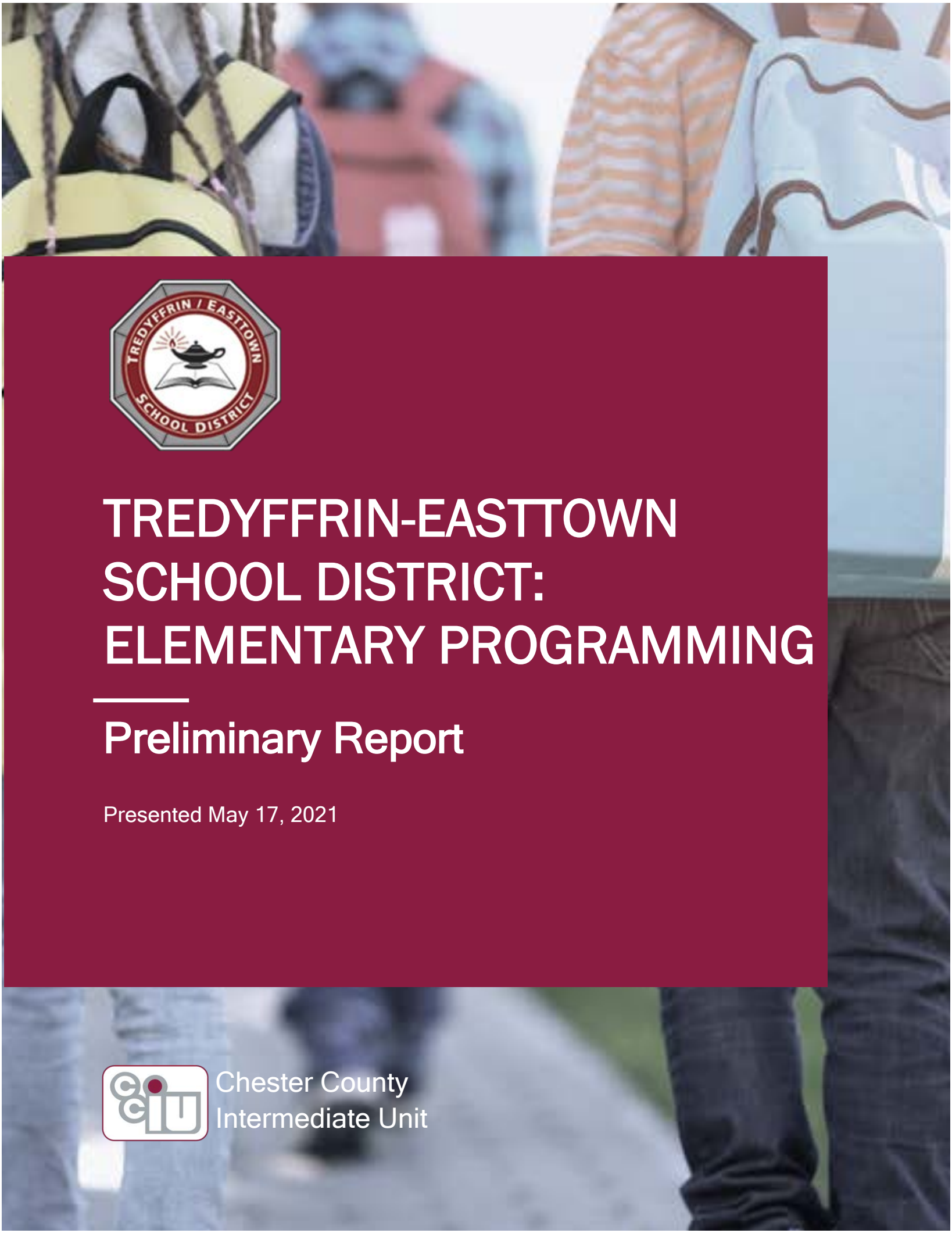

TREDYFFRIN-EASTTOWN SCHOOL DISTRICT: ELEMENTARY PROGRAMMING

Preliminary Report

Presented May 17, 2021

Chester County Intermediate Unit

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Executive Summary

BACKGROUND

In November 2020, the Tredyffrin/Easttown School District (TESD) Board Education Committee was presented with a demographic study report by Sundance Associates of Cherry Hill, NJ, that indicated that the student enrollment increases seen by the TESD in recent years are predicted to continue, despite the dip seen in response to the COVID-19 pandemic. This was further supported and expanded in a more recent May 2021 demographic study update. According to the TESD's website, the district has seen student enrollment increases every year since 1990 with the past 20 years seeing an increase of 37.5%. Numerous strategies have been utilized over this time to accommodate the growing number of students, including maximizing school utilization, individual school expansion projects, redistricting of school attendance areas, and increased level of staffing.

The last five years alone have seen an approximate 6% increase in student enrollment and with documented demographic reports indicating a continuation in that trend, the TESD Board of Directors must again review and consider the impact and decisions that may need to be made to accommodate the growing student population and ensure the highest level of education and support for all students.

Realizing there are still many pandemic-related challenges that will need to be addressed in preparation for the 2021-22 school year, the TESD requested the assistance of the Chester County Intermediate Unit (CCIU) in facilitating the collection of quality research and analytics that will help the TESD with their data-informed decisions and planning for the future of the district.

OBJECTIVES

The CCIU is uniquely qualified to assist the TESD in the collection and assessment of enrollment and facility-related data necessary for school district decision making while maintaining a focus on social-emotional learning and academic best practices. Serving at both the state and county level, CCIU staff are innately aware of the challenges facing school districts and can call upon relevant experts, established research, and local insights to present partnering districts with the data and opportunities needed to make informed decisions.

As the TESD's trusted and objective third-party partner, the CCIU aims to meet the following objectives:

1. Provide a comprehensive assessment of current elementary and middle school configurations, including but not limited to enrollment, school goals, facilities, and transportation.
2. Facilitate a research-based review of school/grade reconfiguration impact and best practices on student academic performance and social-emotional learning.
3. Present potential options for the district to consider in accommodating projected student enrollment increases.

The CCIU employed a variety of qualitative and quantitative data collection measures and assessments, as outlined in the scope of work, in order to meet the identified objectives.

PRELIMINARY OVERVIEW

The CCIU's preliminary findings suggest that the TESD has a well-grounded organizational structure in place for their elementary and middle schools. These consistent functions at each school provide the TESD students with common educational experiences as they progress through each grade level. While the size of the school buildings and enrollment numbers may differ in the elementary and middle schools, the district's *Blueprint for Instruction*, provides a guiding framework that allows students to experience an equitable and consistent learning environment regardless of the school they attend.

Research on elementary grade configurations does not suggest there is a severe impact on student achievement and that districts often adjust their educational practices to align with new configurations. However, districts should evaluate all factors that will be influenced by changes to grade configurations including, but not limited to geographic realities, transportation, and fiscal considerations.

The following are options the TESD may want to consider, which are based on the data presented in this report: taking no immediate action at this time, expanding current schools, building a new school(s) on district-owned property, or acquiring new property to build a new school. Possible next steps would be for the district to consider the options presented in this report along with their advantages and disadvantages. The most recent enrollment projections and family data regarding their intentions for next year may provide the district with useful information. Additionally, gathering needs assessment data from families and staff and informing the community of the need to consider grade configuration options may be a possible next step for the future planning of the TESD.

Scope of Work

In the original proposal submitted to the Tredyffrin/Easttown School District (TESD) in December 2020, the Chester County Intermediate Unit (CCIU) identified two core segments of work to be completed – the first being data collection and review, and the second being development and investigation of identified options. While work has been completed in each segment, not all methodologies initially identified have been implemented yet based on ongoing conversations with the TESD administration. Specifically, the methodologies that have not yet been facilitated are the surveys and focus groups with key stakeholders. Initial data collection and review identified a need to further understand the data and its implications in order to capture the most effective and most needed information from the stakeholder discussions. The CCIU remains available to proceed with stakeholder surveys and focus groups upon request.

SCOPE OF WORK COMPLETED TO-DATE

1. **Data collection and review**
    a. Demographer data review (2019 and 2020 reports) and discussion with CCIU team
    b. Site visitations to all five elementary schools and two middle schools
    c. Review class size Policy 6151
    d. Transportation review/considerations
    e. Review of existing properties and potential locations for school programs
    f. Review of curriculum documents, district goals, and student/family handbooks
    g. Identified potential options to accommodate future growth and full-day kindergarten
        i. Current space and facility options in the elementary and middle schools
        ii. Possible land and building options in the community
        iii. Research estimated costs of building new school(s)
    h. Engagement of Hanover Research to conduct studies and provide information on elementary grade configurations for learning/achievement
2. **Develop and investigate options**
    a. Based on the list of potential options identified in the first section, review of advantages/disadvantages of each option

KEY RESOURCES

For the initial data collection and assessment, the CCIU utilized several resources ranging from review of existing data (handbooks, policies, reports) to facilitation of customized research (Hanover Study, individual site visitations to conversations with school principals, and analysis of site plans to review of traffic patterns. A full listing of all resources utilized can be found in the Appendix.

Research Findings

HANOVER STUDY SUMMARY

As a foundation to this study, the Chester County Intermediate Unit (CCIU) commissioned Hanover Research to prepare an educational report to answer the following research questions:

1. What elementary grade-level/school configurations best support academic achievement and social-emotional learning?
2. What are the benefits and drawbacks to various grade-level/school configuration options?

As a result, Hanover Research created "Elementary Grade Configurations Research Summary" in February 2021 (See Appendix for full report). Hanover Research conducted secondary research on the connections between grade-level/school configurations and academic achievement and social-emotional learning. Research included information from academic journals, education experts, and relevant best practices and lessons learned from districts with experience in organizing schools. The research summary references 15 studies related to the academic effects of elementary grade configurations, highlights the importance of transition supports, and includes findings and recommendations. The research summary guided the approach the CCIU took to organizing data specific to Tredyffrin/Easttown School District (TESD) and the structure of this preliminary report.

KEY FINDINGS

Key findings of "Elementary Grade Configurations Research Summary" include:

1. Research does not suggest a severe impact of grade configurations on student achievement.
2. Multiple factors influence districts' decisions regarding grade configurations.
3. Districts modify instructional practices to align with new grade configurations.

The key findings from the report emerge from multiple academic studies and district examples. Studies examining the academic effects of grade configurations are compiled into a table and color-coded to easily identify which studies had findings of negative relationships between school transitions and student achievement and which studies found no significant relationship between school transitions and student achievement. This is particularly helpful because the research findings about the effects are mixed in terms of the effects of grade configuration.

A finding that emerged from the review of studies was the impact of transitions from one school to another school due to grade configurations. Some studies show that minimizing

transitions can reduce disruptions to students' friendships and social engagements; however, this finding is not consistent. The research report describes supports that were found to reduce any negative impact of school transitions on students' development. Examples of these supports include school visits, orientation sessions, teacher conferences, curriculum alignment, and professional development.

The "Elementary Grade Configurations Research Summary" recommends "when considering changes to grade configurations, districts should evaluate all factors that will be influenced by changes to grade configurations." Authors of a 2010 study entitled, "Relationship Between Grade Span Configuration and Academic Achievement" recommend that school districts "look for grade span configurations that best fit their community culture and current facilities." The authors identify considerations that a school district can use to make these determinations. These considerations are projected enrollments, transportation costs, size of schools, school goals, fiscal constraints, geographic realities, and financial accountability (see Figure below).

Figure 1.4: Recommended Considerations for Grade Configurations

Source: *Journal of Advanced Academics*[36]

RECOMMENDATIONS

Based on the findings of their research summary, Hanover Research suggested the following recommendations when considering a reorganizing of the grade-level structure of the district's schools:

1. **Assess the research and case studies within this report through the lens of the TESD's local contextual factors and collaboratively evaluate long- and short-term impacts of each option on students' achievement and social emotional learning (SEL).** The unique circumstances of individual districts, and inconclusive nature of the research, means that the TESD must create a plan guided by research and past experiences of other districts and one that fits within the structural, financial, and cultural characteristics of its community. Research and experience stress the importance of broad collaboration with all stakeholders throughout this process.
2. **When possible, limit transitions between grade levels and wherever transitions must exist, provide students and families with transition supports** (e.g., new school visitations, peer mentoring programs, multi-grade SEL, and academic teacher collaboration). Some research suggests that fewer transitions are better for students, but that any negative impacts may be mitigated with efforts to smooth transitions with time and attention to student academic and social-emotional needs.

3. **Begin planning an evaluation of instructional programs for after new grade configurations have been established.** Research indicates that for any grade configuration to be impactful, instructional programs and practices must align accordingly. Tracking changes in academic achievement, SEL, and climate conditions at each building will identify areas where additional supports may be necessary. Importantly, effective program evaluation requires establishing a plan early in the process. The CCIU should assist the TESD in creating a logic model (e.g., identifying inputs, outputs, activities, short- and long-term outcomes) to ensure instructional programs are properly aligned and are having desired outcomes.

CONTEXTUAL FACTORS

To address the first Hanover Study recommendation, the CCIU reviewed the TESD's local contextual factors in terms of each of the recommended grade configuration considerations identified in the 2010 study previously noted. These considerations provided a framework for the analysis of local factors that the school district can review when examining various facilities and grade configurations.

1. SCHOOL GOALS

The TESD is comprised of five elementary schools (grades K-4), two middle schools (grades 5-8) and one high school (grades 9-12). The five elementary schools are Beaumont School, Devon School, Hillside School, New Eagle School and Valley Forge School. The middle schools are Tredyffrin/Easttown Middle School and Valley Forge Middle School and the district's high school is Conestoga High School.

Elementary schools
THE TESD provides a strong organizational structure that supports a consistent foundation for each of its five elementary schools. These consistencies were evident from a review of school handbooks and procedures, curriculum and instructional resources, school visitations, and district goals and initiatives. According to parent handbooks on the elementary schools' websites, all of the TESD elementary schools share the same goal.

The goal of the TESD elementary schools: in partnership with the home, the goal of the TESD elementary schools is to educate and challenge each child through a program which:

1) Provides a firm foundation of basic skills, concepts, and experiences;
2) Stimulates intellectual curiosity;
3) Cultivates learning habits and perfects learning tools for independent, lifelong learning;
4) Addresses individual student strengths and needs; and

5) Promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

As part of this preliminary report, the CCIU found that this common goal is reflected in the consistent educational functions of each school. Examples of this coherence include:

- School Organizational Structure: The "Blueprint for Instruction: The Organizational Structure of Tredyffrin/Easttown School District's Elementary Schools" (full guide in Appendix), exemplifies the district's long-standing intentional approach to ensure that all elementary school students achieve their potential. According to the document's Forward, the "Blueprint for Instruction" has served as the foundation for instruction at the elementary school level since 1960. The Blueprint for Instruction has been reviewed and revised repeatedly (1968, 1982, 1988, 1993, 2003, 2008, 2012, 2014) by committees of administrators and teachers to meet changing educational environments. The "Blueprint for Instruction" contains an introductory statement about the district's elementary school program that highlights the education of the whole child, fostering a resilient and culturally competent student body, and the importance of promoting the healthy academic, social, physical, and emotional growth of all students. The "Blueprint for Instruction" outlines a common team structure, including grade level teams, special area teams, support area teams, support intervention team, instructional cabinet, and district team facilitators. The roles of team members and facilitators are outlined. Resource personnel and services such as guidance counselors, reading specialists, ESL, special education, mental health, and intervention programs are described. Operational procedures for meetings are provided. Time allocations for academic subject areas, special areas and non-instructional time are included.

- School Operations: The TESD elementary schools share the same school start and end times (9:10 a.m.–3:45 p.m. for grades 1-4; 9:10 a.m.–12:05 p.m. for A.M. Kindergarten; 12:50 p.m.–3:45 p.m. for P.M. Kindergarten). Arrival and departure procedures are defined for both bus and car transportation. District policies are included in each school's parent handbook, providing a consistency in approach to professionalism of district staff, student discipline, student wellness, attendance, the elementary school student network acceptable use agreement, and other topics.

- Curriculum and Instruction: All the TESD schools use the same common curriculum, instruction, and instructional materials. Curriculum documents on the district's website describe the district's elementary curriculum for reading, writing, listening/speaking, spelling, handwriting, study skills, mathematics, science, social studies, health, art, music, and library. Further evidence of district-level coordination to ensure engaging learning experiences for students includes the recent selection process of an elementary reading resource for grades K-2.

- Student Services: The TESD's 2019-20 Goal Completion Report documents that the district is continually monitoring the enrollment of students with intensive needs, including enrollment from pre-school early intervention. The district is identifying a plan for expanding cross-district intensive needs programming. Due to the needs of incoming kindergarten students, the district is anticipating a need for additional staffing at Devon Elementary and Beaumont Elementary.

Middle Schools

TESD also provides a common organizational structure for both Tredyffrin/Easttown and Valley Forge Middle Schools. These consistencies are similar to the elementary level in that a review of school handbooks and procedures, curriculum and instructional resources, school visitations and district goals, and initiatives exhibited an intentional horizontal alignment between both schools.

For example, both middle schools share the same goal, which is "to educate and challenge students to fulfill their potential within a community where children are valued, empowering these emergent adolescents to discover and appreciate who they are, who they have become, and what they can contribute to others." Additional consistencies include:

- School Organizational Structure: Both middle schools are structured in the same way. Staffing is team-based in grades 5 and 6, and most teachers teach more than one subject at these grade levels. Seventh and eighth grades are not team based and there are teachers who teach classes at both the seventh and eighth grade level. There are also teachers who may teach more than one subject area in seventh and eighth grade. A few teachers teach at both middle schools or at both a middle and high school.

- School Operations: Common operational goals are evident at the middle school level. Both middle schools provide a Student Handbook that contains similar information about the academic program, athletic program, attendance, discipline, the Middle School Student Network Acceptable Use Agreement, and a collection of district policies. A district-level coordinated approach to middle school operations is found in the TESD 2020-21 district goal, "to expand district security to the middle schools."

- Curriculum and Instruction: Both the TESD middle schools use a common curriculum. Curriculum documents on the district's website describe the district's middle school curriculum for grades 5-8 in the areas of language arts, social studies, mathematics, science, art, health, music, world languages, and physical education. The TESD's 2019-20 Goal Completion Report includes an objective to

implement new science instructional resources in sixth and seventh grade. Teachers from both middle schools met to prepare, plan, and adapt a new resource.

- Student Services: According to the TESD's 2019-20 Goal Completion Report, additional staffing at each middle school was needed in the 2020-21 school year to ensure implementation of student IEPs.

Conclusion

The TESD has a history of making thoughtful decisions about how to use existing space to meet changing educational needs. For example, during visits to elementary and middle schools the team observed facility-related changes were designed to meet curriculum delivery and student learning needs. Spaces had been reconfigured to create classrooms, small group instruction rooms, or offices. Consistent use of spaces, such as science rooms and libraries, were evident across schools, reflecting the consistent curriculum delivery across schools serving the same grade levels. The district has a strong foundation of horizonal alignment of operations and curriculum by current grade configuration of elementary (K-4) and middle (5-8).

Decisions about building a new school and changing grade configurations challenge the TESD to continue to align district facilities with the educational needs of the community. By prioritizing educational goals when making facilities decisions, the district has ensured a consistency in curriculum and instructional delivery across multiple elementary and middle schools across the district. These common structures enable all students to access the TESD's curriculum, regardless of where they live in the district and which schools they attend. Basing decisions related to school construction and grade reconfigurations in an educational purpose will ensure that the district's delivery of service is coherent and meets the developmental needs of students.

Questions that the school district may consider when making decisions about facilities through an educational lens could include:

1. What opportunities are there to strengthen the educational delivery to students of a certain grade or developmental level? Are there educational needs in the Tredyffrin/Eeasttown community that could be better met through a change in school buildings and/or grade configurations?
2. How can the number of school transitions that students experience be limited?
3. How will the community be engaged to identify educational needs?
4. Can the school district's impact be extended to other aspects of the community (e.g., senior citizens, preschool)?

2. SIZE OF SCHOOLS

The initial construction of all schools in the TESD was completed more than 55 years ago, with construction of the last of the five elementary schools in 1965. The communities' desire in the 1950s and 60s to provide the opportunity for students to obtain the best education drove the construction and expansion during this time. The schools have been expanded and upgraded over the years to accommodate enrollment growth and technological advancements. Additional details can be found within "T/E Site Review" in the Appendix.

Space utilization

The TESD building and space utilization reports (found in their entirety within the Appendix) speak to the consistency the district has maintained in the overall size and capacities of each of the elementary and middle schools. Even after many additions and renovations, the TESD has remained consistent, in relation to size, to the:

1. overall number of available regular classrooms at each school;
2. types and quantities of specialty rooms and spaces at each school; and
3. multiple "support program" spaces that are required and/or offered at each school.

The building utilization reports also clearly identify specialization, as Hillside Elementary is the district's primary autistic support location and Devon Elementary is the district's primary Early Intervention (EI) location for K-4 students. The reports detail how some of the schools have already repurposed team and/or conference room spaces for staff, and/or have begun, or continue to share student spaces to the extent possible to accommodate program and space related needs.

The biggest takeaway from the district's building and space utilization reports is that by 2022-23 all five elementary schools and both middle schools are forecast to have a zero, or negative one, remaining regular classroom count, with most having a remaining regular classroom count of zero or one during the 2021-22 and/or 2022-23 school years.

