English increase, the child gradually receives more instruction from the Core teachers.

English Language Learners are referred for ESL testing through the Home Language Survey completed at registration. Teachers, counselors, administrators and the child's parent or guardian can also refer the student for testing. English Language Learners exit the program by meeting the state exit criteria.

Special Education Supports and Services

The District provides a range of special education supports and services for eligible students. An Individualized Education Program (IEP) is developed to specify the type of support and instruction that enables the student to participate in regular education to the fullest extent possible. This may include direct instruction by the special education teacher, curriculum adaptations, or other accommodations in the regular classroom. Placement in the program is a team decision involving staff, parents, the school psychologist, and the student when appropriate.

At the elementary level, the District operates programs of learning support, emotional support, autistic support and speech and language support. In addition, related services such as occupational, physical, vision or hearing therapies are provided by qualified personnel when the student requires these services. The IEP is reviewed at least annually. Any team member may request a meeting at any time during the school year to review the program.

Programming for Gifted Students (Challenge)

Programming for gifted students in the elementary schools provides a wide range of services. A Gifted Individualized Educational Plan (GIEP) is developed that specifies the type of support and instruction that meets the students' needs. Options may include direct instruction by the gifted support teacher, small group enrichment, curriculum and instruction differentiation and collaboration with the classroom teacher.

The program is aligned with the requirements of the Pennsylvania state regulations.

CURRICULUM SUPERVISORS

Curriculum supervisors, working with the Curriculum Director, have the overall responsibility on a K-12 basis to evaluate current offerings, materials, and activities, plan meaningful curriculum change, assist in making teachers more effective in the classroom, and assist in arranging inservice activities. Curriculum supervisors chair the District's K-12 standing committees in their various areas of responsibility: Language Arts, Mathematics, Science, Social Studies and World Languages. They also keep teachers, fellow administrators, parents and community members informed about their respective Pennsylvania curriculum standards and associated assessments.

Functions of the Curriculum Supervisors

Curriculum Development

- Provide staff members and standing committees with the latest research and information concerning the curriculum area.
- Maintain an ongoing program of curriculum, assessment and development through standing committees and ad hoc meetings.
- Plan for and conduct summer workshop programs in curriculum development as needed.
- Assist in maintaining a program of curriculum development and improvement, including budgeting, reporting and requisitioning of materials and equipment.

Curriculum Implementation

- Maintain a record of the implementation of curricular goals and materials through classroom observations, conferences with teachers and meetings with teams and/or departments.
- Ensure a working knowledge of the curriculum on the part of staff members through conferences with individual teachers and meetings with teams or departments.
- Organize and conduct inservice programs relating to curriculum development and/or awareness as necessary.

Improvement of Instruction

- Provide teachers and other staff groups with information and materials that assist in maintaining the current program and assist teachers in properly implementing the approved curriculum. Classroom observations, teacher conferences and building or District inservice programs serve as the basis of these activities.

Projects

- Lead initiatives that develop special projects related to curriculum area on individual school or district basis as appropriate.

STAFF DEVELOPMENT

The Director of Curriculum, Instruction, Staff Development, and Planning, in collaboration with teachers and other administrators, plans and provides professional development opportunities for the K-12 teaching staff. Seminars and workshops on a variety of topics are offered throughout the year.

All professional staff members new to the District participate in the District's Summer Academy. Instructional modules pertain to Chapter 4 standards, the District strategic plan, technology and information literacy, the student services program, differentiated instruction, classroom management, the District's instructional model, student motivation, direct instruction, thinking skills/questioning techniques, assessment, cultural competence, learning styles, professionalism/ethics, and getting to know the culture of the District. All new teachers have mentors and participate in an induction program. Seminar topics include parent-teacher conferences, special education, thinking skills, meeting the needs of gifted learners, meeting the needs of English language learners, diversity, and sexual harassment.

The District provides support for attendance at conferences and workshops that align with District goals and with the individually-identified goals of District professionals. An Alternative Assessment program provides support for District teachers who qualify and, after consultation with their principals, articulate individual growth goals. Professional staff members are also eligible to participate in standing committees and summer workshops to develop curriculum and instructional initiatives.

The Staff Development office also facilitates the mentor program to support instructional initiatives. Teachers who serve as mentors work closely with their mentees and other colleagues to develop differentiated instructional materials to meet the needs of students.