CCIU facility review

Members of the CCIU team visited all five of the elementary schools and the two middle schools. The CCIU team found the information in the TESD building and space utilization reports to be consistent with our findings during school visits and walkthroughs. However, it's important to note that all of the CCIU team visits were made during a time when COVID-19 restrictions affected and/or changed the day-to-day operations at the buildings and the overall volume of students and/or staff present.

Staff at all the schools that were visited have been creative in their use of space to accommodate program and/or student related needs. Whether that means creating

workspaces for staff backstage, adding a wall to a classroom to divide one room into two, or turning storage and/or team space into classroom space, staff appear to be making use of all the spaces that are available to them.

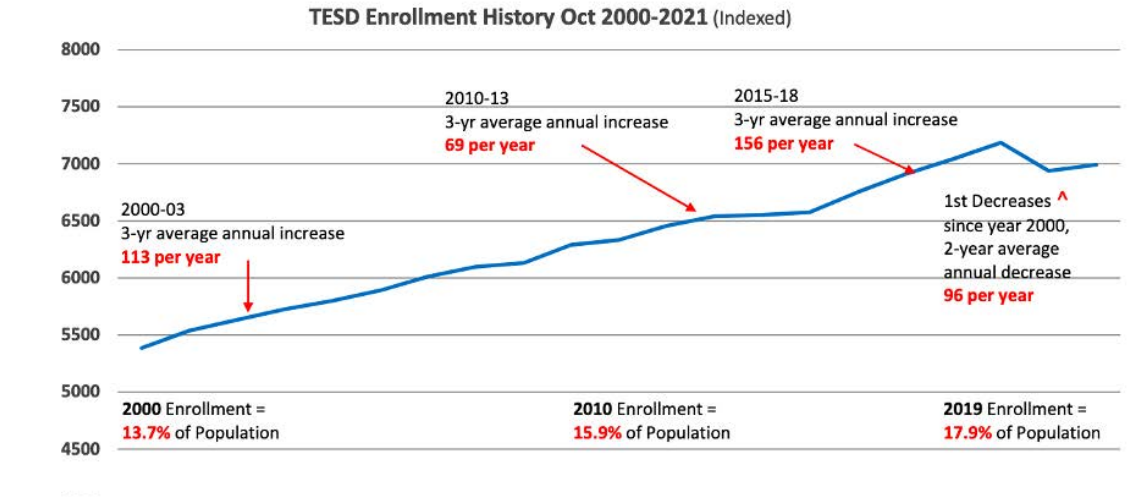
Existing parking facilities at several of the schools appeared to be limited, and parking and general traffic congestion at T/E Middle School was reported as an issue of significance during a normal school year.

The biggest takeaway from the site visits was the consistency in the preservation of quality specialty spaces. Some of these specialty spaces include outdoor courtyards, art galleries/dedicated display locations, flexible use space within the libraries, and spaces that speak to the learning environment the community values and may be difficult or impossible to preserve with increased enrollment at existing facilities.

3. PROJECTED ENROLLMENTS

2021 Demographer's Study

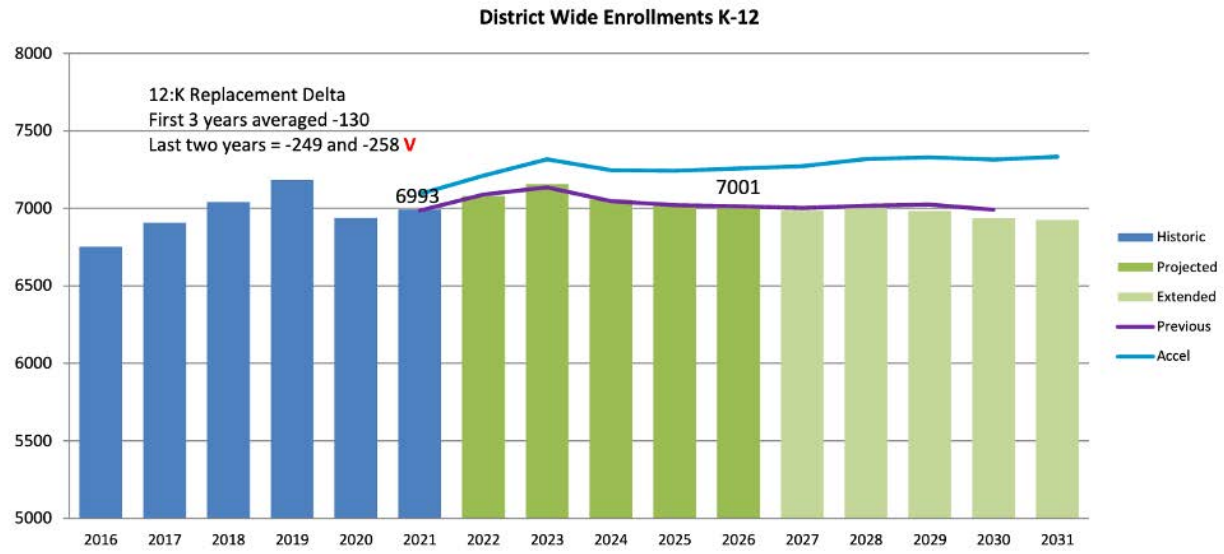
According to Sundance Associates, 2020 saw the first decrease in enrollment for the TESD since the year 2000, likely due to the COVID-19 pandemic. During the time period of 2015-2019, the district averaged 152 new students annually until a decrease of 247 students last year.



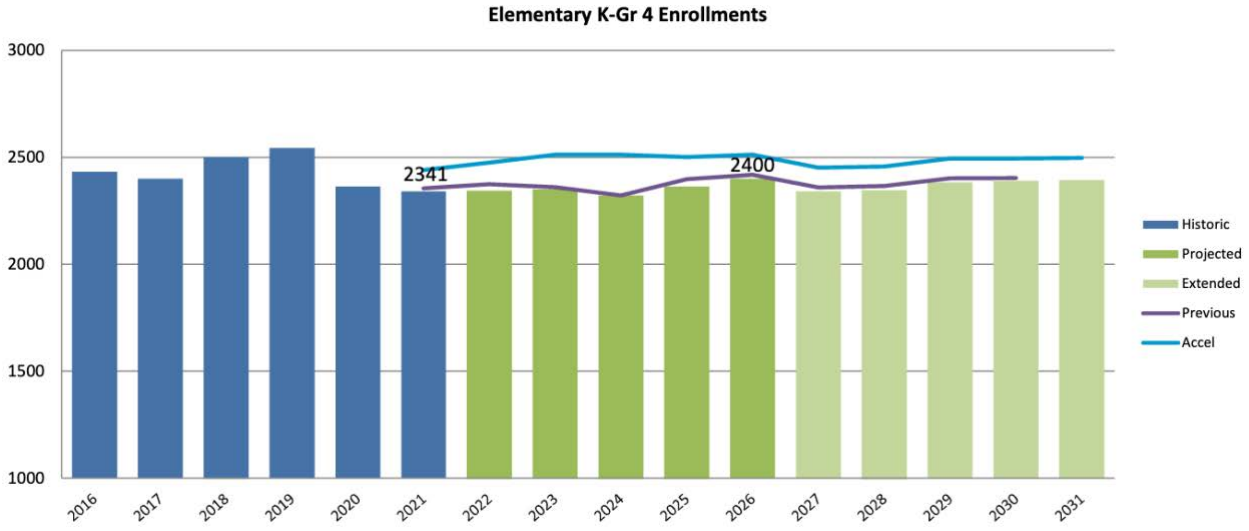
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2013	2014	2015	2016	2017	2018	2019	2020	2021
Enrollment	5386	5539	5633	5726	5800	5891	6013	6097	6132	6290	6334	6457	6541	6553	6575	6753	6909	7042	7185	6938	6993

Looking forward, there are still several uncertainties regarding how quickly enrollment may rebound from COVID-19; however, Sundance Associates' most recent demographic report update indicates projected standard increases over the next few years with a return to pre-pandemic enrollment numbers and an overall leveling out in

2023 and beyond. The report also includes a potential acceleration which adds in planned housing and could add on average almost 200 more students per year.



When considering strictly elementary grade levels, the report indicates a few years of relative stability at the 2020 level before increasing to a standard projected high in 2026 at around 2,400 students. When planned housing is included in a more accelerated projection, the difference is on average 100 more students.



The full May 2021 Demographer's Report can be found in the Appendix.

4. GEOGRAPHIC REALITIES

The TESD schools are located within the communities and neighborhoods they serve. Property sizes for the five elementary schools in the TESD range in size from 9.8-16.8 acres. The current property size for Tredyffrin/Easttown Middle School is 16.9 acres.

Valley Forge Middle School is comprised of two lots – a 25-acre lot consisting of the school, baseball field, football field/track, and smaller practice fields and a 20.7-acre lot on which exists four soccer/general purpose fields and a large landscape buffer.

Additionally, the TESD currently owns two vacant properties. These two properties, 738 First Avenue (Berwyn) and 301 Jefferson Lane (Chesterbrook), are 8.5 and 15.4 acres respectively and both have access to public water and sewer. The Berwyn location is centrally located within the TESD. Initial architectural site plans for the Berwyn location show a school that is not comparable in size or capacity to the existing elementary or middle schools in the number of core classrooms or available specialty/program spaces. The Chesterbrook location is in the north/central part of the district. The initial architectural site plans that were shared for the Chesterbrook location do not identify or detail interior capacity; however, these plans show some options, and related logistical considerations, for building a school at each location.

There is a limited amount of undeveloped or vacant land in the TESD. This map, provided on February 24, 2021, by Benny Nein, Technical Service Specialist at the Chester County Planning Commission, identifies:

1. Tredyffrin and Easttown Townships/School District
2. TESD schools
3. Main/state roads
4. All undeveloped or vacant parcels
5. Availability of public water and sewer

In reviewing the undeveloped and vacant parcels within the TESD, only nine of the parcels are ten acres or larger. Of the nine parcels, only four have current access to public water and sewer. Of the four vacant or undeveloped parcels, one appears to be slated for a development/subdivision and of the remaining three, none are centrally located within the school district.

5. TRANSPORTATION CONSIDERATIONS

The school district provides daily and extended school year transportation to over 7,500 students attending the public, private, and charter schools located within the school district boundaries, as well as within a 10-mile radius of the school district. Likewise, the school district provides transportation services to students with exceptionalities to various specialized facilities throughout the region. All student transportation is outsourced to private contractors as the district does not maintain a fleet of buses and vans. The district needs to consider the potential impact of any expansion or school realignment options on the student transportation schedules and operational costs. For the purposes of this study, only the potential impact on the public-school student transportation to the district campuses have been analyzed.

Coordination of School "Bell Times" and Transportation Schedules

The school district currently provides transportation to each of the elementary, middle, and high school campuses through a three-tiered approach to the schedule. This is an efficient and cost-effective use of the fleet and driver staff. The schedule allows for the majority of the buses and vans to be utilized for three separate sets of routes for both student pick-up and drop off purposes. It is a pragmatic approach based on the age groups of students, route lengths, and times and safety. An important consideration in planning for student transportation are the daily start and end times for each school, often referred to as the "bell times."

The current bell times for the district schools are:

Conestoga High School
Start of Day: 7:50 a.m.
Dismissal: 2:50 p.m.

Valley Forge and Tredyffrin/Easttown Middle Schools
Start of Day: 8:27 a.m.
Dismissal: 3:10 p.m.

All Elementary Schools
Start of Day: 9:10 a.m.
Dismissal: 3:45 p.m.

The bell times and associated coordination of parent pick-up and drop off at the schools is an important logistical consideration. Currently there is only about a 20-minute turnaround for the end of the day for the high school and the middle schools. To assist with busing, the high school is dismissing at 2:30 p.m. so that their routes can be completed in enough time to meet the bell times of the middle schools. It is also important to note that the school district does not currently provide mid-day transportation for students attending the half-day kindergarten sessions at each elementary school.

Impact of the Local Road Network on Transportation

Vehicular traffic and nuisances of the local road network are major factors when developing the bus routes to serve the school campuses. The age of the community and subsequent residential and commercial development over time has resulted in areas where the road networks are strained to accommodate traffic at peak periods of the day. Likewise, the presence of the Main Line railroad corridor, which essentially bisects the school district, has created school transportation challenges that are somewhat unique to the Tredyffrin/Easttown School District. Several of the high traffic intersections, underpasses, bridges, and other local road conditions that present challenges for student transportation are highlighted on pages 105-106 of the

Appendix. The existing infrastructure is a limiting factor in terms of bus routing and scheduling for the existing schools as well as any new campuses in the future. These situations must be given consideration when developing plans to acquire property and building new school facilities.

Student Transportation Cost Considerations

The school district has refined its current bus routing, schedules, and student assignments to provide the community with a safe and cost-efficient operation within the constraints of the local road network. This success has capitalized on the knowledge and skill of the district staff as well as through the ongoing collaboration with the parents, transportation contractors, and local officials. The school transportation staff members are resourceful in terms of the utilization of automated routing software packages as well as applying their local knowledge of the road conditions to ensure reliable service. In addition to regular busing for public and private school students, the staff also helps coordinate the logistics for numerous sports, field trips, and special events each year.

Any option to address increased enrollment that involves the development of a new campus will almost certainly result in an increase in transportation costs. These costs are difficult to project absent a more comprehensive study of the existing operation along with potential new school locations, grade configurations and schedules.

6. FISCAL CONSIDERATIONS

The school district has been deliberating for several months on a proposed 2021-2022 budget of approximately $163.7 million. The TESD is considered an affluent school district based on the relative wealth measures used by the Commonwealth of Pennsylvania and the Department of Education to determine the level of various state subsides. As a result, the district relies heavily on local revenue sources (primarily real estate taxes) for about 84% of the annual operating revenue. Each of the options presented for consideration to accommodate enrollment growth has some level of projected budgetary impact on the school district that would require a more in-depth analysis.

The school district currently has $4,006,072 committed in the General Fund Balance and Capital Funds balances of about $9,500,000 for ongoing or planned projects at the existing campuses. This is a relatively modest level of funding given the escalation in costs, prevailing wages, and other factors that impact the cost of maintenance projects for the existing buildings. As a result, any decision to pursue the construction of new schools or for major modifications to existing buildings would require the issuance of bonds to fund the projects. The resulting increase in debt service costs would need to be managed within the existing debt commitments, staffing, programmatic initiatives,

operational costs, and other budget challenges. The limitations under "Act 1" for increasing the tax rates is a significant consideration given the school district's heavy reliance on real estate taxes as a source of revenue.

Existing debt service obligations

The school district has existing debt service obligations related to past and current capital projects. The annual debt service costs are summarized in the table below:

TREDYFFRIN-EASTTOWN SCHOOL DISTRICT

Debt Profile

As of July 1, 2020

Gross Debt Service (Prior to State Reimbursement)	(1) Fiscal Year Ending	(2) G.O. Note Series of 2016	(3) G.O. Bonds Series of 2019	(4) G.O. Note Series of 2020	(5) Taxable G.O. Bonds Series of 2021	(6) Total Gross Debt Service
	06/30/2021	1,982,000	1,346,628	2,401,011	0	5,729,638
	06/30/2022	1,978,200	1,346,478	2,407,010	375,557	6,107,244
	06/30/2023	1,932,200	1,346,328	2,456,525	574,589	6,309,642
	06/30/2024	4,380,600	1,346,178	0	574,319	6,301,097
	06/30/2025	4,383,600	1,346,028	0	573,840	6,303,468
	06/30/2026	0	1,345,878	0	3,432,940	4,778,818
	06/30/2027	0	1,345,728	0	3,378,750	4,724,477
	06/30/2028	0	1,345,578	0	3,318,804	4,664,381
	06/30/2029	0	1,395,455	0	3,268,258	4,663,713
	06/30/2030	0	1,414,025	0	3,251,124	4,665,149
	06/30/2031	0	2,517,000	0	2,145,251	4,662,251
	06/30/2032	0	2,518,000	0	2,149,186	4,667,186
	06/30/2033	0	2,521,000	0	2,145,198	4,666,198
	06/30/2034	0	2,520,750	0	2,148,316	4,669,066
	06/30/2035	0	2,517,250	0	2,148,213	4,665,463
	06/30/2036	0	4,670,500	0	0	4,670,500
	06/30/2037	0	4,667,500	0	0	4,667,500
	06/30/2038	0	4,665,500	0	0	4,665,500
	06/30/2039	0	4,669,000	0	0	4,669,000
	06/30/2040	0	4,667,250	0	0	4,667,250
	TOTALS	14,656,600	49,512,050	7,264,546	29,484,342	100,917,538

In 2021-2022, the district will have $6,107,244 in debt service costs. Stated differently, the cost of the existing debt represents about $317 in taxes for the average homeowner in the school district.

Options to Consider

Based on a review of the data through the lens of the Tredyffrin/Easttown School District's (TESD) local contextual factors, an initial six options have started to be analyzed. These options include:

1. Take no immediate action
2. Expand the current elementary schools
3. Build a new K-4 grade school on district-owned property in Berwyn
4. Acquire property to build a new K-4 grade school
5. Acquire an existing office or commercial property to convert to a new K-4 grade school
6. Build two K-1 grade centers on the properties currently owned by the school district

Initial key learnings as it relates to each option have been identified below including related debt service impact and transportation cost impact. As it relates to debt service, an attempt has been made to show the impact on the average homeowner of any tax increase needed to support additional debt service associated with a new capital project. The assumptions are based on an average residential assessment of $256,000 and a mill value of $4,925,184.

OPTIONS TO CONSIDER

1. Take no immediate action

Prior to the COVID-19 pandemic, the historical upward trajectory of the school district student enrollment across most grade levels was evident. These trends and other community data provided plausible support of the projections for continued growth. However, the pandemic's negative impact on student enrollment and the operations of the school system continues to present many uncertainties. The board and administration may want to consider delaying any immediate decisions and related actions that were anticipated to be needed in order to address the pre-pandemic anticipated growth in enrollment.

Advantages

a. Provides additional time to gauge the impact of the pandemic on district enrollment.
b. Allows the school district to focus resources on the full reopening of in-person education in the schools.
c. No disruption to the delivery of horizontal and vertically articulated curriculum or grade configurations of schools.
d. Allows school district time to focus on virtual instruction options.
e. Current budgetary uncertainties may become clearer in the future. Mitigating the impact of COVID-19 has necessitated extra operational and instructional cost that are not fully offset by ESSRS and other pandemic related funding streams. These costs could diminish in the future with a successful vaccine rollout, herd immunity and other measures to reduce the spread of COVID-19 in the school.

f. Delaying action would allow debt service management strategies to be developed over a multiyear budget cycle.

Disadvantages

a. Possibly failing to capitalize on an unexpected window of time created by the COVID-19 pandemic and associated decrease in student enrollment. Building new schools or renovating existing facilities requires time, generally two to four years depending on the scope of work and type of project. Expediting projects usually results in additional costs related to approvals and construction. The COVID-19 pandemic's impact on enrollment has potentially afforded the district additional time to execute a project to address the long-term needs of the community.
b. As it relates, engaging the district community in a needs assessment is an essential part of this process. Time is needed to convene stakeholders, gather perspectives, and develop support for changes that will affect students, families, taxpayers, and educators.
c. Costs for all types of construction projects have and are expected to continue to escalate. Projected future demand for skilled labor and materials will add to the expense of all projects in the future.
d. The school district may have a limited opportunity to leverage ESSRS funds to offset some cost elements of a project incurred before September 2024.
e. Any new construction or extensive renovation project will require the issuance of debt. Interest rates and related borrowing costs are currently at or near historic lows. Delaying action may result in higher debt service costs in the future.

Debt Service Impact

By taking no immediate action, the school district would not need to borrow funds nor budget for additional debt service costs until such time that a decision is made to pursue a major capital project. The school district would face the risk of a less favorable interest rate environment and potentially higher borrowing costs in the future. If the school district chooses this option, there may be value in considering phasing in some expenses for future debt service costs to the extent possible given current budget constraints.

2. Expand the current elementary schools

This option is not feasible. Pre-pandemic, all of the elementary schools were at or exceeding desired student capacities. A review of the existing elementary school campuses revealed that over the past decade the school district has done an admirable job of optimizing the building spaces and executing many realistic options for expansion. Adding additional classrooms is not a viable solution because most of the school building "core areas" such as cafeterias, gymnasiums, libraries, physical

plants, and administrative areas cannot be expanded given space and location constraints. The use of core areas like gymnasiums, libraries, music rooms, and large group instruction rooms are essential to the educational experience of the TESD students. Several of the campuses would also face somewhat daunting land development hurdles in terms of meeting parking, stormwater management, impervious surfaces, and other code requirements.

3. Build a new K-4 grade school on district-owned property in Berwyn

The current and anticipated future demand for new and existing housing in the school district points to the resumption of the pre-pandemic trend of increased student enrollment in the school district. The school district currently owns an 8.5-acre property in Berwyn that was the site of a former school building and district office. The site could potentially accommodate a new K-4 school building of approximately 50,000-60,000 square feet. There is also the potential to acquire adjacent property to support a project.

Advantages

a. Maintains consistency in terms of K-4 grade programming across all elementary schools.
b. The school district owns the property, and it is assumed that it is still zoned to allow for educational uses.
c. The property is located near the center of the school district and accessible to a large cohort of residents.
d. There is the potential to acquire additional land from adjacent owners.
e. Access to utilities and other infrastructure would reduce project costs when compared to other potential sites.

Disadvantages

a. The project would require a districtwide realignment of the K-4 elementary school sending patterns in order to balance the student enrollment across the campuses. This could result in some disruptions to the existing students and families.
b. The existing site is small and would require some compromises in the building design and allocation of interior space, playgrounds, and parking.
c. Timeline to complete the project would be three school years.
d. The existing streets and neighborhoods are not conducive to supporting student transportation and parent pickup and drop-off during peak periods.
e. Based on pre-pandemic projections, even with the construction of a new K-4 school, there still may not be enough space in the elementary schools to support a full-day kindergarten program in the future.

Debt Service Impact

The school district currently owns an 8.5-acre property in Berwyn that was the site of a former school building and district office. The site could potentially accommodate a new K-4 school building of approximately 50,000-60,000 square feet. A construction project of this type has an estimated cost of $30,000,000. In the below scenario, this would require an increase of $1.75 million in debt service costs.

Fiscal Year End	Existing Debt Service	New Debt Service	Proposed Total Debt Service
06/30/2022	6,107,244	873,225	6,980,469
06/30/2023	6,309,642	1,752,100	8,061,742
06/30/2024	6,301,097	1,753,300	8,054,397
06/30/2025	6,303,468	1,749,400	8,052,868
06/30/2026	4,778,818	1,750,450	6,529,268
06/30/2027	4,724,477	1,749,250	6,473,727
06/30/2028	4,664,381	1,751,650	6,416,031
06/30/2029	4,663,713	1,752,450	6,416,163
06/30/2030	4,665,149	1,751,650	6,416,799
06/30/2031	4,662,251	1,749,850	6,412,101
06/30/2032	4,667,186	1,752,150	6,419,336
06/30/2033	4,666,198	1,753,400	6,419,598
06/30/2034	4,669,066	1,753,600	6,422,666
06/30/2035	4,665,463	1,752,750	6,418,213
06/30/2036	4,670,500	1,750,850	6,421,350
06/30/2037	4,667,500	1,752,900	6,420,400
06/30/2038	4,665,500	1,748,750	6,414,250
06/30/2039	4,669,000	1,748,550	6,417,550
06/30/2040	4,667,250	1,752,150	6,419,400
06/30/2041		1,749,400	1,749,400
06/30/2042		1,750,450	1,750,450
06/30/2043		1,750,150	1,750,150
06/30/2044		1,748,500	1,748,500
06/30/2045		1,750,500	1,750,500
06/30/2046		1,751,000	1,751,000
Total	**95,187,900**	**42,898,425**	**138,086,325**

In this scenario, the new debt service would represent about $91 in additional taxes for the average homeowner in the school district.

"Wrap Around" Debt Service Strategy

The challenge of supporting both new and existing debt service requirements is not atypical for school districts faced with the need to make major capital improvements to accommodate enrollment growth. Districts will often consider "Wrap Around" debt service structures to reduce the impact of the cost of new bond issues on the taxpayers. Below is a possible wrap around debt service structure designed to phase in the cost of $30 million bond issues to support a new project.

Wrap Around Debt Serve Schedule for $30,000,000 in New Bonds

Fiscal Year End	Existing Debt Service	New Debt Service	Proposed Total Debt Service
06/30/2022	6,107,244	488,700	6,595,944
06/30/2023	6,309,642	972,350	7,281,992
06/30/2024	6,301,097	972,300	7,273,397
06/30/2025	6,303,468	972,250	7,275,718
06/30/2026	4,778,818	2,492,200	7,271,018
06/30/2027	4,724,477	2,551,200	7,275,677
06/30/2028	4,664,381	2,610,400	7,274,781
06/30/2029	4,663,713	2,609,600	7,273,313
06/30/2030	4,665,149	2,606,000	7,271,149
06/30/2031	4,662,251	2,608,700	7,270,951
06/30/2032	4,667,186	2,604,600	7,271,786
06/30/2033	4,666,198	2,608,850	7,275,048
06/30/2034	4,669,066	2,606,150	7,275,216
06/30/2035	4,665,463	2,606,650	7,272,113
06/30/2036	4,670,500	2,605,200	7,275,700
06/30/2037	4,667,500	2,606,800	7,274,300
06/30/2038	4,665,500	2,606,300	7,271,800
06/30/2039	4,669,000	2,603,700	7,272,700
06/30/2040	4,667,250	1,339,000	6,006,250
06/30/2041			-
06/30/2042			-
06/30/2043			-
06/30/2044			-
06/30/2045			-
06/30/2046			-
Total	**95,187,900**	**41,070,950**	**136,258,850**

The impact of the new debt service cost would be phased in over several years and as existing bond issues are retired. In the above scenario, the average homeowner would see a tax increase of about $51 in the first four years and then $135 for the remaining life of the bonds.

Transportation Cost Impact

In this expansion scenario, additional bus routes would need to be developed to serve a new K-4 grade elementary school that would be built.

Projected Transportation Costs for New Elementary School	
Student Enrollment	500
Students per Bus	58
Number of Busses Required	9
Daily Cost per Bus	$366
Projected Daily Cost	$3,294
Projected Annual Costs (180 days)	**$592,920**

These projections are based on transporting 500 students to new schools at the current daily rate of $366 per day for contracted 72 passenger vehicles, utilized at 80% of student capacity per bus.

It may be possible to offset these costs through savings achieved by reducing the number of buses that would be serving smaller catchment areas of the other elementary schools.

4. Acquire property to build a new K-4 grade school

The current and anticipated future demand for new and existing housing in the school district points to the resumption of the pre-pandemic trend of increased student enrollment in the school district. Available land that is large enough and in the right location to support an elementary school is limited. Ideally, a 15+/- acre site would be needed to accommodate a new K-4 school building of approximately 65,000 square feet.

Advantages

a. Maintains consistency in terms of K-4 grade curricular programming across all elementary schools.
b. A new site would allow the school to be constructed without interfering with the operation of the existing campuses.
c. There should be less uncertainly and fewer change orders with new construction when compared with modifying existing buildings.
d. The opening of a new school would free up classroom space in each of the existing elementary buildings as well as take pressure off the “core spaces” such as the cafeterias, gymnasiums, libraries, and other common areas.

Disadvantages

a. Budget impact with estimated project costs of $35,000,000. This may be the most expensive option on a cost per square foot basis.
b. Most potential suitable campus sites would command a premium price.
c. The school district may be forced to obtain land in the most desirous location through the eminent domain process. This is a long, expensive and litigious process with no guarantee of success that would also generate objections from the community.

d. Topography and existing conditions could limit school design options.
e. The location of the property could require extension of utilities, roads, and other off-site improvements at significant cost.
f. The zoning of the available land may need to be changed to allow for the construction of a school. This process adds time and costs to the project.
g. Timeline to complete the project would be three to four school years.
h. The project would require a districtwide realignment of the K-4 elementary school sending patterns in order to balance the student enrollment across the campuses. This could result in disruptions to the existing students and families.
i. Budget impact from additional staffing, transportation, and operational costs.
j. Based on pre-pandemic projections, even with the construction of a new school, there still may not be enough space in the elementary schools to support a full-day kindergarten program in the future.

Debt Service Impact

It is difficult to project the cost of this option and associated debt service requirements without specific information about potential land that is available in the school district. The acquisition and project costs would have a wide range dependent on the location, size and land development constraints of the properties.

Transportation Cost Impact

In this expansion scenario, additional bus routes would need to be developed to serve a new K-4 grade elementary school.

Projected Transportation Costs for New Elementary School	
Student Enrollment	500
Students per Bus	58
Number of Busses Required	9
Daily Cost per Bus	$366
Projected Daily Cost	$3,294
Projected Annual Costs (180 days)	**$592,920**

These projections are based on transporting 500 students to new schools at the current daily rate of $366 per day for contracted 72 passenger vehicles, utilized at 80% of student capacity per bus.

It may be possible to offset these costs through savings achieved by reducing the number of buses that would be serving smaller catchment areas of the other elementary schools.

5. Acquire an existing office or commercial property to convert to a new K-4 grade school

The pandemic related shutdown of business has resulted in the expansion of “remote work” arrangements for employees as well as a dramatic increase in the use of online

shopping options for consumers. Many experts predict that these trends will remain in place for the foreseeable future. Likewise, companies have reported an unexpected increase in productivity as well as reduction in overhead costs. This is already having a significant impact on the regional office and commercial real estate markets as large tenants opt to not renew leases or greatly reduce space commitments. The school district contains several established office parks and commercial centers along major traffic corridors. There may be an opportunity to acquire a large site and existing building that could potentially be retrofitted for educational uses.

Advantages

a. Maintains consistency in terms of K-4 grade programming across all elementary schools.
b. Reuse of existing infrastructure and other improvements would be a significant cost avoidance when compared to the construction of a new building.
c. The existing sites are generally located in areas served by major utilities and road networks and designed to accommodate traffic.
d. There is the potential to acquire property at a discount given that motivated sellers are looking to shed losses associated with vacant or partially occupied buildings.
e. A district acquisition of a site possibly removes a large parcel from the market that could be converted to high density housing with the potential for large student enrollment.

Disadvantages

a. This is an atypical approach to school expansion and may face community resistance.
b. The acquisition of a commercial or office site by the school district would remove a revenue source from the property tax rolls.
c. The conversion of an existing building would most likely require zoning changes.
d. Existing structures could result in some design compromises when compared to new construction.
e. Current and potential future uses of adjacent properties may not be conducive to a school setting.
f. Traffic generation and safety concerns due to the locations and adjacent properties.

Debt Service Impact

It is difficult to project the cost of this option and associated debt service requirements without specific information about potential properties that are available in the school district. The acquisition and project costs would have a wide range dependent on the location, size, and land development constraints of the properties.

Transportation Cost Impact

In this expansion scenario, additional bus routes would need to be developed to serve a new K-4 grade elementary school.

Projected Transportation Costs for New Elementary School	
Student Enrollment	500
Students per Bus	58
Number of Busses Required	9
Daily Cost per Bus	$366
Projected Daily Cost	$3,294
Projected Annual Costs (180 days)	**$592,920**

These projections are based on transporting 500 students to new schools at the current daily rate of $366 per day for contracted 72 passenger vehicles, utilized at 80% of student capacity per bus.

It may be possible to offset these costs through savings achieved by reducing the number of buses that would be serving smaller catchment areas of the other elementary schools.

6. Build two K-1 grade centers on the properties currently owned by the school district

The school district currently owns two undeveloped properties:

- A 15.1-acre site located off Jefferson Lane within the large Chesterbrook residential community in the northern section of the school district.
- An 8.5-acre site off First Avenue in Berwyn located in the central section of the school district.

Despite the sizes of the properties and inherent land development constraints, both are potentially suitable for modest sized (40,000-50,000 sq. ft.) elementary school level buildings. The school district may want to consider constructing two facilities designed to educate just K-1 grade students. When completed, the existing elementary schools would be reconfigured to house grades 2-5.

Advantages

a. Avoids the difficult and expensive process of acquiring property for a new school.
b. It is assumed that the properties are both currently zoned for elementary school use and located in densely populated sections of the school district with reasonable access for buses and vehicles.
c. Creates an opportunity to build a learning environment designed specifically for K-1 grade.
d. Creating two new buildings specifically for these grade levels would provide space to support full-time kindergarten in the future.

e. The reassignment of K-1 students to separate buildings would free up a possible six to eight classrooms in each of the elementary schools as well as take pressure off the cafeterias, gymnasiums, libraries and other common areas.
f. This option would not create disruptions to the existing campuses during construction.

Disadvantages

a. Disrupts current configuration of all elementary schools, creating an additional school transition for students between first and second grade.
b. Budget impact as this is potentially the highest cost option with estimated project costs of $60,000,000.
c. Timeframe to complete the projects would be three to four school years.
d. Increased transportation cost and scheduling logistics associated with K-1 transfer buses to and from existing elementary schools.
e. Disruption for students and families with facilities changes.
f. Building design compromises due to limited site sizes.
g. Increased staffing and operational costs.

Debt Service Impact

The school district may want to consider constructing two facilities of 40,000-50,000 square feet each that are designed to educate K-1 grade students. Two construction projects of this type have an estimated total cost of $60,000,000. In the below scenario, this would require an increase of $3.5 million in debt service costs.

Fiscal Year End	Existing Debt Service	New Debt Service	Proposed Total Debt Service
06/30/2022	6,107,244	1,751,400	7,858,644
06/30/2023	6,309,642	3,504,050	9,813,692
06/30/2024	6,301,097	3,501,450	9,802,547
06/30/2025	6,303,468	3,503,700	9,807,168
06/30/2026	4,778,818	3,500,750	8,279,568
06/30/2027	4,724,477	3,503,350	8,227,827
06/30/2028	4,664,381	3,502,950	8,167,331
06/30/2029	4,663,713	3,499,550	8,163,263
06/30/2030	4,665,149	3,503,150	8,168,299
06/30/2031	4,662,251	3,499,550	8,161,801
06/30/2032	4,667,186	3,504,150	8,171,336
06/30/2033	4,666,198	3,501,650	8,167,848
06/30/2034	4,669,066	3,502,200	8,171,266
06/30/2035	4,665,463	3,500,650	8,166,113
06/30/2036	4,670,500	3,502,000	8,172,500
06/30/2037	4,667,500	3,501,100	8,168,600
06/30/2038	4,665,500	3,502,950	8,168,450
06/30/2039	4,669,000	3,502,400	8,171,400
06/30/2040	4,667,250	3,499,450	8,166,700
06/30/2041		3,504,100	3,504,100
06/30/2042		3,501,050	3,501,050
06/30/2043		3,500,450	3,500,450
06/30/2044		3,502,150	3,502,150
06/30/2045		3,501,000	3,501,000
06/30/2046		3,502,000	3,502,000
Total	**95,187,900**	**85,797,200**	**180,985,100**

In this scenario, the new debt service would represent about $182 in additional taxes for the average homeowner in the school district.

"Wrap Around" Debt Service Strategy

The challenge of supporting both new and existing debt service requirements is not atypical for school districts faced with the need to make major capital improvements to accommodate enrollment growth. Districts will often consider "Wrap Around" debt service structures to reduce the impact of the cost of new bond issues on the taxpayers. Below is a possible wrap around debt service structures designed to phase in the cost of $60 million bond issues to support new projects.

Wrap Around Debt Serve Schedule for $60,000,000 in New Bonds

Fiscal Year End	Existing Debt Service	New Debt Service	Proposed Total Debt Service
06/30/2022	6,107,244	938,800	7,046,044
06/30/2023	6,309,642	1,872,550	8,182,192
06/30/2024	6,301,097	1,872,500	8,173,597
06/30/2025	6,303,468	1,872,450	8,175,918
06/30/2026	4,778,818	3,397,400	8,176,218
06/30/2027	4,724,477	3,456,200	8,180,677
06/30/2028	4,664,381	3,515,200	8,179,581
06/30/2029	4,663,713	3,514,200	8,177,913
06/30/2030	4,665,149	3,515,400	8,180,549
06/30/2031	4,662,251	3,517,800	8,180,051
06/30/2032	4,667,186	3,513,400	8,180,586
06/30/2033	4,666,198	3,512,350	8,178,548
06/30/2034	4,669,066	3,509,500	8,178,566
06/30/2035	4,665,463	3,514,850	8,180,313
06/30/2036	4,670,500	3,508,100	8,178,600
06/30/2037	4,667,500	3,509,550	8,177,050
06/30/2038	4,665,500	3,513,900	8,179,400
06/30/2039	4,669,000	3,511,000	8,180,000
06/30/2040	4,667,250	3,511,000	8,178,250
06/30/2041		8,178,750	8,178,750
06/30/2042		8,179,150	8,179,150
06/30/2043		8,177,950	8,177,950
06/30/2044		6,180,000	6,180,000
06/30/2045			-
06/30/2046			-
Total	**95,187,900**	**89,792,000**	**184,979,900**

The impact of the new debt service cost would be phased in over several years and as existing bond issues are retired. In the above scenario, the average homeowner would see a tax increase of about $97 in the first four years and then $182 for the remaining life of the bonds.

Transportation Cost Impact

In this expansion scenario, “transfer” bus routes would need to be incorporated at each of the five elementary schools to shuttle the K-1 grade students to one of the two new campuses. The cost projection below assumes that the bus contractor would need to provide transfer buses and extended driver hours for an additional two hours per day at a rate of $50 per hour.

Projected Transportation Costs Two New Kindergarten - Grade 1 Centers	
Number of Sending Elementary Schools	5
Number of Transfer Busses Required per School	4
Total Number of Transfer Busses Required	20
Daily Cost per Bus ($50 per Hour)	$100
Projected Daily Cost	$2,000
Projected Annual Costs (180 days)	**$360,000**

It may be possible to eliminate or reduce these costs through negotiations with the contractor and through savings achieved with route and fleet maximization to reduce the time component or number of “transfer” buses that would be needed to serve the two K-1 grade centers.

PROPOSED NEXT STEPS

In response to this preliminary report, the Tredyffrin/Easttown School District Board of School Directors and administration may choose to consider some proposed next steps. This report was designed to promote focused conversation about specific options to meet the changing needs of the school district community. Rather than be prescriptive, this report is designed to be an interim resource as part of a decision-making process. This process may include:

1. Considering the advantages and disadvantages of the options outlined above.
2. Considering the latest data including enrollment, registration, demographer's update, percentage of families still remote, and any family survey data about intentions for next year.
3. Determining the appropriate timing to engage staff and families to gather additional needs assessment data. A timeline can be established to use surveys, interviews, and focus groups to both inform the district community about the need to consider options to accommodate growth, as well as to elicit input and perspectives that should be considered when making decisions.

APPENDIX

About CCIU Team

DR. GEORGE F. FIORE

Dr. George Fiore is the executive director of the Chester County Intermediate Unit. He was appointed executive director in August 2019 and serves with distinction and to provide leadership as the educational agency's top executive. Prior to his appointment as the CCIU's executive director, Dr. Fiore served as a superintendent of the Kutztown Area School District. He went to Kutztown in September 2016 from the Wilson School District in West Lawn, Pennsylvania, where he was the high school principal for four years. Prior to Wilson, Dr. Fiore was the founding headmaster of the Downingtown S.T.E.M. Academy. Dr. Fiore's instructional school district experience also includes nine years as a high school social studies teacher, dean of students, director of instructional technology, high school assistant principal, and junior high school principal.

Dr. Fiore's notable accomplishments include increasing student achievement on state and national assessments, increasing equity of access for students in upper-level courses such as Advanced Placement while increasing student achievement, earning National recognition for student achievement (US News & World Report Best High Schools, Washington Post Most Challenging High Schools, and Newsweek's Beating the Odds: Top High Schools for Low-Income Students), earning Pennsylvania Department of Education Title I Distinguished Schools designation for student growth, implementing the International Baccalaureate curriculum and developing, implementing, and creating one of America's best high schools. Additionally, Dr. Fiore has a strong acumen in finance, most notably displayed by not raising taxes as superintendent as well as teaching graduate-level finance courses to aspiring leaders. Dr. Fiore is a nationally certified Superintendent by AASA and a graduate of the Pennsylvania Superintendent’s Academy sponsored by the Secretary of Education.

MR. JOSEPH LUBITSKY

Joseph Lubitsky has been Director of Administrative Services for the Chester County Intermediate Unit since 2001. Before joining the CCIU, he was Director of Business Operations with the Kennett Consolidated School District. He has been involved with the planning, design, and construction management of approximately $300 million in private industry and educational facility projects. In addition, he is responsible for the coordination of the intermediate unit’s business operations, budget development, insurance, operations and transportation, security services, facility assessments, bid administration, and project management. He coordinates the Chester County Joint Purchasing Board, Healthcare Affiliation, and other county business manager initiatives. Joe has a B.S. in Management from Drexel University and an M.B.A. in Business Administration from Penn State University.

DR. NOREEN O’NEILL

Noreen O’Neill serves as the Director of Innovative Educational Services for the Chester County Intermediate Unit. Before joining the CCIU, she was the assistant executive director for Delaware County Intermediate Unit, a supervisor of staff development, a middle school principal, assistant principal, teacher, and coach. She has been involved with the planning, design, and delivery of multiple statewide projects focused on the improving outcomes for all Pennsylvania students. In addition, she is responsible for the Chester County Intermediate Unit’s curriculum, external technology and professional learning services. Noreen has a B.A. in English from Widener University, an M.Ed. in Instruction, an Ed.D. in Leadership and Innovation from Wilmington University, a certificate in Virtual Online Teaching from the University of Pennsylvania, and CoSN’s national CETL certification as an educational technology leader.

DR. MATTHEW FLANNERY

Matthew Flannery currently serves as the Project Coordinator for the Chester County Intermediate Unit at the Chester Upland School District. Prior to joining the CCIU, he was an educational consultant focused on Operations and Facilities for the Coatesville Area School District. During his time with Coatesville, he assisted with negotiations, planning and communication for million-dollar roofing, HVAC and athletic turf and track installations, repairs and upgrades. Additionally, he has served as an assistant superintendent, elementary principal, middle school assistant principal, teacher, and coach. During his tenure as an elementary principal, he led three different schools to earn Title I Distinguished School status multiple times and culminated his time as a principal by leading his elementary school to earn the distinction of being named a National Blue Ribbon School. Matthew has an M.Ed. and Ed.D. in Educational Leadership from Immaculata University.