SECTION VI
OPERATIONAL PROCEDURES

GRADE LEVEL TEAM MEETING

The purpose of the grade level team meeting is to assess and monitor student progress and to coordinate the team curriculum and instruction. The team meeting focuses on

- Student Assessment/Needs/Concerns/Placement
- Curricular planning, activities and integration
- Instructional grouping
- Coordination and integration of special areas
- Team activity evaluation
- Operational procedures
- Instructional cabinet and committee reports
- Issues and concerns

Team meeting time is provided before school in thirty-minute segments. All teachers are responsible for attending scheduled meetings. All meetings begin and end promptly and it is the duty of the facilitator to adjourn the meetings at the designated time. When the facilitator schedules a special meeting, the time shall be determined by the consensus of team members.

All team members are responsible for contributing items to the agenda. The facilitator prepares and distributes an agenda based on these contributions and other appropriate items.

The team facilitator ensures that team meeting minutes are taken at each meeting, distributed weekly to the principal, and filed for future reference.

SPECIAL AREA TEAM MEETING

Meetings are suggested to occur once a week with the special area team and at least once a week with the grade levels.

The purpose of special area team meetings is to communicate and coordinate the needs of students as well as to develop and expand integrated units with grade level and division teams. The team meeting focuses on any of the following:

- Collaboration with grade levels and teachers
- Student updates
- Integration of curriculum
- Cross-graded activities
- Communication from/to grade level teams
- Share Instructional Cabinet and committee reports
- Operational procedures

The special area team facilitator in each school plans, coordinates and chairs the special area team meeting. All special area teachers assigned to a team are responsible for attending these meetings. All meetings begin and end promptly and it is the duty of the facilitator to adjourn the meetings at the designated time. When the facilitator has to call a special meeting, the time shall be determined by the consensus of team members.

All team members are responsible for contributing items to the agenda. The facilitator prepares and distributes an agenda based on these contributions and other appropriate items.

The team facilitator ensures that team meeting minutes are taken at each meeting, distributed to the principal, and filed for future reference.

SUPPORT AREA TEAM MEETING

Meetings are suggested to occur at least once a month with the support area team and on an as needed basis across all building teams. The purpose of support area team meetings is to communicate and coordinate the needs of the students and develop intervention strategies. The team meeting focuses on any of the following:

- Collaboration with grade levels and teachers
- Student updates
- Adaptation of curriculum
- Communication from/to grade level teams
- Share Instructional Cabinet and committee reports
- Operational procedures

The support area team facilitator in each school plans, coordinates and chairs the support area team meetings. All meetings begin and end promptly and it is the duty of the facilitator to adjourn the meetings at the designated time.

All team members are responsible for contributing items to the agenda. The facilitator prepares and distributes an agenda based on these contributions and other appropriate items.

The team facilitator ensures that team meeting minutes are taken at each meeting, distributed to the principal, and filed for future reference.

SUPPORT INTERVENTION TEAM MEETING

The purpose of the intervention team is to identify and address student needs. The focus of the intervention team meetings with grade level teams, special areas teams, and support area teams is to:

- Analyze and review student information
- Interpret assessment data
- Develop strategies
- Review and monitor student progress
- Facilitate the referral process
- Document issues discussed and outcomes agreed upon

DISTRICT MEETINGS

District Team Facilitator Meetings

The Elementary Coordinator schedules District team facilitator meetings as needed before or during the school year for the purpose of coordinating programs at teach team level; sharing materials, innovations and new techniques; and discussing issues common to the teams.

District Grade Level Meetings

The grade level teams throughout the district meet, when appropriate, to share implementation of curriculum, instructional strategies, new program initiatives, assessment techniques, along with creative grouping patterns, special projects and resources. These meetings allow the teachers to plan for future activities and assess program needs.

District Standing Committees

Teacher representatives from the various grade levels and elementary buildings participate in K-12 standing committees in Language Arts, Mathematics, Science, Social Studies and World Languages. These committees are facilitated by the appropriate Curriculum Supervisor/Director. Issues relating to Pennsylvania Academic Standards, state assessments and the requirements of federal legislation are considered by standing committees. In addition, members of these committees review issues that relate to curricular content, sequence and articulation within their particular discipline in T/E.

District Special Area Meetings Within Each Discipline

There are regularly scheduled meetings for elementary special area staff within each discipline. These meetings are for the purpose of making unified decisions for each subject that are consistent in all elementary schools. Curriculum Supervisors chair these meetings.