MS. KRISTIE ZOLTEK

Kristie Zoltek has worked for the Chester County Intermediate Unit since 2004. She has served as the Office Services Manager for the Educational Services Center since 2012. As the Office Services Manager, she has provided creative inspiration and solutions for the modern design, and/or redesign of office spaces and layouts that best meet the changing needs of the organization. She has served as the project manager for the design, procurement, and installation of furniture for staff and has completed furniture design and installation projects for the organization in excess of 1.5 million. In addition, Kristie and her team are responsible for the coordination of many of the day-to-day logistics related to organizational operation, including conference center use, courier operations, document and imaging services, and shipping and receiving for the Brandywine Virtual Academy. Kristie has a B.A. in Communications from West Chester University.

References

In addition to those references included within the Appendix of this report, the following linked references were also reviewed:

Beaumont Elementary School Parent Handbook

Devon Elementary School and Family Handbook 2020-21

Elementary Curriculum, Instruction and Instructional Materials

District Level Goals: 2020-21 School Year

Goal Completion Report: 2019-20 School Year

Hillside Elementary School and Family Handbook 2020-21

Middle School Curriculum

New Eagle Student Handbook 2020-21

Tredyffrin/Easttown Middle School Student & Parent Handbook, 2020-21

Valley Forge Elementary Family Handbook 2020-21

Valley Forge Middle School Student & Parent Handbook 2020-21

ELEMENTARY GRADE CONFIGURATIONS: RESEARCH SUMMARY

Prepared for Chester County Intermediate Unit

May 2021

HANOVER RESEARCH

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INTRODUCTION

Recently, the Tredyffrin/Easttown School District (TESD), a member of the Chester County Intermediate County Unit (CCIU), began experiencing fluctuations in student enrollment prompting reorganization discussions within the TESD community. TESD student enrollment has increased by approximately 6% over the last 5 years. With the COVID-19 outbreak, enrollment dipped but it is expected to rise again when schools resume normal schedules. This prediction is based on a TESD demography report that provides data explaining the causes for shifts and offers models for predicting future enrollment.

In its role to support member districts in making data-informed decisions, CCIU is working with TESD on options for reorganizing the grade-level structure of its schools. To support this effort, Hanover Research (Hanover), has prepared the following report examining elementary grade configurations. Specifically, this report reviews secondary research on academic and other considerations for various grade configurations in elementary school and summarizes the research results in terms of negative, neutral, or positive impacts. Within the report, Hanover provides direct links to the studies we reviewed.

NOTE: In some circumstances, access to full research reports may require membership to EBSCO. Where possible, Hanover provide the abstract in lieu of the full report.

RECOMMENDATIONS

Based on our findings, Hanover suggests CCIU implement the following recommendations:

- **Assess the research and case studies within this report through the lens of TESD's local contextual factors and collaboratively evaluate long and short term impacts of each option on students' achievement and social emotional learning (SEL).** The unique circumstances of individual districts, and the inconclusive nature of the research, means that TESD must create a plan guided by research and past experiences of other districts and one that fits within the structural, financial, and cultural characteristics its community. Research and experience stress the importance of broad collaboration with all stakeholders throughout this process.
- **Where possible, limit transitions between grade levels and wherever transitions must exist provide students and families with transition supports** (e.g., new school visitations, peer mentoring programs, multi-grade SEL and academic teacher collaboration). Some research suggests the fewer transitions the better for students, but that any negative impacts may be mitigated with efforts to smooth transitions with time and attention to student academic and social-emotional needs.
- **Begin planning an evaluation of instructional programs for after new grade configurations have been established.** Research indicates in order for any grade configuration to be impactful, instructional programs and practices must algin accordingly. Tracking changes in academic achievement, SEL, and climate conditions at each building will identify areas where additional supports may be necessary. Importantly, effective program evaluation requires establishing a plan early in the process. CCIU should assist TESD in creating a logic model (e.g., identifying inputs, outputs, activities, short- and long-term outcomes) to ensure instructional programs are properly aligned and are having the desired outcomes.

KEY FINDINGS

- **Research does not suggest a severe impact of grade configurations on student achievement**. Research on grade configurations primarily exists in middle grades but is transferable to elementary grades as it pertains to transitions. Some conclusions suggest increasing the number of school transitions reduces student achievement due to disruptive effects of transitioning to new schools. However, other research does not find a correlation between grade configuration and student achievement when controlling for other school and student factors. Therefore, districts can mitigate potential negative impacts of transitions by providing appropriate transition supports.

- **Multiple factors influence districts' decisions regarding grade configurations**. Districts such as Ferguson-Florissant School District in Missouri divide elementary grades into multiple school levels to create space for Prekindergarten programs and provide students with supports targeted to their developmental level. Other districts adopt grade configurations designed to support diversity across all district schools. For example, the Princeton Plan eliminates geographic boundaries and places students at same one or two grade levels (e.g., K-1, 2-3, 4-5) at the same school.

- **Districts modify instructional practices to align with new grade configurations**. For example, East Maine School District 63 transitioned its middle grades programs from a departmental organization to a team-teaching arrangement when it moved Grade 6 students from elementary to middle schools. District 63 also took advantaged of increased instructional time in Kindergarten to add discovery and inquiry-based learning to the Kindergarten curriculum.

ELEMENTARY GRADE CONFIGURATIONS

In this report, Hanover reviews the secondary literature on elementary grade configurations. We begin with a review of research on the academic effects of grade configurations, including strategies to support students across school transitions. This section goes on to review other considerations that influence grade configuration decisions, such as diversity and targeted supports for specific developmental levels.

RESEARCH ON THE ACADEMIC EFFECTS OF GRADE CONFIGURATIONS

Most research examining grade configurations focuses on the middle and high school grades, particularly the impact of transitioning from an elementary to middle school in Grade 6. This research generally concludes that student achievement is stronger when grade configurations minimize transitions between schools.[1] Transitioning to a new school may negatively affect students' friendships and social engagement at school, and students may face challenges adjusting to new academic expectations.[2] However, other studies find grade configuration do not significantly influence student achievement. A 2012 review of prior empirical research determines "the research on grade configuration is inconclusive at best and there is no research that shows one configuration is better at improving student learning."[3] Figure 1.1 records information related to studies and reports identified by Hanover assessing the impacts grade configuration has on student achievement.

Note that the research explored below is not all-inclusive and is drawn from targeted searches conducted by Hanover using EBSCOhost, Google Scholar, and the Education Resources Information Clearinghouse (ERIC). Unidentified studies may exist which either reinforce, contradict, or supplement specific findings from studies examined in the listed research articles and reports. Studies finding a negative relationship between school transitions and student achievement are highlighted in **orange**, while studies finding no significant relationship are highlighted in **grey**. One study finding a positive correlation between a middle school configuration for Grades 6-8 and student achievement is highlighted in **green**.

Figure 1.1: Summary of Studies Examining the Academic Effects of Grade Configurations

Title	Publisher	Year	Hyperlink
The Effect of Grade Span Configuration and School-to-School Transition on Student Achievement	*Journal of At-Risk Issues*	2004	
Summary: This study examines 232 schools at a large urban school district in Michigan with varying grade configurations and finds a positive correlation between the number of grades in a school and student achievement, with a corresponding negative correlation between the number of school transitions and student achievement.[4]			
Relationship between Grade Span Configuration and Academic Achievement	*Journal of Advanced Academics*	2010	
Summary: This study examines outcomes for all schools in Arkansas serving Grade 6 and finds no significant difference between schools with K-6 and 6-8 configurations. The authors recommend that school districts "look for grade span configurations that best fit their community culture and current facilities," rather than using grade configurations as a tool to improve student achievement.[5]			

[1] Johnson, D. et al. "The Relationship between Grade Configuration and Standardized Science Test Scores of Fifth-Grade Students: What School Administrators Should Know." *Journal of At-Risk Issues*, 17:2, 2013. p. 32.
[2] Cullen, M., and R. Robles-Pina. "Grade Transitions from Elementary to Secondary School: What Is the Impact on Students?" *Southeastern Teacher Education Journal*, 2:1, Winter 2009. pp. 34–35.
[3] Williamson, R. "Grade Configuration." Education Partnerships, Inc., February 2012. p. 1. https://eric.ed.gov/?q=grade+configuration&ft=on&id=ED538738
[4] Wren, S.D. "The Effect of Grade Span Configuration and School-to-School Transition on Student Achievement." *The Journal of At-Risk Issues*, 10:1, 2004. p. 9. https://eric.ed.gov/?id=ED479332
[5] Dove, M.J., L.C. Pearson, and H. Hooper. "Relationship between Grade Span Configuration and Academic Achievement." *Journal of Advanced Academics*, 21:2, 2010. p. 291.

Title	Publisher	Year	Hyperlink
Academic Achievement for Fifth-Grade Students in Elementary and Intermediate School Settings: Grade Span Configurations	*Current Issues in Education*	2011	
Summary: This study compares outcomes for Grade 5 students attending intermediate (Grade 5 only or Grades 5-6) schools in Texas to outcomes for students attending elementary (Grades K-5) schools, with a sample of 678 schools in each group. The study finds significantly higher achievement for elementary schools in both reading and math over five years, with the strongest effects in math.[6]			
The Impact of Alternative Grade Configurations on Student Outcomes in Middle and High School	*Journal of Public Economics*	2012	
Summary: This study uses statewide administrative data from Florida to examine the impact of school transitions on student achievement. The study finds that students who transition to a new school in Grade 6 experience a significant decline in academic achievement that persists through Grade 10. This study also finds that students who transition to a new school in Grade 9 experience a smaller but still significant decline in achievement. However, this decline in achievement is limited to the transition year and does not appear to influence student outcomes in subsequent years. The authors of the study suggest that students' achievement may suffer when they are in the youngest student cohort in their school.[7]			
Development of Reading and Mathematics Skills in Early Adolescence: Do K-8 Public Schools Make a Difference?	*Journal of Research on Educational Effectiveness*	2013	
Summary: This study uses data from the Early Childhood Longitudinal Study, Kindergarten Class 1998-99 (ECLS-K), a longitudinal study of a nationally representative sample of students who entered Kindergarten during the 1998-1999 school year. The study finds that academic achievement is slightly higher for students who attend K-8 schools than for students who transition from an elementary to a middle school at some point before Grade 8. The effect is statistically significant in reading, but not in mathematics.[8]			
Math and Reading Differences Between 6-8 and K-8 Grade Span Configurations: A Multiyear, Statewide Analysis	*Current Issues in Education*	2013	
Summary: This study compares math and reading achievement across schools serving Grades 6-8 and K-8 in Texas, with a sample of 314 schools in each category. The study finds a modest but statistically significant increase in passing rates for K-8 schools.[9]			
The Relationship Between Grade Configuration and Standardized Science Test Scores of Fifth-Grade Students: What School Administrators Should Know	*Journal of At-Risk Issues*	2013	
Summary: This study compares Grade 5 science achievement across schools serving Grades PK-5 and Grades 5-6 in a single Texas school district. The study finds that passing rates are significantly higher in schools serving Grades PK-5 than in schools serving Grades 5-6.[10]			
Differences in Student Achievement by Grade Span Configuration for Students Who Were Economically Disadvantaged	*Journal of Education Research*	2014	
Summary: This study compares outcomes for low-income Grade 5 students attending schools with only one or two grade levels (i.e., Grades 4-5, Grade 5, or Grades 5-6) in Texas to outcomes for students attending K-5 elementary schools. The study finds that low-income students in multigrade elementary schools pass state reading achievement tests at significantly higher rates than students in single or double grade schools.[11]			

[6] Combs, J.P. et al. "Academic Achievement for Fifth-Grade Students in Elementary and Intermediate School Settings: Grade Span Configurations." *Current Issues in Education*, 14:1, March 2011. p. 31.

[7] Schwerdt, G. and M.R. West. "The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School." *Journal of Public Economics*, 2012. p. 2. https://dash.harvard.edu/handle/1/8139254

[8] Kieffer, M. "Development of Reading and Mathematics Skills in Early Adolescence: Do K-8 Public Schools Make a Difference?" *Journal of Research on Educational Effectiveness*, 6:4, October 2013. p. 361.

[9] Clark, D.M. et al. "Math and Reading Differences Between 6-8 and K-8 Grade Span Configurations: A Multiyear, Statewide Analysis." *Current Issues in Education*, 16:2, August 2013. p. 1.

[10] Johnson et al., Op. cit., p. 33.

[11] Fiaschetti, C.F. and J.R. Slate. "Differences in Student Achievement by Grade Span Configuration for Students Who Were Economically Disadvantaged." *Journal of Education Research*, 8:4, October 2014. pp. 224–228.

Title	Publisher	Year	Hyperlink
Grade Span Configuration and Differences in African American and Hispanic Student Mathematics Achievement	*Journal of Education Research*	2014	
Summary: This study examines the effects of grade configuration on mathematics achievement for African American and Hispanic students in Texas during the 2010-2011 school year. The study finds that mathematics achievement for Hispanic students enrolled in 6-8 schools is significantly higher than achievement for Hispanic students enrolled in K-8 schools, with no significant difference in achievement across school types for African American students.[12]			
How Does Transition from Elementary to Middle School Affect the Racial Achievement Gap?	Society for Research on Educational Effectiveness	2014	
Summary: This study uses district-level data for the 2010-2011 school year to estimate the impact of school transitions on racial achievement gaps. The study finds that the achievement gap between African American and white students increases by a significantly greater amount from Grade 5 to Grade 6 in districts with separate elementary and middle schools than in districts with K-8 schools. The mathematics achievement gap between Hispanic and white students also increases more in districts with elementary schools.[13]			
How (and How Much) Do Schools Matter? Variation in K-8th Grade Achievement Trajectories in a National Sample	Society for Research on Educational Effectiveness	2015	
Summary: This study examines ECLS-K data and finds that the impact of grade configuration on student achievement becomes insignificant when controlling for other student and school factors, suggesting that these factors drive changes in student achievement rather than school transitions.[14]			
Lost in Transition: The Impact of Middle School Transitions on Student Learning Trajectories	Society for Research on Educational Effectiveness	2015	
Summary: This study uses national data from the Measures of Academic Progress (MAP) assessment system to compare achievement trajectories for students who transition to a middle school in Grades 4-6 to students who attend K-8 schools. The study finds a significant negative effect of school transitions on achievement in the fall semester after students start at a new school.[15]			
The Influence of Grade Span on Student Achievement in Florida	*International Journal of Educational Reform*	2016	
Summary: This study uses statewide data from Florida to examine the relationships among grade span, student demographics, and student achievement. The study finds that schools with grade spans of fewer than three years and more than six years tend to have more socioeconomically advantaged student bodies than schools with traditional grade spans. The study finds a positive correlation between broader grade spans and test scores and that increasing grade span reduces the influence of poverty on student achievement.[16]			
Grade Span Configuration and Academic Performance for Students in Poverty: A Texas Multiyear Analysis	*School Leadership Review*	2017	
Summary: This study uses statewide data from Texas for the 2009-2010 and 2010-2011 school years to compare academic outcomes for low-income students in Grades 6-8 attending 'elemiddle' (Grades K-8) or secondary (Grades			

[12] Wilson, R. and J.R. Slate. "Grade Span Configuration and Differences in African American and Hispanic Student Mathematics Achievement." *Journal of Education Research*, 8:4, October 2014. p. 211.

[13] Vanlaar, G., S.F. Reardon, and D. Kalogrides. "How Does Transition from Elementary to Middle School Affect the Racial Achievement Gap?" Society for Research on Educational Effectiveness, 2014. p. 4. https://eric.ed.gov/?q=middle+school+transition&ft=on&id=ED562765

[14] Schwartz, K. et al. "How (and How Much) Do Schools Matter? Variation in K-8th Grade Achievement Trajectories in a National Sample." Society for Research on Educational Effectiveness, 2015. p. 5. https://eric.ed.gov/?q=grade+configuration&ft=on&id=ED562361

[15] McEachin, A. and A. Atteberry. "Lost in Transition: The Impact of Middle School Transitions on Student Learning Trajectories." Society for Research on Educational Effectiveness, 2015. p. 4. https://eric.ed.gov/?q=middle+school+transition&ft=on&id=ED562415

[16] Johnson, J., F. Godwyll, and S. Shope. "The Influence of Grade Span on Student Achievement in Florida." *International Journal of Educational Reform*, 25:4, Fall 2016. p. 393.

Title	Publisher	Year	Hyperlink
6 or 7-12) schools in Texas. The study finds significantly stronger outcomes for students in the K-8 grade configuration.[17]			
The Effects of School Grade Span Configuration on Student Achievement in Middle School-Aged Children	*Middle Grades Research Journal*	2018	
Summary: This study compares achievement between schools serving Grades K-8 and Grades 6-8 in Tennessee. The study finds a modest but statistically significant improvement in academic achievement for K-8 schools with high populations of ethnic minority students compared to 6-8 schools with similar populations.[18]			

Source: Multiple sources cited within the above table.

Some research suggests variation in structural factors across schools with different grade configurations, in addition to the impact of school transitions, influences student achievement. For example, schools serving fewer grade levels may tend to have more students per grade, resulting in larger schools.[19] A 2007 study drawing on ECLS-K data compares outcomes for the grade configurations listed in Figure 1.2. The study finds no significant differences in academic outcomes at the end of Kindergarten among primary, elementary, and combined schools. However, academic achievement in preprimary schools is lower than in any of the other configurations.[20] The authors suggest this effect may reflect differences in teacher preparation across school types, noting Kindergarten teachers in preprimary schools report taking fewer college courses in elementary instruction than Kindergarten teachers in other school types.[21]

Figure 1.2: Grade Configuration Options for Kindergarten

Configuration	Grades Served
Preprimary	PK-K
Primary	K-2 or K-3
Elementary	K-5 or K-6
Combined	K-8 or K-12

Source: *The Elementary School Journal*[22]

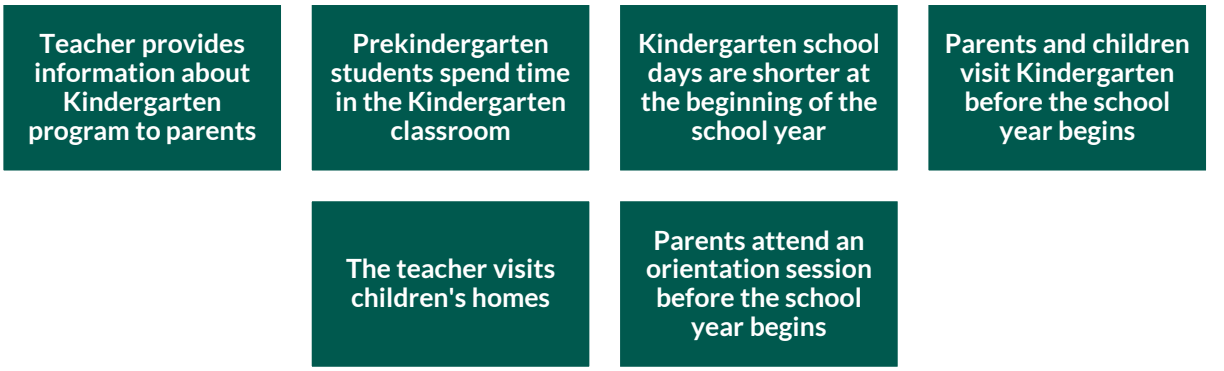
Transition Supports

Districts can reduce the impact of school transitions by providing transition supports. Figure 1.3 lists common supports for the transition to Kindergarten.[23] A 2005 study drawing on a nationally representative sample of 17,212 Kindergarten students finds a positive correlation between the number of these supports offered by schools and academic outcomes at the end of Kindergarten.[24] Districts can implement similar transition supports such as school visits and orientation sessions for transitions in the elementary and middle grades. In addition, students may benefit from conferences among teachers at sending and receiving schools to discuss

[17] Jones, M.C. et al. "Grade Span Configuration and Academic Performance for Students in Poverty: A Texas Multiyear Analysis." *School Leadership Review*, 12:2, 2017.
[18] Starks, S.L., D. Owens-Mosby, and E.A. Rakow. "The Effects of School Grade Span Configuration on Student Achievement in Middle School-Aged Children." *Middle Grades Research Journal*, 12:1, January 2018. pp. 34–35.
[19] Howley, C.B. "Grade-Span Configurations." *School Administrator*, March 2002. https://www.aasa.org/SchoolAdministratorArticle.aspx?id=10410
[20] Burkam, D.T., D.L. Michaels, and V.E. Lee. "School Grade Span and Kindergarten Learning." *The Elementary School Journal*, 107:3. pp. 298–299.
[21] Ibid., p. 301.
[22] Chart contents obtained from: Ibid., p. 293.
[23] Little, M.H., L. Cohen-Vogel, and F.C. Curran. "Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now." *AERA Open*, 2:3, 2016. p. 5.
[24] Schulting, A.B., P.S. Malone, and K.A. Dodge. "The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes." *Developmental Psychology*, 41:6, November 2005.

individual student needs across transitions and support curricular alignment.[25] In the upper elementary and middle school grades, transition supports should focus on building a sense of connectedness to school, as research finds that school connectedness is a particularly important protective factor against peer harassment and risky behaviors for early adolescents.[26]

Figure 1.3: Common Kindergarten Transition Supports



Source: *AERA Open*[27]

Effective transition supports build continuity across levels of schooling. Aligning classroom structures, curriculum, and behavioral expectations across school levels reduces the degree of adjustment students must make when they transition to a new school.[28] Research on the transition from middle to high school finds that a rigorous middle school curriculum aligned with high school curriculum standards helps prepare students for increased academic expectations in high school. Districts can support curriculum alignment by convening teachers and leaders across school levels to collaboratively plan curricular frameworks covering five to six years.[29]

Districts should also ensure instruction at each grade level meets students' developmental needs.[30] Advocates of the middle school model for Grades 6-8 argue that failing to implement developmentally appropriate practices such as team teaching and family engagement results in low academic achievement in many middle schools.[31] Schools can implement developmentally appropriate practices in multiple grade configurations providing that teachers understand and are empowered to meet the developmental needs of their students.[32]

Providing teachers with effective professional development can help ensure instruction aligns with developmental needs across grade configurations.[33] For example, Palo Alto Unified School District in

[25] Jacob, B.A. and J.E. Rockoff. "Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations, and Teacher Assignments." *Education Digest*, 77:8, April 2012. p. 31.
[26] Baker, K. and B. Narula. "The Connected Adolescent: Transitioning to Middle School." *Leadership*, 41:5, 2012. p. 16.
[27] Chart contents adapted from: Little, Cohen-Vogel, and Curran, Op. cit., p. 5.
[28] Allen, L., R. A, and R.G.W.P.N.Y.U.S. of Education. "Transitions to School: What Helps Children Succeed?" American Psychological Association. https://www.apa.org/advocacy/education/transition-to-school
[29] Oakes, A. and W. Waite. "Middle-to-High-School Transition Practical Strategies to Consider. Newsletter." Center for Comprehensive School Reform and Improvement, May 2009. pp. 2–3. https://eric.ed.gov/?q=middle+school+transition&ft=on&id=ED506363
[30] Barton, R. and J. Klump. "Figuring Out Grade Configurations." *Principal's Research Review*, 7:3, May 2012. p. 4.
[31] Beane, J. and R. Lipka. "Guess Again: Will Changing the Grades Save Middle Level Education?" *Educational Leadership*, 63:7, April 2006.
[32] Erb, T.O. "Middle School Models Are Working in Many Grade Configurations to Boost Student Performance." *American Secondary Education*, 34:3, Summer 2006. pp. 7–8.
[33] Schmitt, V.L. "The Relationship Between Middle Level Grade Span Configuration, Professional Development, and Student Achievement." *Research in Middle Level Education Online*, 27:2, October 2004.

California provides middle school teachers on interdisciplinary teacher teams with dedicated time for collaborative planning and professional learning.[34]

OTHER CONSIDERATIONS

When considering changes to grade configurations, districts should evaluate all factors that will be influenced by changes to grade configurations. Figure 1.4 shows considerations recommended by the authors of the 2010 study of schools in Arkansas.[35]

Figure 1.4: Recommended Considerations for Grade Configurations

Source: *Journal of Advanced Academics*[36]

Districts should also consider strategies to solicit stakeholder input on needs and priorities for grade configurations. For example, City Schools of Decatur in Ohio incorporated stakeholder surveys on grade configuration priorities into its facilities master planning process.[37] Antioch School District 43 in Illinois commissioned a steering committee including district staff and school board members as well as parents and community representatives to develop its facilities master plan. This committee reviewed the relevant research on the academic impacts of grade configurations as part of the planning process and used public forums and surveys to solicit wider community input.[38]

Some districts decided to move forward with grade configurations that include elementary transitions under the assumption that these configurations can allow for more intensive support. For example, Ferguson-Florissant School District in Missouri implemented the grade configuration outlined in Figure 1.5 to provide students with more specialized supports aligned to their developmental needs.[39] This configuration also allows Ferguson-Florissant School District to serve at least half of the three and four year-old children living within its boundaries with Prekindergarten services. According to the district, PK-2 schools allows for better allocation of social-emotional support and ensures all students will read on grade level by Grade 3.[40]

Figure 1.5: Ferguson-Florissant School District Grade Configuration

Source: St. Louis University[41]

[34] Baker and Narula, Op. cit., p. 17.
[35] Dove, Pearson, and Hooper, Op. cit., p. 291.
[36] Chart contents taken verbatim from: Ibid.
[37] "Grade Configuration Study." City Schools of Decatur, Spring 2017. http://www.dejongrichter.com/csdecatur/grade-configuration-study-spring-2017/
[38] "Facility Planning / Master Facility Planning Steering Committee." Antioch School District 34. https://www.antioch34.com/Page/390
[39] Rhinesmith, E. "Grade-Level Configuration." PRiME Center at St. Louis University, August 29, 2019. https://www.sluprime.org/prime-blog/grade-config-mo
[40] "Strategic Planning / The Restructuring Process." Ferguson-Florissant School District. https://www.fergflor.org/Page/4339
[41] Chart contents obtained from: Rhinesmith, Op. cit.

Other school districts use grade configurations to promote demographic diversity. The strategy known as the Princeton Plan was created to counter-act the effects of de facto segregation caused by racially homogenous neighborhoods. The plan eliminates geographic district lines and assigns students to schools by grade-level. For example, all K-1 students across the entire district attend the same school. The resulting grade configurations are illustrated in Figure 1.6.[42] The Patchogue-Medford School District in New York uses a modified Princeton Plan that enhances geographic boundaries instead of eliminating them and reduces the number of transitions by organizing schools into K-2 and 3-5.[43] Both plans increase diversity and ensures support services for all students, including special education and English language development supports.[44]

Figure 1.6: Princeton Plan

Source: *School Administrator*[45]

Configuration decisions may also primarily reflect capacity constraints. For example, Reading School District in Pennsylvania engaged in an extended process of demographic studies and community engagement in order to identify a grade configuration that would reduce crowding at elementary schools without requiring the construction of new facilities.

Figure 1.7: Reading School District Grade Configuration

Source: Reading School District[46]

[42] Reeves, K. "Figuring and Reconfiguring Grade Spans." *School Administrator*, March 2005. https://www.aasa.org/SchoolAdministratorArticle.aspx?id=8716

[43] Ibid.

[44] "Innovative Structural Configuration Committee: 'The Princeton Plan' – The Patchogue Medford Plan for Personalized Education." Patchogue-Medford School District, March 20, 2017. https://www.pmschools.org/cms/lib/NY01001244/Centricity/Domain/8/Structural%20Configuration%20Committee%20Presentation%203-20-2017.pdf

[45] Chart contents obtained from: Reeves, Op. cit.

[46] Chart contents obtained from: "Grade Configuration Information." Reading School District. https://www.readingsd.org/gradeconfiguration

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  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- Safe & Supportive Environments:
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- Family and Community Engagement:
  Expand and strengthen family and community relationships and identify community partnerships that support student success.
- Talent Recruitment, Retention & Development:
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- Operations Improvement:
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS

EXPERT
200+ analysts with multiple methodology research expertise

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DEDICATED
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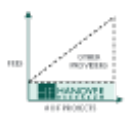

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Annual, fixed-fee model shares costs and benefits

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Preliminary Demographic Study

Public School Enrollments

for

Tredyffrin/Easttown School District

940 West Valley Road , Suite 1700, Wayne, PA 19087

Prepared by

Sundance Associates

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May 6,2021

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NOTES REGARDING THIS APRIL 2021 UPDATE STUDY

The projection uses the Standard methodology for Cohort Survival Enrollment Projections as described in previous studies for the Tredyffrin-Easttown School District.

Adjustments are made for several recent trends.

1. Adjustments are made for **New Housing** in accordance with permitting and occupancy schedules determined in consultation with the local Developers in October 2021. Between 70 and 85 students are added to the projection(s) over the 5-year projection period. *This is the identical schedule to the previous New Housing Impact that is not yet updated*.

However, it is worth noting that the Average Annual Residential Sales of existing housing, at a level of 600,(again, last years average) has a much greater impact on enrollment than does New Housing alone.

2. Adjustments continue to be made in the Beaumont, Devon and Hillside Elementary School projections in recognition of attendance area **boundary changes** made for school year 2018-19.

3. The base projections are based on the April enrollments moved forward to October. They are adjusted by an **April to October factor** that is the average of the four years 2016 to 2019. The 2020 factor is not included in the average since it was significantly different from the other years and probably impacted by the Pandemic. These calculations are presented on pages 4 and 5.

4. An **Accelerated projection** is also made that is identical to the base projection except that an additional 25 students is added to the Kindergarten enrollment and an additional 75 students is added to the First Grade enrollment. This is to accommodate the possibility of 100 students that did not enter Kindergarten last year entering the district this year.

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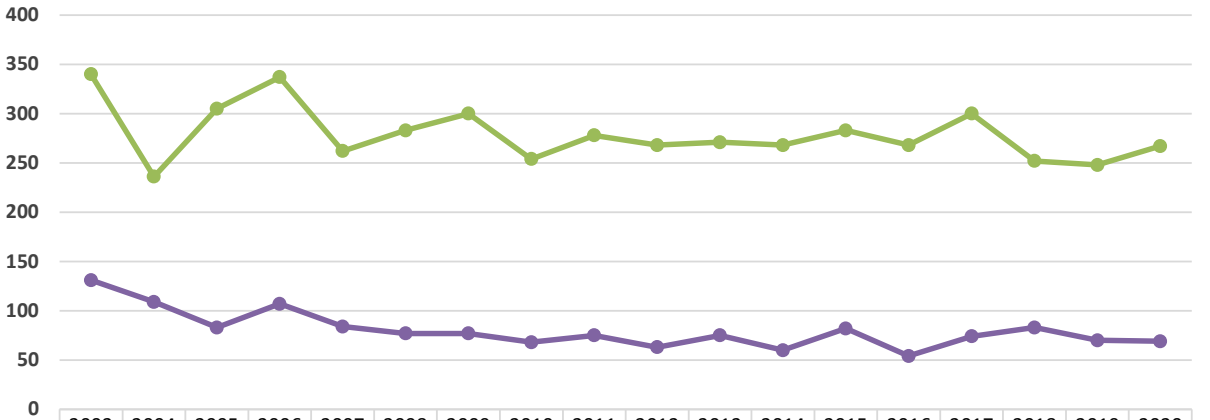
Live Births

Tredyffrin-Easttown School District

TESD Live Births by Municipality

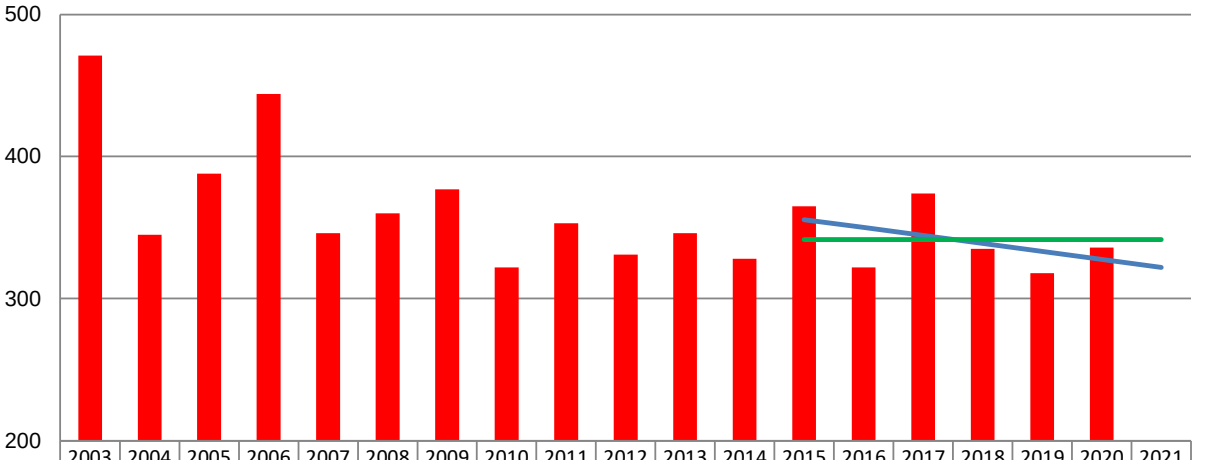


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Easttown	131	109	83	107	84	77	77	68	75	63	75	60	82	54	74	83	70	69
Tredyffrin	340	236	305	337	262	283	300	254	278	268	271	268	283	268	300	252	248	267

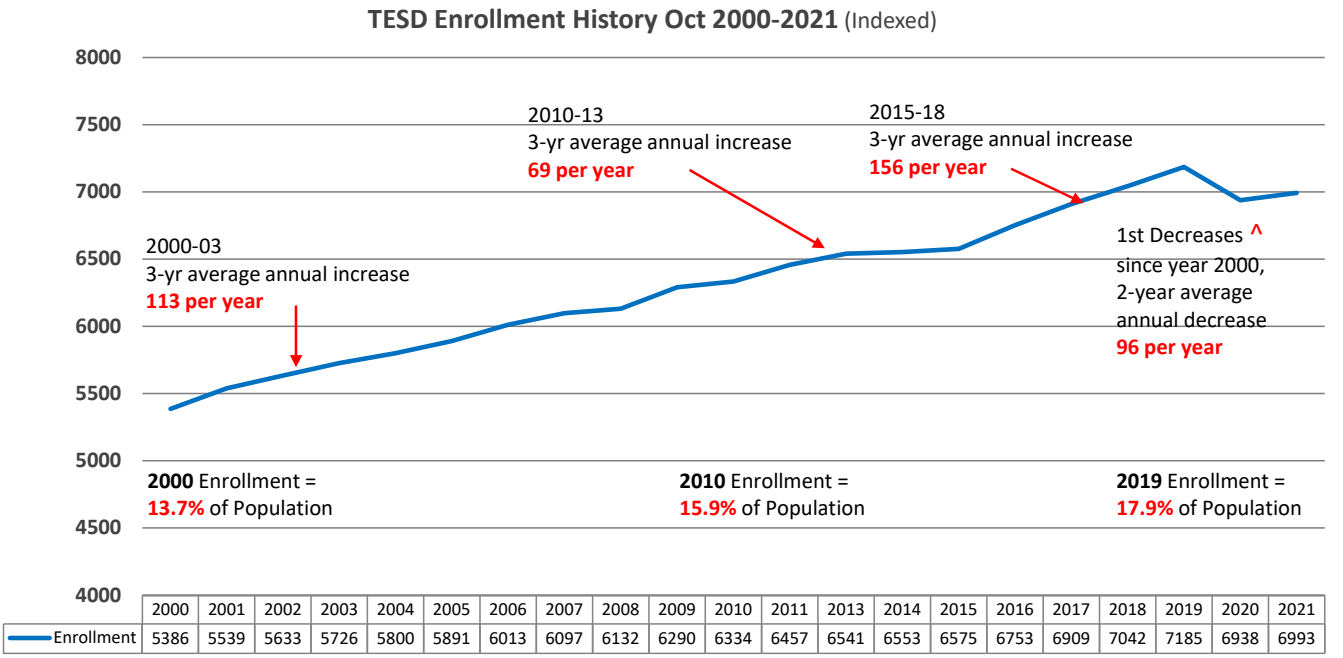
This study uses the 6-year Average of 342 annual Births for school years 2024-25 (5th year projection) and forward for which data is not available. This is 2 Births more than last years average.

The 6-year trend is for six fewer Birth per year, ahead of last year's trend of two fewer births per year.

TESD Combined Live Births-Calendar Year



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Births	471	345	388	444	346	360	377	322	353	331	346	328	365	322	374	335	318	336	
6 Yr Trend													356	350	344	339	333	328	322
6 Yr Avg													342	342	342	342	342	342	342



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2013	2014	2015	2016	2017	2018	2019	2020	2021
Enrollment	5386	5539	5633	5726	5800	5891	6013	6097	6132	6290	6334	6457	6541	6553	6575	6753	6909	7042	7185	6938	6993

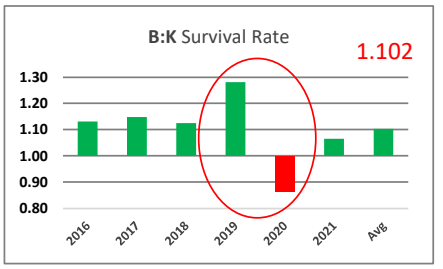
Recent enrollment growth averaging 156 new students per year from 2015-18, is reversed by a 2-year, 192-student decrease.

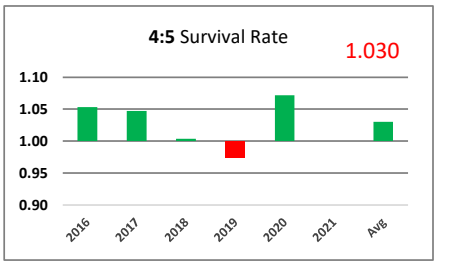
Tredyffrin-Easttown School District

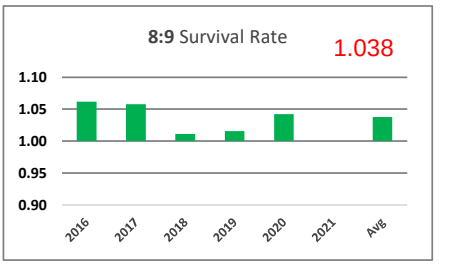
Grade Level Cohort Survival Ratios **Year to Year and Averages**

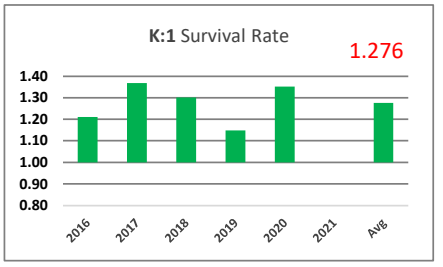
October 2021 Enrollment Projection from April estimates 2021 S/Rs are Indexed

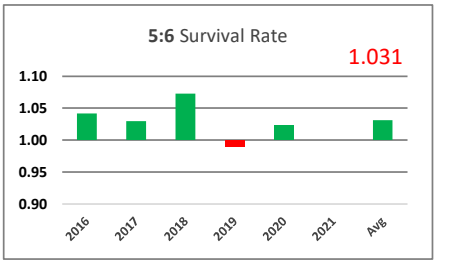
Note: e.g. 2016 refers to the October 2016 to 2017 Survival Rate

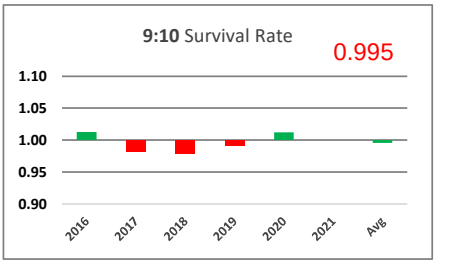


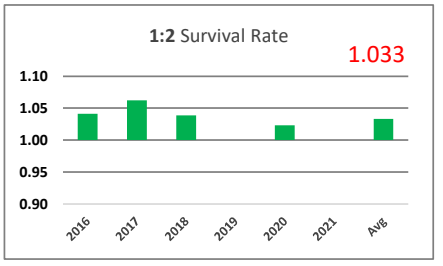


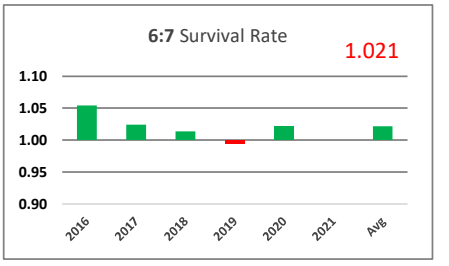


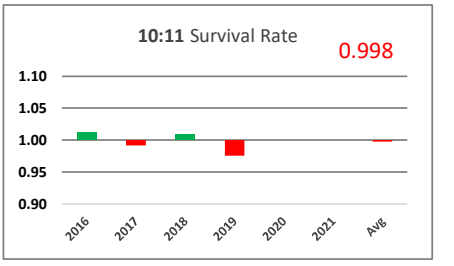


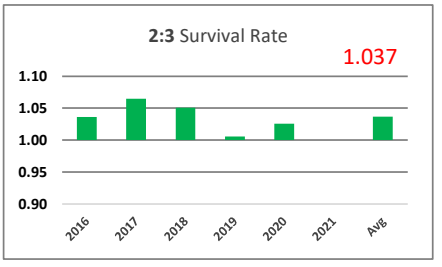


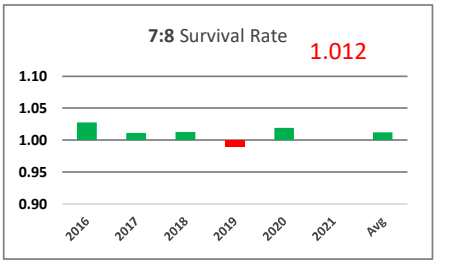


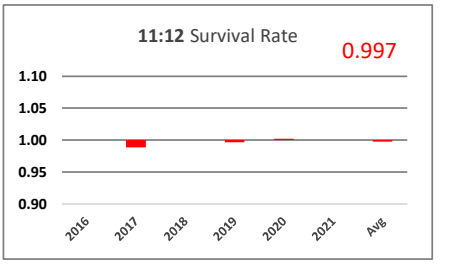


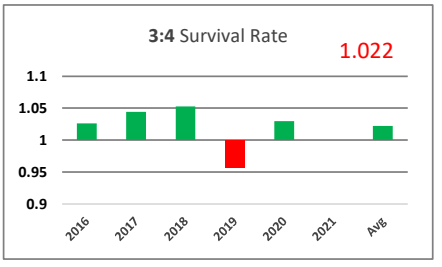




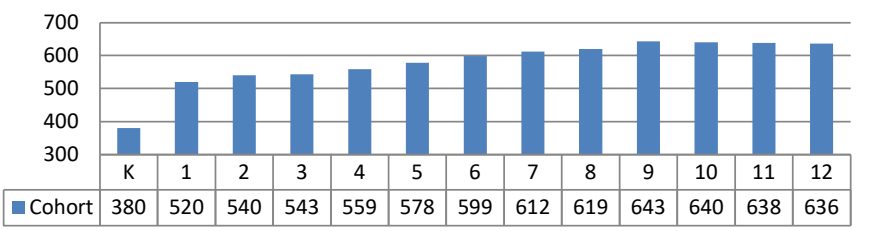








Cohort Growth: 2017 K to 2029 12th Gr



	K	1	2	3	4	5	6	7	8	9	10	11	12
Cohort	380	520	540	543	559	578	599	612	619	643	640	638	636