SECTION VII

**ADDITIONAL CURRICULUM PROGRAMS
AND TIME ALLOCATIONS**

SCIENCE AND SOCIAL STUDIES PROGRAM DESCRIPTIONS

Elementary School Science

At the elementary school level, the science curriculum is delivered with an emphasis on laboratory-based experiences. This highly interactive, hands-on approach encourages students to learn by being young scientists. While there are many opportunities for the integration of science content during CORE classes, the scheduled science time is for developing a strong foundation in the scientific process. Emphasis in the science lab is on designing experiments, making scientific observations, collecting data using proper tools and techniques, making hypotheses, and drawing conclusions.

Elementary School Social Studies

The social studies curriculum for kindergarten through grade four is designed to promote children's understanding of cultural diversity and their place in the global community. Students are encouraged to explore key questions: Who Am I? Who Am I in the World? Who Am I in Time? Who Am I in My State? Who Am I in My Country? The instructional units are designed to feature hands-on activities that are literature-based. In order to enhance social studies concepts, connections are made through the use of real literature, writing, science, math, technology and the arts.

Elementary School Health

The health curriculum for kindergarten through fourth grade is divided into four basic areas of study incorporating knowledge and the development of attitudes and behaviors. These areas include: safety, drug and alcohol awareness, family life, and care of the body.

School Climate Program

The School Climate Program addresses the social and interpersonal aspects of student development. Students are expected to demonstrate respect for themselves, for others, and for property. Major elements of this program include developmental guidance, classroom meetings, bullying prevention programs, and social-emotional learning programs.

CURRICULUM INTEGRATION

An integrated curriculum blends, rather than segregates, subject areas. Teachers work collaboratively to identify meaningful connections between curricular areas and plan instructional activities to support and enhance the achievement of all students. Special area teachers may work collaboratively with the regular classroom teacher to plan curriculum connections and activities.

Examples of integrated curriculum activities may include:

- Language arts skills used in social studies activities
- Personal Achievement in Learning (PAL) research in library class
- Geometry concepts taught in art class
- Phonics skills/patterning skills in music class
- Measurement skills in physical education class

- Writing activities across core and special area activities/lessons
- Reading and vocabulary instruction across core and special area classes

Technology Integration

Technology integration enhances the curriculum by providing the students with real-life applications and experiences through the use of interactive media. Media may include but are not limited to...

- Interactive whiteboards
- Laptop carts
- Video
- On-Line assessments
- Internet

Students abide by the District's Acceptable Use Policy when accessing on-line information.

ELEMENTARY SCHOOL SUBJECT AREA TIME ALLOCATION

Time Allocation by Subject Areas

Academic Subject Areas	K	1	2	3	4
Language Arts	420	810	795	630	635
Writing	-	-	-	75-90	75-90
Flex Core	25	195	220	195-210	210-225
Mathematics	90	300	360	360	360
Science	30	135	135	135	135
Social Studies	30	60	90	105	105
Special Areas					
Art	35	45	90	45	45
Physical Education	30	90	90	90	90
Media	60	45	45	90	90
Music	30	90	45	45	45
Social Skills/Class Meetings	30	30	30	30	30
Non-Instructional Time					
Lunch/Recess	90	330	330	330	330
Opening/ Dismissal/ Transition Time	120	210	125	180	130
TOTAL	1020	2340	2340	2340	2340

Includes:

- The morning start time for the elementary school day is adjusted from 8:55 a.m. to 8:50 a.m.; the afternoon kindergarten session will begin at 12:30 p.m.
- Special areas classes, science, social studies, and flex core are scheduled across six days.
- Language arts and math are consistent time blocks each day.
- Math is scheduled for a 60-minute block in grades 2 - 4 and 50 minutes in first grade.
- Science continues with two 45-minute lab-based classes in grades 1 – 4, with an additional classroom science section scheduled for grades 3 and 4.
- Reading Support, Bridge, and ESL occur during language arts time since they are intentionally scheduled around reading groups.
- Other pull-outs - PT, OT, math support, speech/language, and counseling - will generally occur during Flex Core Time (to the extent possible).
- All special area classes in grades 1 - 4 will be 45 minutes in length; five minutes in between specials classes has been provided. Kindergarten will continue with 30 minute special areas classes, except for art which is 35 minutes.
- Challenge will be included in a six-day rotation.
- Instrumental Music lessons for third and fourth grades will be scheduled two mornings per cycle, with no students to be pulled out for lessons during language arts or math
- Flex Core – Flex Core time within the classroom is scheduled to be a time for health instruction, or for support, extension, or enrichment in language arts and/or core subject areas. During Flex Core, pull-out support services may be provided to the extent possible in PT, OT, Math Support, Speech/Language, Counseling, Challenge, and Instrumental Music lessons.