Tredyffrin Easttown Schools
May Estimated to October Actual Enrollments COUNTS

April each year
Actual Enrollments

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016	344	399	501	477	529	585	509	529	508	540	506	543	495	**6,465**
2017	330	455	469	524	499	549	606	524	538	521	559	520	549	**6,643**
2018	319	439	480	489	535	519	575	626	550	557	548	562	516	**6,715**
2019	337	452	516	511	518	556	546	592	643	557	580	538	557	**6,903**
2020	326	481	505	542	530	534	584	583	610	644	562	569	544	**7,014**

October each year
Actual Enrollments

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016	399	462	525	500	546	600	520	540	520	563	523	554	501	**6,753**
2017	380	483	481	544	513	575	625	548	555	552	570	529	554	**6,909**
2018	389	520	513	512	568	537	592	640	554	587	542	565	523	**7,042**
2019	420	506	540	539	539	570	576	600	648	560	575	547	565	**7,185**
2020	316	482	506	543	516	525	564	573	594	658	555	561	545	**6,938**

Delta Count
October minus April

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016	55	63	24	23	17	15	11	11	12	23	17	11	6	288
2017	50	28	12	20	14	26	19	24	17	31	11	9	5	266
2018	70	81	33	23	33	18	17	14	4	30	-6	3	7	327
2019	83	54	24	28	21	14	30	8	5	3	-5	9	8	282
2020	-10	1	1	1	-14	-9	-20	-10	-16	14	-7	-8	1	-76

Delta: Survival Rate
October as a factor of April Average of 4 years 2016-19

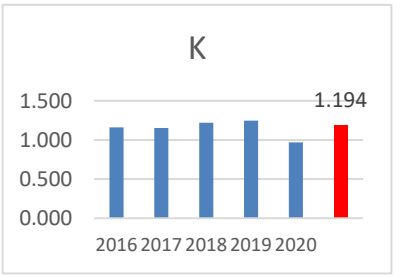
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016	1.160	1.158	1.048	1.048	1.032	1.026	1.022	1.021	1.024	1.043	1.034	1.020	1.012	1.045
2017	1.152	1.062	1.026	1.038	1.028	1.047	1.031	1.046	1.032	1.060	1.020	1.017	1.009	1.040
2018	1.219	1.185	1.069	1.047	1.062	1.035	1.030	1.022	1.007	1.054	0.989	1.005	1.014	1.049
2019	1.246	1.119	1.047	1.055	1.041	1.025	1.055	1.014	1.008	1.005	0.991	1.017	1.014	1.041
2020	0.969	1.002	1.002	1.002	0.974	0.983	0.966	0.983	0.974	1.022	0.988	0.986	1.002	0.989
4-Yr Avg	1.194	1.131	1.047	1.047	1.041	1.033	1.034	1.026	1.018	1.040	1.008	1.015	1.012	1.044
5-Yr Avg	1.149	1.105	1.038	1.038	1.027	1.023	1.021	1.017	1.009	1.037	1.004	1.009	1.010	1.033

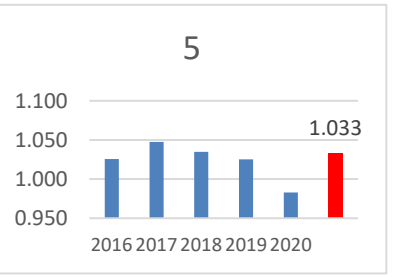
2021 May estimated as a factor of the 4-Year Average

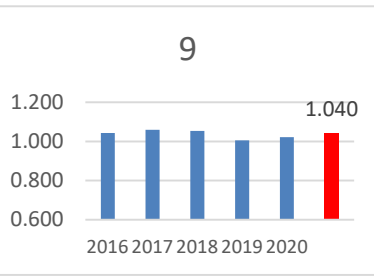
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
May	287	378	471	496	537	535	519	562	574	595	660	547	555	6716
October	**343**	**427**	**493**	**519**	**559**	**553**	**537**	**576**	**584**	**619**	**666**	**555**	**562**	**6993**
Adj 2.12	**368**	**502**	…add 25 to K and 75 to Grade 1											

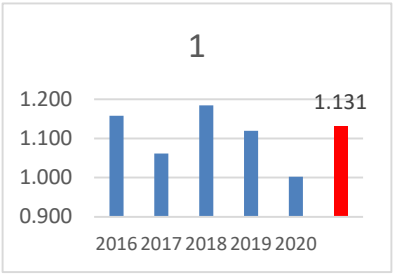
Tredyffrin Easttown Schools
May Estimated to October Actual Enrollments
2016-20

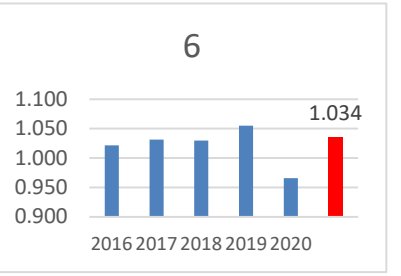
GRAPHS: 5 Years of data with 4-year Average

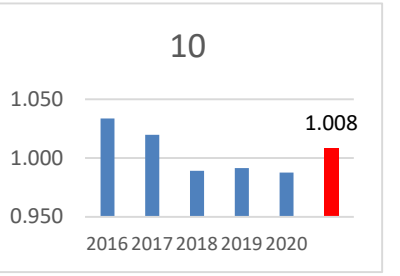


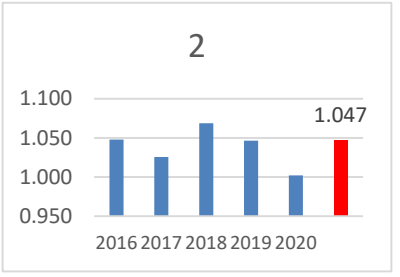


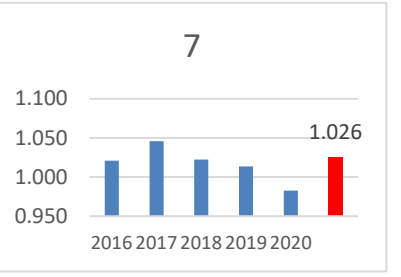


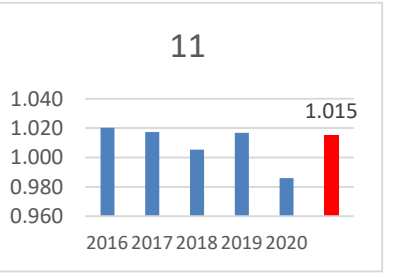


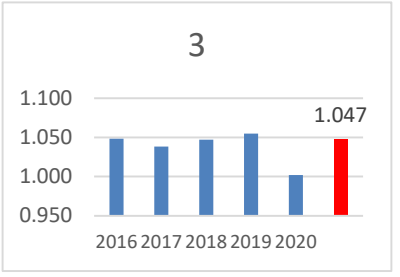


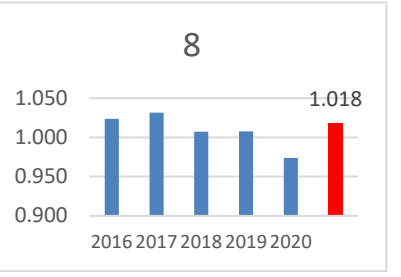


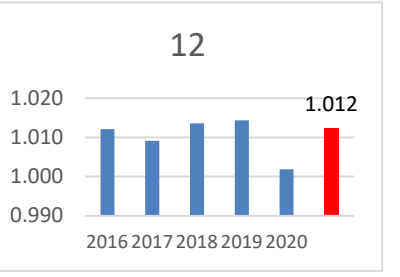


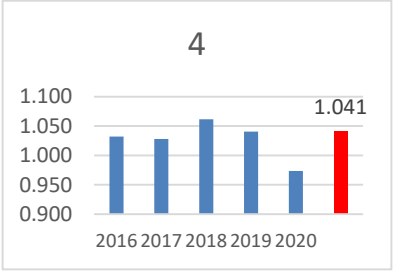


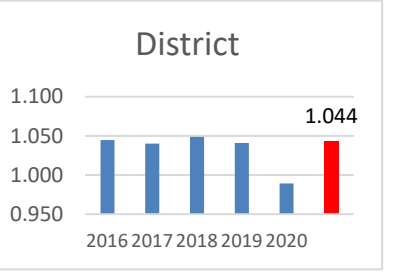


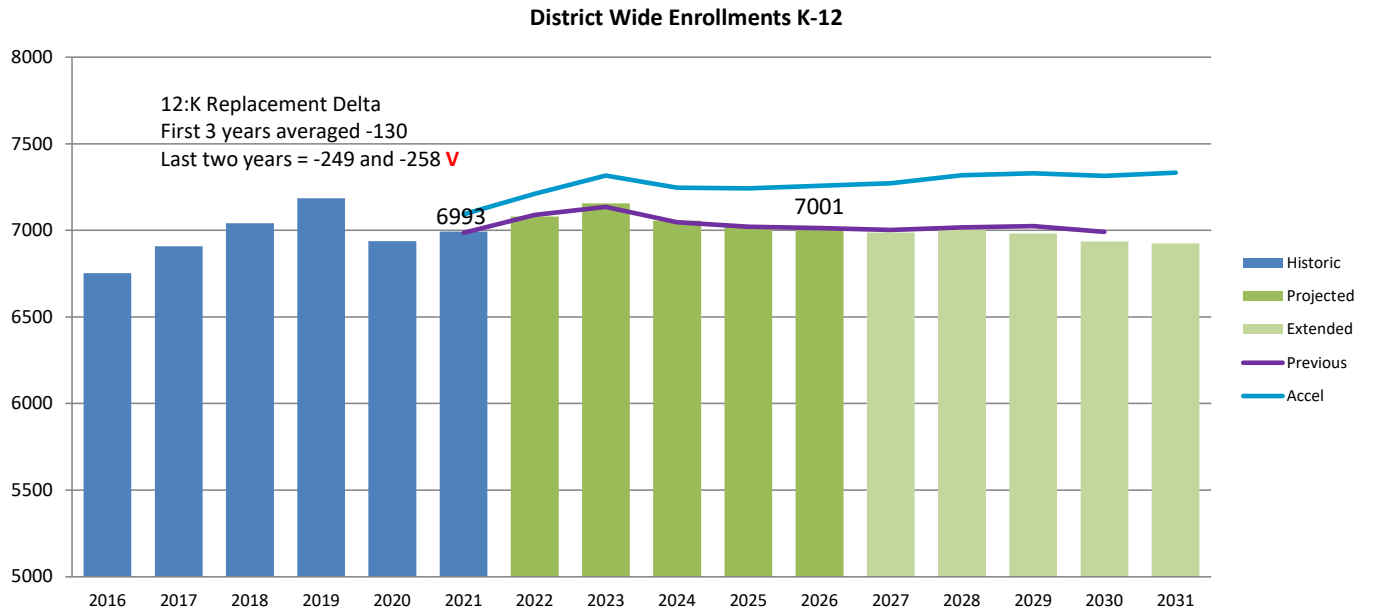












Standard

		TOTAL	Average	Change	%Chg
Historical	2016	6,753			
	2017	6,909			
	2018	7,042			
	2019	7,185	6,970		
	2020	6,938			
	2021	6,993		240	3.6%
Projected	2022	7,080			
	2023	7,155			
	2024	7,057	7,062		
	2025	7,019			
	2026	7,001		8	0.1%
Extended	2027	6,987			
	2028	7,003			
	2029	6,981	6,967		
	2030	6,936			
	2031	6,926		-76	-1.1%

Accelerated

TOTAL	Average	Change	%Chg
7,212			
7,317			
7,246	7,246		
7,242			
7,257		264	3.8%
7,273			
7,319			
7,330	7,330		
7,315			
7,334		77	1.1%

71 students are added to the standard projection (Approved) from the "above average" new housing. An additional 14 students might be yielded by Planned Housing. This might be an overcount of 2-3 students per grade level,...future occupancies were not reanalyzed for this update.

Enrollments will have increased by 432 students over the first 4 years before decreasing by 192 students over the last two years for an Historical Period overall decrease of 37 students in this "factored" year 2021 projection. These are the first decreases in over 20 years.

Using standard methods, enrollments are projected to continue to stabilize around an average of 7,062 students over the 5-year period 2022-26.

Accelerating the projection by adding 25 students to Kindergarten and 75 students to Grade 1 in year 2021 projects a stable enrollment at a higher average of 7,255 students.

Tredyffrin-Easttown School District

Elementary K-Grade 4 Enrollments

29 Students from approved housing to these grades

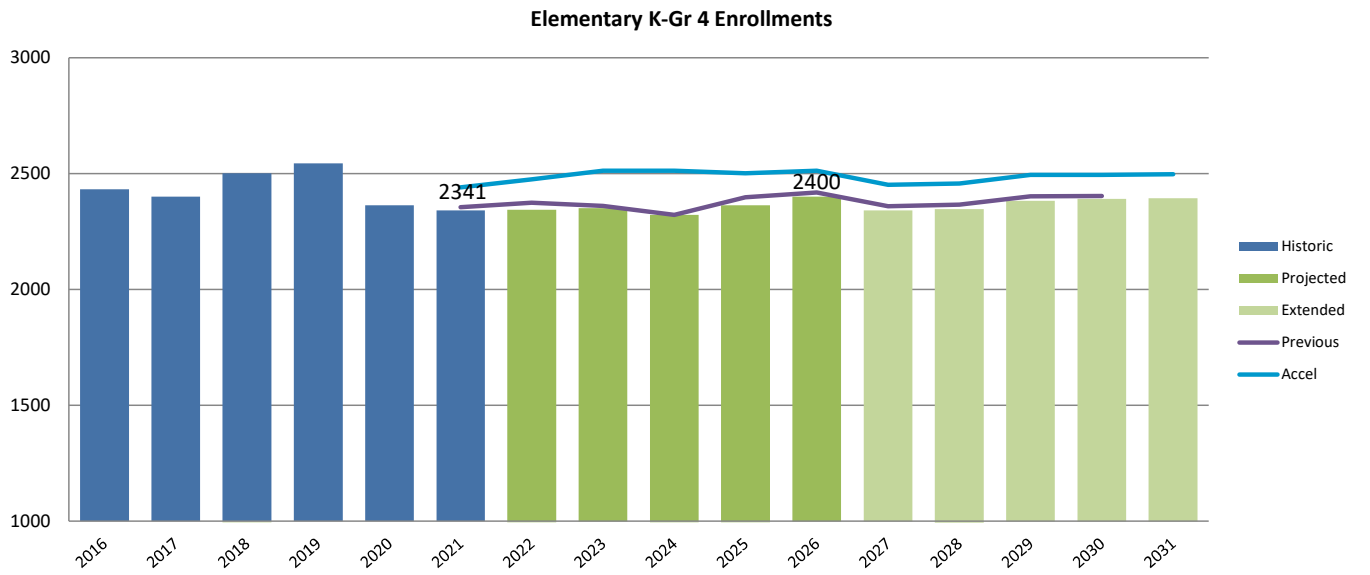
41 Students from approved plus planned housing

		K	1	2	3	4	K-4 TOTAL	Period Average	Period Change	% Inc	Previous 2020-21	Accel 25:75
Historic	2016	399	462	525	500	546	2,432					
	2017	380	483	481	544	513	2,401					
	2018	389	520	513	512	568	2,502					
	2019	420	506	540	539	539	2,544	2,431				
	2020	316	482	506	543	516	2,363					
	2021	343	427	493	519	559	2,341		-91	-3.7%	2,355	2,441
Projected	2022	415	440	443	513	533	2,344				2,374	2,476
	2023	372	532	457	462	527	2,351				2,361	2,513
	2024	351	475	550	474	473	2,322	2,356			2,322	2,512
	2025	370	448	491	570	485	2,363				2,397	2,502
	2026	375	473	462	509	582	2,400		59	2.5%	2,418	2,513
Extended	2027	377	478	488	479	520	2,342				2,359	2,452
	2028	377	480	494	506	490	2,347				2,366	2,457
	2029	377	480	496	512	517	2,382	2,371			2,403	2,495
	2030	377	480	496	514	523	2,391				2,403	2,495
	2031	377	480	496	514	526	2,394		-7	-0.3%		2,498

3 years of moderate increases of 72 per year, were followed by a year of significant decrease of 181 per year.

Three years of relative stability are followed by two years of moderate increases of 20 per year.

The accelerated projection ends the 5-year projection period 113 students more than the base projection



Section Counts

Standard		23 K	23 1	24 2	26 3	26 4	Total	Accel Total
Historic	2015	17	20	22	19	21	100	100
	2016	17	21	20	21	20	99	99
	2017	17	23	21	20	22	103	103
	2018	18	22	23	21	21	104	104
	2019	14	21	21	21	20	97	97
	2020	15	19	21	20	22	96	100
Projected	2021	18	19	19	20	21	**96**	**102**
	2022	16	23	19	18	20	**97**	**103**
	2023	15	21	23	18	18	**95**	**103**
	2024	16	20	21	22	19	**97**	**102**
	2025	16	21	19	20	22	**98**	**103**
Extended	2026	16	21	20	19	20	**96**	**101**
	2027	16	21	21	20	19	**96**	**101**
	2028	16	21	21	20	20	**98**	**102**
	2029	16	21	21	20	20	**98**	**102**
	2030	16	21	21	20	20	**98**	**103**

Elementary School enrollments are projected at 2,400-2,513 students at the end of the 5-year projection period.

The base projection is 18 students fewer than the previous projection.

Section counts are between 98 and 103.

Tredyffrin-Easttown School District

Middle School Grade 5-8 Enrollments

16 Students from approved housing to these grades

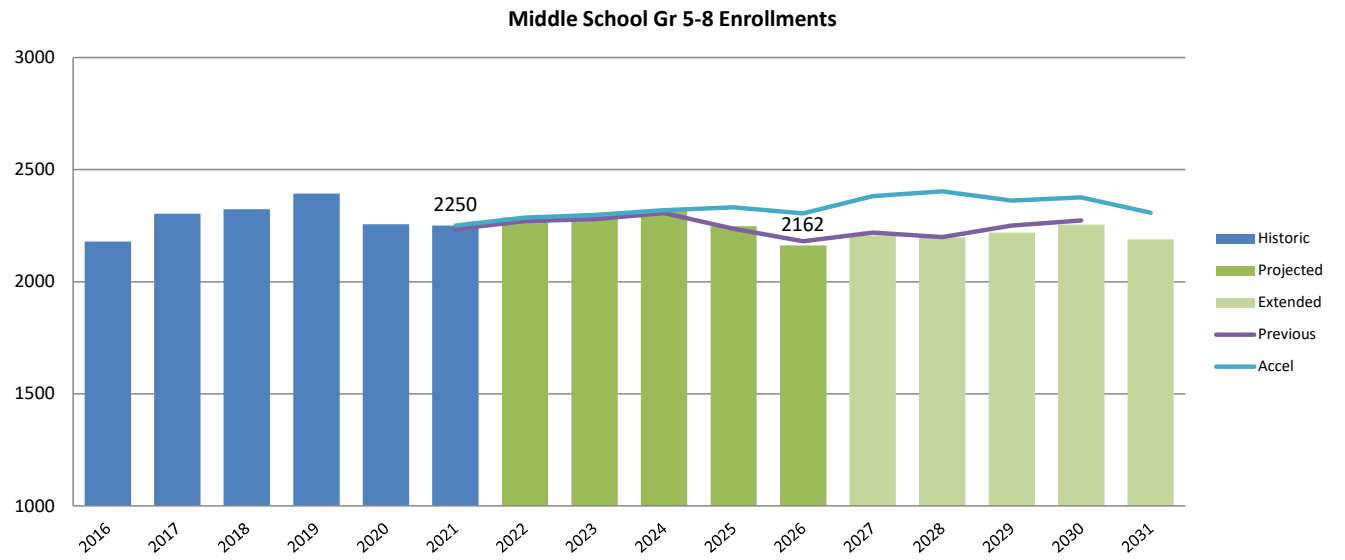
20 Students from approved plus planned housing

		5	6	7	8	Gr 5-8 TOTAL	Period Average	Period Change	% Inc	Previous 2020-21	Accel 25:75
Historic	2016	600	520	540	520	2,180					
	2017	575	625	548	555	2,303					
	2018	537	592	640	554	2,323					
	2019	570	576	600	648	2,394	2284				
	2020	525	564	573	594	2,256					
	2021	553	537	576	584	2,250		70	3.2%	2,235	2,250
Projected	2022	578	573	551	585	2,287				2,270	2,287
	2023	551	599	588	560	2,298				2,279	2,298
	2024	543	569	612	595	2,320	2263			2,306	2,320
	2025	487	560	581	619	2,248				2,236	2,332
	2026	499	502	572	588	2,162		-88	-3.9%	2,180	2,305
Extended	2027	599	515	513	579	2,206				2,219	2,382
	2028	535	618	526	519	2,198				2,200	2,404
	2029	504	552	631	532	2,220	2214			2,251	2,362
	2030	532	520	564	639	2,255				2,274	2,376
	2031	539	549	531	571	2,190		28	1.3%		2,307

Four years of moderate increase of 71 per year are followed by one year of a significant decrease 0f 72 followed by stabilization.

Three years of relatively stable enrollments are followed by two years of significant decreases of 40 per year.

The Accelerated projection stabilizes in the 4th and 5th years.



Middle School enrollments are projected at between 2,162 and 2,305 students at the end of the 5-year projection period.

The base and previous projection are at similiar levels in all projection years.

Tredyffrin-Easttown School District

High School Grade 9-12 Enrollments

22 Students from approved housing to these grades

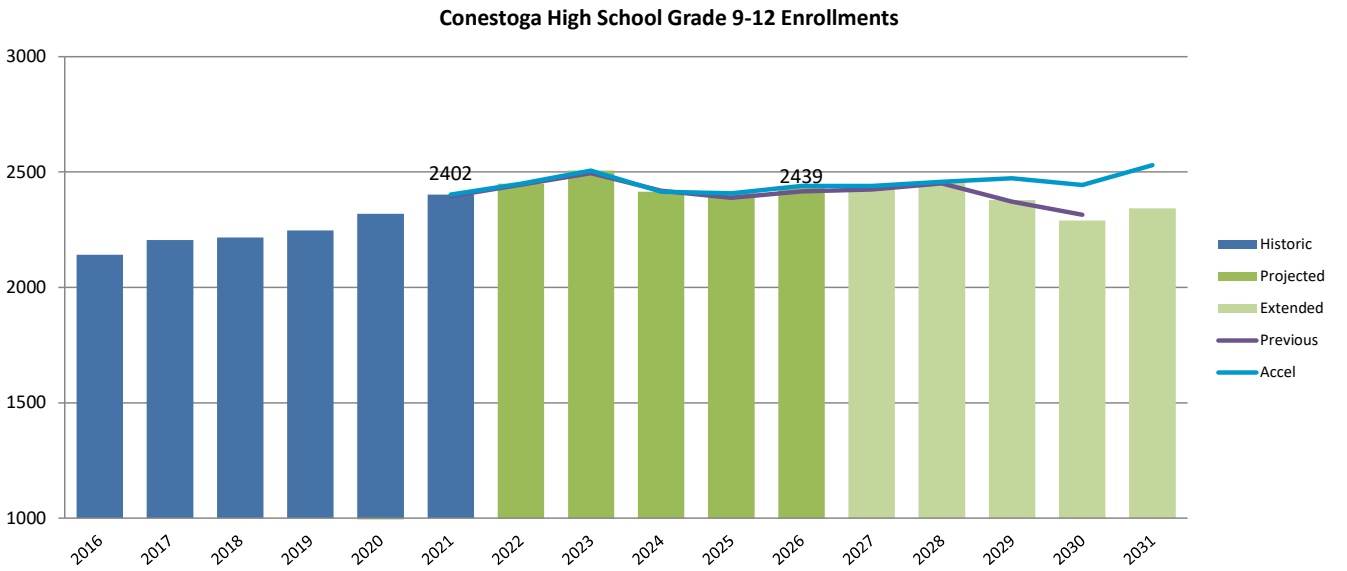
26 Students from approved plus planned housing

		9	10	11	12	Gr 9-12 TOTAL	Period Average	Period Change	% Inc	Previous 2020-21	Accel 25:75
Historic	2016	563	523	554	501	2,141					
	2017	552	570	529	554	2,205					
	2018	587	542	565	523	2,217					
	2019	560	575	547	565	2,247	2255				
	2020	658	555	561	545	2,319					
	2021	619	666	555	562	2,402		261	12.2%	2,396	2,402
Projected	2022	608	619	667	556	2,449				2,445	2,449
	2023	610	608	620	668	2,506				2,495	2,506
	2024	582	608	607	618	2,415	2443			2,419	2,415
	2025	617	579	606	605	2,408				2,388	2,408
	2026	643	615	578	604	2,439		37	1.5%	2,415	2,439
Extended	2027	610	640	613	576	2,439				2,424	2,439
	2028	601	607	638	611	2,458				2,451	2,458
	2029	539	598	606	636	2,379	2382			2,372	2,473
	2030	552	536	597	604	2,289				2,315	2,444
	2031	663	549	535	595	2,343		-97	-4.0%		2529

Six consistant years of moderate increases of 52 students per year.

Two additional years of consistant moderate increases of 58 students per year followed by three years of a lower level of stability.

Base, Accelerated and Previous projects are at the nearly same levels



High School enrollments are projected at 2,439 students at the end of the 5-year projection period.

That is 24 students more than the previous projection.

Tredyffrin-Easttown School District

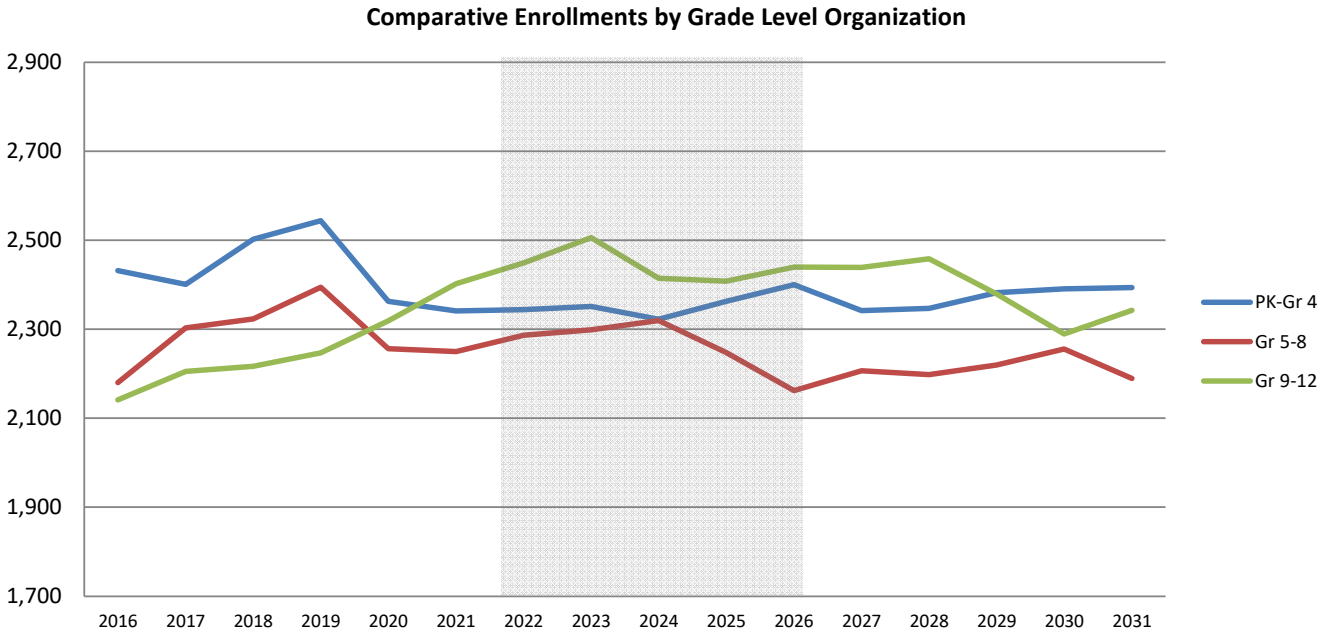
Comparative Enrollments by Grade Level Organization

		K-4	Gr 5-8	Gr 9-12	TOTAL
Historic	2016	2,432	2,180	2,141	6,753
	2017	2,401	2,303	2,205	6,909
	2018	2,502	2,323	2,217	7,042
	2019	2,544	2,394	2,247	7,185
	2020	2,363	2,256	2,319	6,938
	2021	2,341	2,250	2,402	6,993
Projected	2022	2,344	2,287	2,449	7,080
	2023	2,351	2,298	2,506	7,155
	2024	2,322	2,320	2,415	7,057
	2025	2,363	2,248	2,408	7,019
	2026	2,400	2,162	2,439	7,001
Extended	2027	2,342	2,206	2,439	6,987
	2028	2,347	2,198	2,458	7,003
	2029	2,382	2,220	2,379	6,981
	2030	2,391	2,255	2,289	6,936
	2031	2,394	2,190	2,343	6,926

Projection Period

Highs

Lows

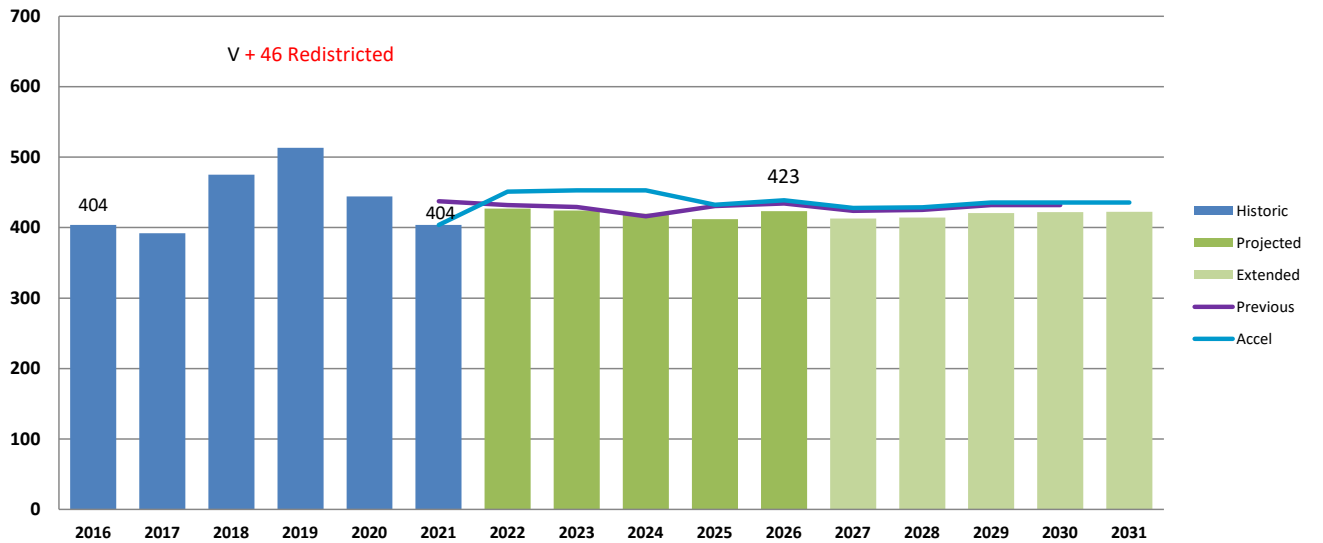


High School enrollments will peak in 2023, the 2nd year of the 5-year projection.

Middle School enrollments peaked in the historical period, and will decrease throughout the projection period.

Elementary School enrollments peaked in October 2019, will continue to decrease through 2024, followed by increases in the last two years of the projection period.

Beaumont ES Enrollment by Year



Beaumont Elementary School

29 students from new housing yields
11 students at this elementary school

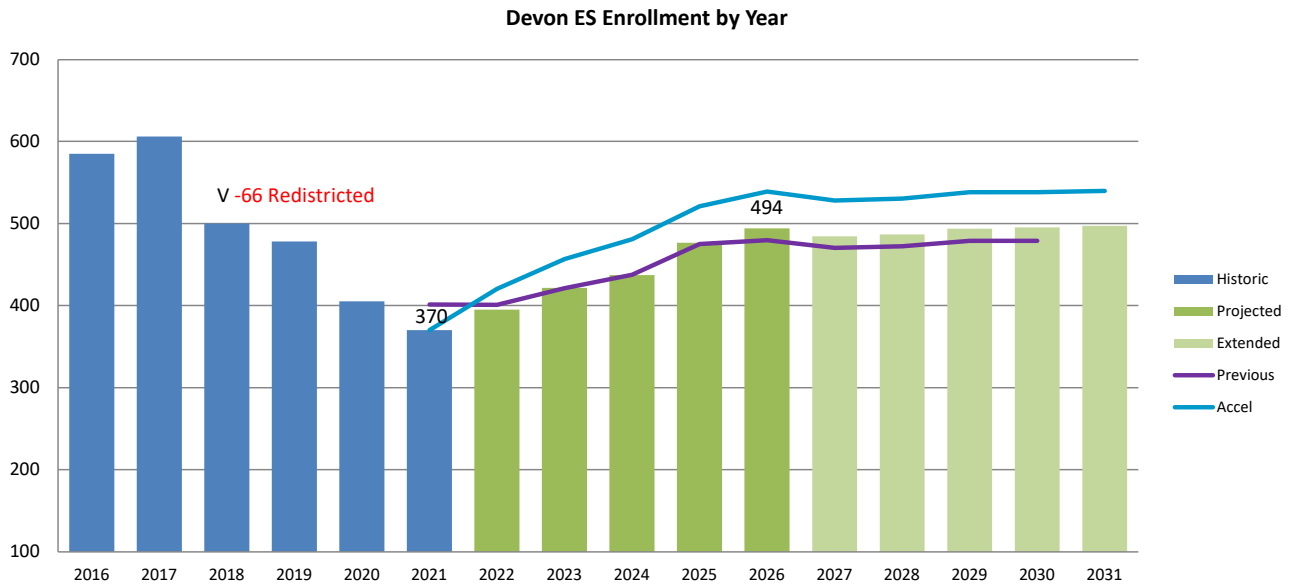
		K	1	2	3	4	TOTAL	Average	Change		Accel
Historic	2016	57	79	88	82	98	404				
	2017	60	65	85	94	88	392				
	2018	68	97	98	105	107	475				
	2019	99	92	110	106	106	513	439			
	2020	57	88	92	106	101	444				
	2021	48	76	83	92	105	404		0	0.0%	404
Projected	2022	72	71	93	91	99	427				451
	2023	64	90	77	98	95	424				453
	2024	61	80	97	81	100	420	421			453
	2025	64	76	87	102	83	412				433
	2026	65	80	82	91	105	423		19	4.5%	439
Extended	2027	65	81	87	86	94	413				428
	2028	65	81	88	91	89	414				429
	2029	65	81	88	92	94	421	418			436
	2030	65	81	88	92	95	422				436
	2031	65	81	88	92	95	422		-1	-0.3%	436

Section Counts Standard

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Historic	2015	3	4	4	4	4	19
	2016	3	3	4	4	4	18
	2017	3	5	5	5	5	23
	2018	5	4	5	5	5	24
	2019	3	4	4	5	4	20
	2020	3	4	4	4	5	20
Projected	2021	4	4	4	4	4	20
	2022	3	4	4	4	4	19
	2023	3	4	5	4	4	20
	2024	3	4	4	4	4	19
	2025	3	4	4	4	5	20
Extended	2026	3	4	4	4	4	19
	2027	3	4	4	4	4	19
	2028	3	4	4	4	4	19
	2029	3	4	4	4	4	19
	2030	3	4	4	4	4	19

Section Counts Accelerated

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Histor	2015	3	4	4	4	4	19
	2016	3	3	4	4	4	18
	2017	3	5	5	5	5	23
	2018	5	4	5	5	5	24
	2019	3	4	4	5	4	20
	2020	3	4	4	4	5	20
Projec	2021	4	4	5	4	4	21
	2022	3	5	4	5	4	21
	2023	3	4	5	4	5	21
	2024	3	4	4	5	4	20
	2025	3	4	4	4	5	20
Exten	2026	3	4	4	4	4	19
	2027	3	4	4	4	4	19
	2028	3	4	4	4	4	19
	2029	3	4	4	4	4	19
	2030	3	4	4	4	4	19



Devon Elementary School

0 students from new housing yields
0 students at this elementary school

		K	1	2	3	4	TOTAL	Average	Change		Accel
Historic	2016	103	123	135	120	104	585				
	2017	104	123	120	138	121	606				
	2018	62	111	94	107	126	500				
	2019	72	90	114	96	106	478	491			
	2020	49	80	80	109	87	405				
	2021	58	55	78	74	105	370		-215	-36.8%	370
Projected	2022	93	86	60	81	75	395				420
	2023	83	116	84	60	79	421				457
	2024	79	104	113	83	58	437	445			481
	2025	83	98	101	113	80	477				521
	2026	83	104	96	101	109	494		124	31.4%	539
Extended	2027	85	104	102	96	98	484				528
	2028	85	106	102	102	93	487				530
	2029	85	106	103	101	98	494	491			538
	2030	85	106	103	103	98	495				538
	2031	85	106	103	103	100	497		3	0.6%	540

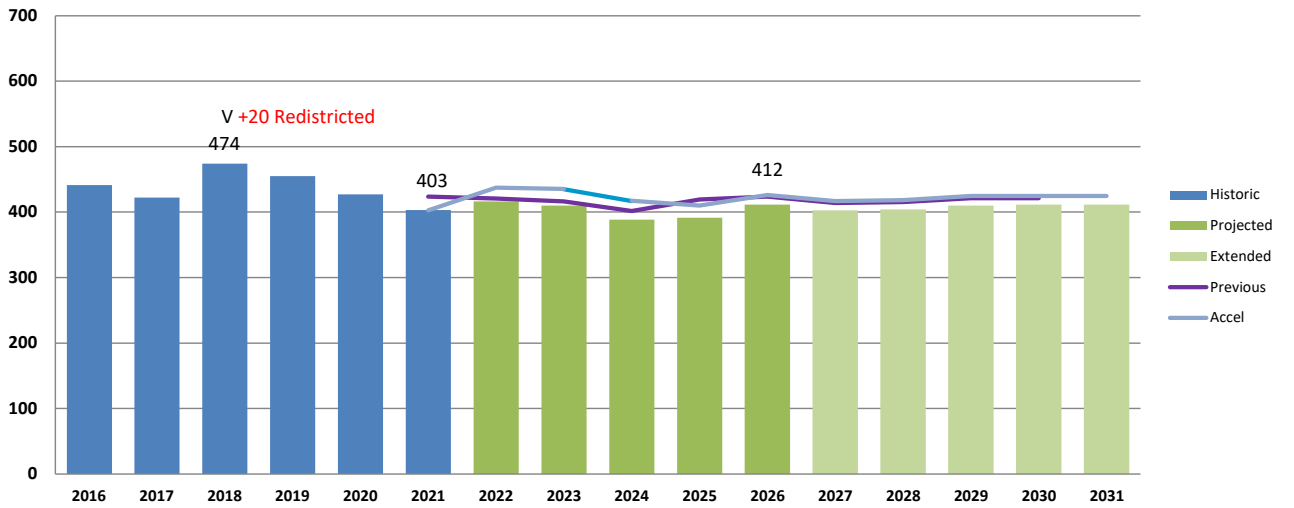
Section Counts Standard

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Historic	2015	5	6	6	5	4	26
	2016	5	6	5	6	5	27
	2017	3	5	4	5	5	22
	2018	4	4	5	4	5	22
	2019	3	4	4	5	4	20
	2020	3	3	4	3.0	5	18
Projected	2021	5	4	3	4	3	19
	2022	4	6	4	3	4	21
	2023	4	5	5	4	3	21
	2024	4	5	5	5	4	23
	2025	4	5	5	4	5	23
Extended	2026	4	5	5	4	4	22
	2027	4	5	5	4	4	22
	2028	4	5	5	4	4	22
	2029	4	5	5	4	4	22
	2030	4	5	5	4	4	22

Section Counts Accelerated

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Histor	2015	5	6	6	5	4	26
	2016	5	6	5	6	5	27
	2017	3	5	4	5	5	22
	2018	4	4	5	4	5	22
	2019	3	4	4	5	4	20
	2020	3	3	4	3.0	5	18
Projec	2021	5	5	3	4	3	20
	2022	4	6	4	3	4	21
	2023	4	5	6	4	3	22
	2024	4	5	5	5	4	23
	2025	4	6	5	5	5	25
Exten	2026	4	5	5	5	5	24
	2027	4	6	5	5	4	24
	2028	4	6	5	5	5	25
	2029	4	6	5	5	5	25
	2030	4	6	5	5	5	25