**SECTION VIII
REFERENCES AND RESOURCES**

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Tredyffrin/Easttown School District Strategic Plan , 2008

Appendix A

GRADE LEVEL TEAM MEETING AGENDA

Example template
Submitted to Principal weekly

Notes by _____

Facilitator _____

Grade _____

Week of _____

I. Student Assessment/Needs/Concerns/Placement

II Curricular Activities

III Instructional Grouping

II. Coordination and Integration of Special Areas

III. Instructional Cabinet and Committee Reports

IV. Operational Procedures

V. Team Activity Evaluation

VI. Issues and Concerns

VII. Calendar of Events

Appendix B

SPECIAL AREAS/SUPPORT TEAM MEETING AGENDA

Example template

Submitted to Principal on a Regular Basis

Notes by _____

Facilitator _____

Date _____

- I. Student Update
 - A. New students
 - B. Student Assessments/Needs/Placement
 - C. Concerns
 - D. Instructional interventions
- II. Integration of Curriculum
 - A. Grade Level Activities
 - C. Communication from/to Grade Level Teams and Divisions
 - D. Scheduling
 - E. Special Curricular Needs
- III. Instructional Cabinet/Committee Reports
- IV. Comments, Questions, Concerns, Dates to Remember

Attended by:
(Place name next to position.)

Art _____	Guidance _____	Nurse _____
Music _____	Rdg. Spec. _____	ESL _____
P.E. _____	LS _____	LIT _____
App.Tech. _____	Challenge _____	FLES _____
Speech _____	Math _____	Other _____

Appendix C
Team Report

Facilitator:

Grade:

School:

Week of:

<u>Curriculum and Instruction</u>	<u>Students Discussed</u>
<u>Calendar of Events</u>	<u>Other</u>

Appendix D

School Counselor

COUNSELING AND INSTRUCTION

- Offer opportunities to students in a small group setting to use peer interactions as a vehicle to address academic, personal and social issues such as: changing families, bereavement, social skills, self-esteem, stress reduction, decision making, leadership, anger management, adoption, siblings of students with disabilities, inter-school transition, academic placement, study skills, substance abuse, other concerns expressed by students, teachers and/or parents.
- Provide individual counseling, in single sessions or multiple (4-6) sessions, for academic, personal or social issues, on request or as designated in student's individualized education program.
- Provide crisis intervention.
- Provide student orientation activities that assist students new to the school with transition.
- Implement developmental guidance program through classroom instruction and special activities/events, according to curriculum guidelines. For the elementary school level, this will be one area of focus for each grade level for up to three lessons per classroom for the academic year with the assistance of the classroom teacher.
- Provide career development activities for self-awareness and decision-making, using career interest inventories, exploring individual achievement and goals, discussing future transition issues and planning course selection.
- Orient both new and returning students to school procedures, providing counseling on adjustment issues, particularly at the high school level.

CONSULTATION AND COLLABORATION

- Consult with current teachers, parents, prior teachers/counselors, IEP/504 team, instructional support teachers, and/or administrators to monitor student behavioral progress and social and emotional needs.
- Consult with private therapists, District mental health specialists, doctors, agencies, probation officers, and other care providers with consent of parent.
- Provide conflict mediation between students in the school.
- Assist with student placement.
- Participate in parent orientation and other school programs.
- Assist in collection of data for purposes of identifying student needs within the school.

COORDINATION AND LEADERSHIP

- Arrange for and chair 504 Service Agreements meetings at least annually.
- Work with building team to coordinate the referral, evaluation and feedback process.
- Serve as coordinator of the School Climate committee.
- Assist with dissemination and interpretation of standardized assessments and student records to staff and parents
- Arrange and monitor instruction for homebound students.
- Participate in the summer new students' placement process.
- Assist in the coordination of the many outreach opportunities available within the school and in the community
- Coordinate private school applications.

(Bold text indicates priority responsibilities of the school counselor. Italics text indicates secondary responsibilities of the counselor.)

List of Committee Members
2007-2010

Matt Klass – Hillside
Lisa McIntyre – Hillside
Rich Smith – Hillside
Bonnie Bellas – Devon
Mike Szymendera – Devon
Phyllis Rohn – Devon
Sandy Cooper – New Eagle
Beth Adams – New Eagle
Leslie Serany – Valley Forge
Heather Palmer – Valley Forge
Steve Stork – Valley Forge
Jane Anthony – Beaumont
Susan Meyer – Beaumont

Wendy Towle
Beth Anne Kob
John Mull
Stephanie Demming