Hillside ES Enrollment by Year



Hillside Elementary School

4 students from new housing yields
2 students at this elementary school

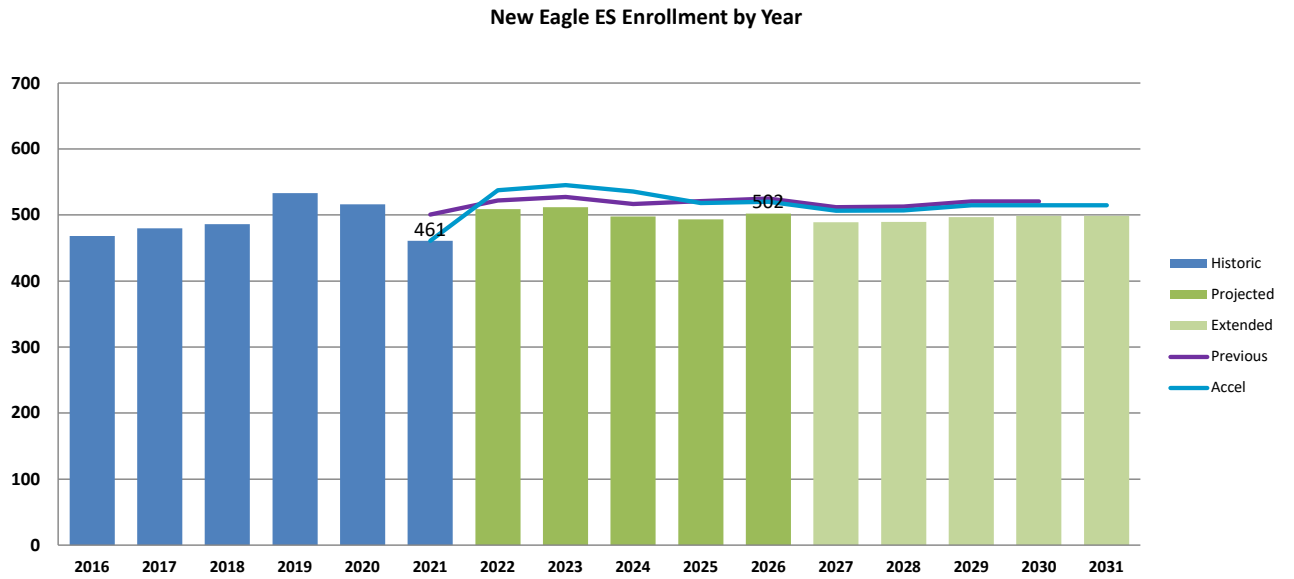
		K	1	2	3	4	TOTAL	Average	Change		Accel
Historic	2016	76	78	98	81	108	441				
	2017	71	91	78	99	83	422				
	2018	84	101	101	90	98	474				
	2019	76	88	94	99	98	455	437			
	2020	57	95	89	100	86	427				
	2021	44	71	94	91	103	403		-38	-8.6%	403
Projected	2022	75	65	79	102	95	416				438
	2023	67	93	64	83	103	410				435
	2024	63	83	92	67	83	389	404			417
	2025	67	78	83	96	67	391				410
	2026	68	83	78	86	96	412		9	2.1%	426
Extended	2027	68	84	83	81	87	403				417
	2028	68	84	84	86	82	404				418
	2029	68	84	84	87	86	410	408			425
	2030	68	84	84	87	88	411				424
	2031	68	84	84	87	88	412		0	0.0%	425

Section Counts Standard

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Historic	2015	4	4	5	4	5	22
	2016	4	4	4	4	4	20
	2017	4	5	5	4	4	22
	2018	4	4	4	4	4	20
	2019	3	5	4	4	4	20
	2020	2	4	4	4	4	18
Projected	2021	4	3	4	4	4	19
	2022	3	5	3	4	4	19
	2023	3	4	4	3	4	18
	2024	3	4	4	4	3	18
	2025	3	4	4	4	4	19
Extended	2026	3	4	4	4	4	19
	2027	3	4	4	4	4	19
	2028	3	4	4	4	4	19
	2029	3	4	4	4	4	19
	2030	3	4	4	4	4	19

Section Counts Accelerated

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Histor	2015	4	4	5	4	5	22
	2016	4	4	4	4	4	20
	2017	4	5	5	4	4	22
	2018	4	4	4	4	4	20
	2019	3	5	4	4	4	20
	2020	2	4	4	4	4	18
Projec	2021	4	4	4	4	4	20
	2022	3	5	3	4	4	19
	2023	3	4	4	3	4	18
	2024	3	4	4	4	3	18
	2025	3	4	4	4	4	19
Extenc	2026	3	4	4	4	4	19
	2027	3	4	4	4	4	19
	2028	3	4	4	4	4	19
	2029	3	4	4	4	4	19
	2030	3	4	4	4	4	19



New Eagle Elementary School 24 students from new housing yields
9 students at this elementary school

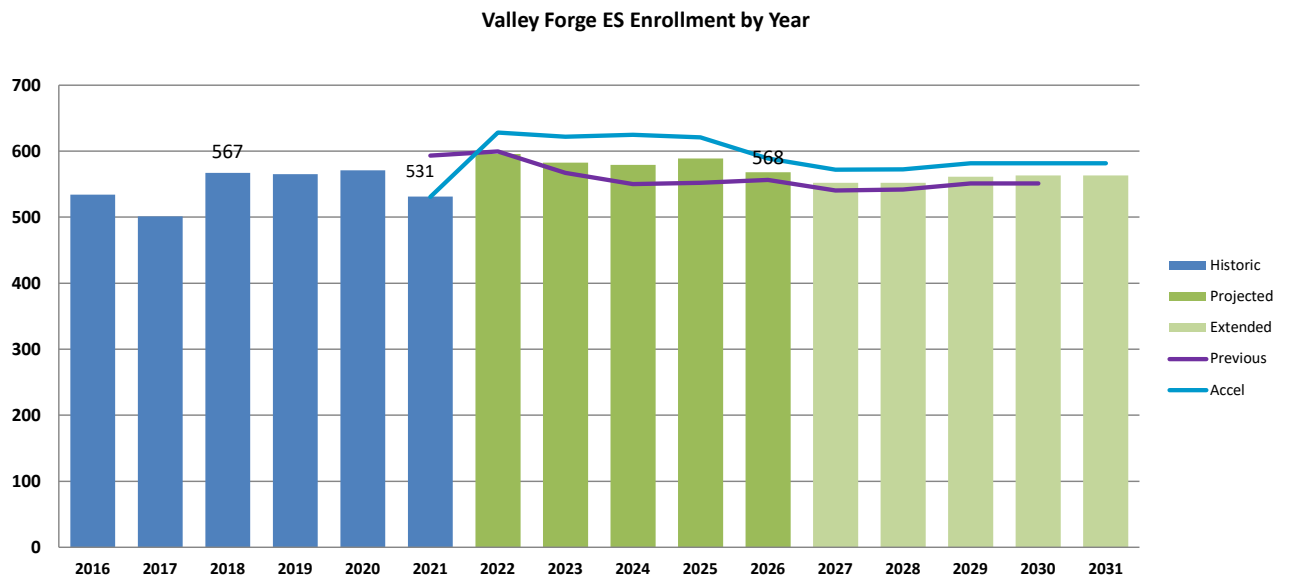
		K	1	2	3	4	TOTAL	Average	Change		Accel
Historic	2016	94	97	88	94	95	468				
	2017	72	115	107	90	96	480				
	2018	72	97	119	106	92	486				
	2019	88	105	98	125	117	533	491			
	2020	77	106	104	100	129	516				
	2021	59	89	107	102	104	461		-7	-1.5%	461
Projected	2022	85	92	104	115	112	509				538
	2023	76	112	96	107	121	512				545
	2024	72	100	116	98	112	498	503			536
	2025	76	94	103	118	102	493				518
	2026	77	99	97	105	124	502		41	8.1%	520
Extended	2027	77	100	102	99	111	489				507
	2028	77	100	104	104	104	490				507
	2029	77	100	104	106	109	497	495			515
	2030	77	100	104	106	111	498				515
	2031	77	100	104	106	111	499		-4	-0.7%	515

Section Counts Standard

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Historic	2015	5	5	4	4	4	22
	2016	4	5	5	4	4	22
	2017	4	5	5	5	4	23
	2018	4	5	5	5	5	24
	2019	4	5	5	4	5	23
	2020	3	4	5	4	4	20
Projected	2021	4	5	5	5	5	24
	2022	4	5	4	5	5	23
	2023	4	5	5	4	5	23
	2024	4	5	5	5	4	23
	2025	4	5	5	5	5	24
Extended	2026	4	5	5	4	5	23
	2027	4	5	5	5	5	24
	2028	4	5	5	5	5	24
	2029	4	5	5	5	5	24
	2030	4	5	5	5	5	24

Section Counts Accelerated

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Histor	2015	5	5	4	4	4	22
	2016	4	5	5	4	4	22
	2017	4	5	5	5	4	23
	2018	4	5	5	5	5	24
	2019	4	5	5	4	5	23
	2020	3	4	5	4	4	20
Projec	2021	4	5	6	5	5	25
	2022	4	6	5	5	5	25
	2023	4	5	6	5	6	26
	2024	4	5	5	5	5	24
	2025	4	5	5	5	5	24
Exten	2026	4	5	5	4	5	23
	2027	4	5	5	5	5	24
	2028	4	5	5	5	5	24
	2029	4	5	5	5	5	24
	2030	4	5	5	5	5	24



Valley Forge Elementary Scho 29 students from new housing yields
11 students at this elementary school

		K	1	2	3	4	TOTAL	Average	Change		Accel
Historic	2016	69	85	116	123	141	534				
	2017	73	89	91	123	125	501				
	2018	103	114	101	104	145	567				
	2019	85	131	124	113	112	565	545			
	2020	76	113	141	128	113	571				
	2021	78	87	109	137	120	531		-3	-0.6%	531
Projected	2022	90	126	106	123	151	596				628
	2023	81	122	136	115	130	583				622
	2024	75	108	131	145	120	579	583			625
	2025	80	101	116	140	151	589				621
	2026	81	107	109	125	147	568		37	6.2%	589
Extended	2027	81	109	115	117	131	552				572
	2028	81	109	117	123	122	552				572
	2029	81	109	117	125	129	561	558			582
	2030	81	109	117	125	131	563				582
	2031	81	109	117	125	131	563		-5	-0.9%	582

Section Counts Standard

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Historic	2015	3	4	5	5	6	23
	2016	4	4	4	5	5	22
	2017	5	5	5	4	6	25
	2018	4	6	6	5	5	26
	2019	4	5	6	5	5	25
	2020	4	4	5	6	5	24
Projected	2021	4	6	5	5	6	26
	2022	4	6	6	5	6	27
	2023	4	5	6	6	5	26
	2024	4	5	5	6	6	26
	2025	4	5	5	5	6	25
Extended	2026	4	5	5	5	6	25
	2027	4	5	5	5	5	24
	2028	4	5	5	5	5	24
	2029	4	5	5	5	6	25
	2030	4	5	5	5	6	25

Section Counts Accelerated

Max. Section Size		23	23	24	26	26	
		K	1	2	3	4	Total
Histor	2015	3	4	5	5	6	23
	2016	4	4	4	5	5	22
	2017	5	5	5	4	6	25
	2018	4	6	6	5	5	26
	2019	4	5	6	5	5	25
	2020	4	4	5	6	5	24
Projec	2021	4	7	6	5	6	28
	2022	4	6	7	6	6	29
	2023	4	5	6	7	6	28
	2024	4	5	6	6	7	28
	2025	4	5	5	5	6	25
Exten	2026	4	5	6	5	6	26
	2027	4	5	6	6	5	26
	2028	4	5	6	6	6	27
	2029	4	5	6	6	6	27
	2030	4	5	6	6	6	27

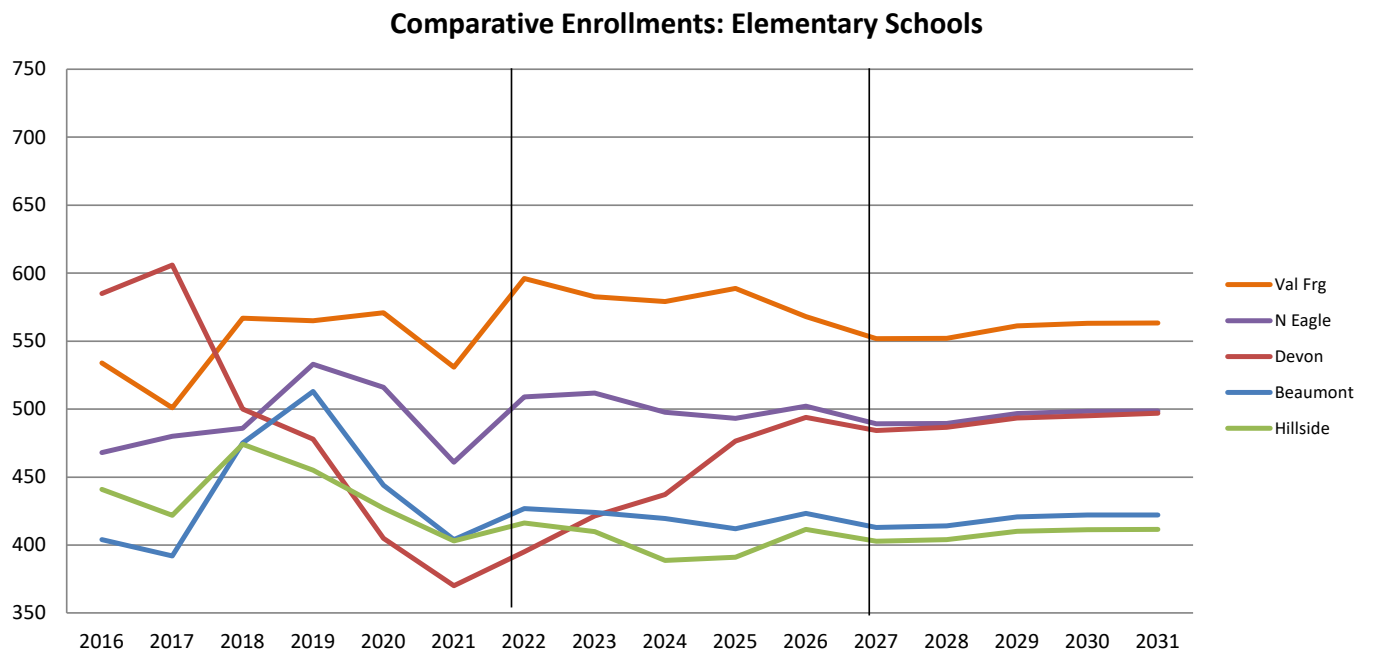
Tredyffrin-Easttown School District

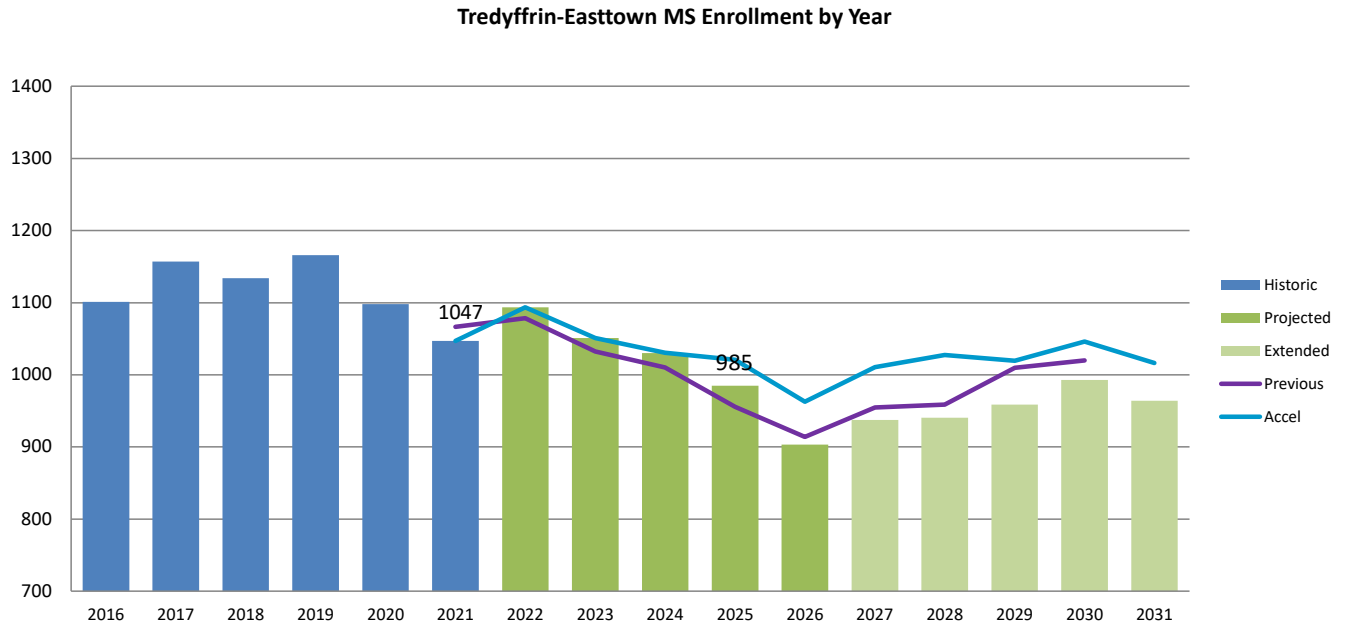
Comparative Elementary School Enrollments

		Beaumor	Devon	Hillside	New Eagle	Valley Forge
Historic	**2016**	404	585	441	468	534
	2017	392	606	422	480	501
	2018	475	500	474	486	567
	2019	513	478	455	533	565
	2020	444	405	427	516	571
	2021	404	370	403	461	531
Projected	**2022**	427	395	416	509	596
	2023	424	421	410	512	583
	2024	420	437	389	498	579
	2025	412	477	391	493	589
	2026	423	494	412	502	568
Extended	**2027**	413	484	403	489	552
	2028	414	487	404	490	552
	2029	421	494	410	497	561
	2030	422	495	411	498	563
	2031	422	497	412	499	563

Low

High

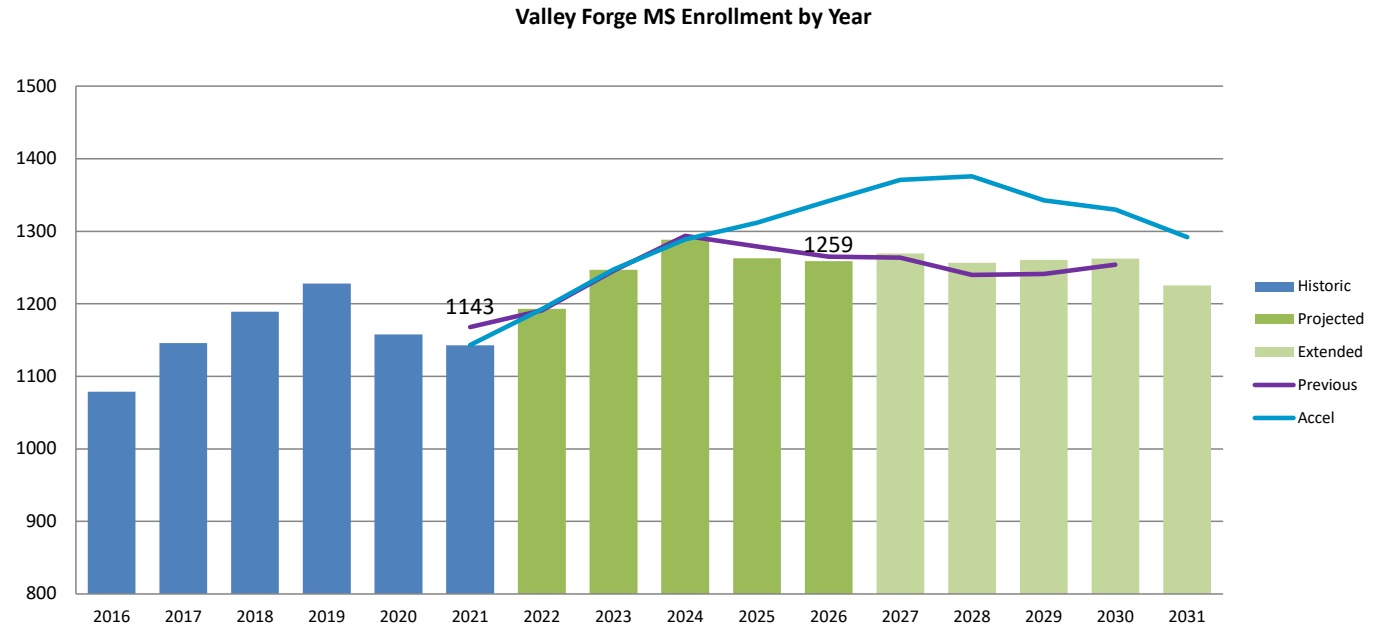




Tredyffrin-Easttown Middle School

14 to 55 Students from new housing, yields
5 to 22 Students at this Middle School

		5	6	7	8	TOTAL	Average	Change		Accel
Historic	**2016**	302	259	276	264	**1,101**				
	2017	279	316	275	287	**1,157**				
	2018	255	285	316	278	**1,134**				
	2019	283	276	287	320	**1,166**	1,117			
	2020	256	282	274	286	**1,098**				
	2021	242	251	279	275	**1,047**		-54	-4.9%	1,047
Projected	**2022**	280	258	264	291	**1,094**				1,093
	2023	229	290	263	269	**1,051**				1,051
	2024	233	236	294	267	**1,030**	1,013			1,031
	2025	206	240	240	299	**985**				1,021
	2026	203	213	244	244	**903**		-144	-13.2%	963
Extended	**2027**	264	210	216	247	**937**				1,011
	2028	236	273	213	219	**940**				1,027
	2029	222	244	277	216	**959**	959			1,020
	2030	235	229	247	281	**993**				1,046
	2031	237	242	233	251	**964**		61	6.5%	1,016



Valley Forge Middle School

12 to 45 Students from new housing, yield
2 to 9 Students at this Middle School

		5	6	7	8	TOTAL	Average	Change		Accel
Historic	2016	298	261	264	256	1,079				
	2017	296	309	273	268	1,146				
	2018	282	307	324	276	1,189				
	2019	287	300	313	328	1,228	1,157			
	2020	269	282	299	308	1,158				
	2021	293	268	283	299	1,143		64	5.9%	1,143
Projected	2022	298	314	287	294	1,193				1,193
	2023	322	309	325	291	1,247				1,247
	2024	311	332	318	327	1,289	1,250			1,289
	2025	281	320	341	320	1,263				1,312
	2026	296	289	329	344	1,259		116	9.7%	1,342
Extended	2027	335	305	297	332	1,269				1,371
	2028	299	345	313	299	1,257				1,376
	2029	282	308	355	316	1,260	1,255			1,343
	2030	298	290	317	358	1,263				1,330
	2031	301	307	299	319	1,225		-33	-2.6%	1,292

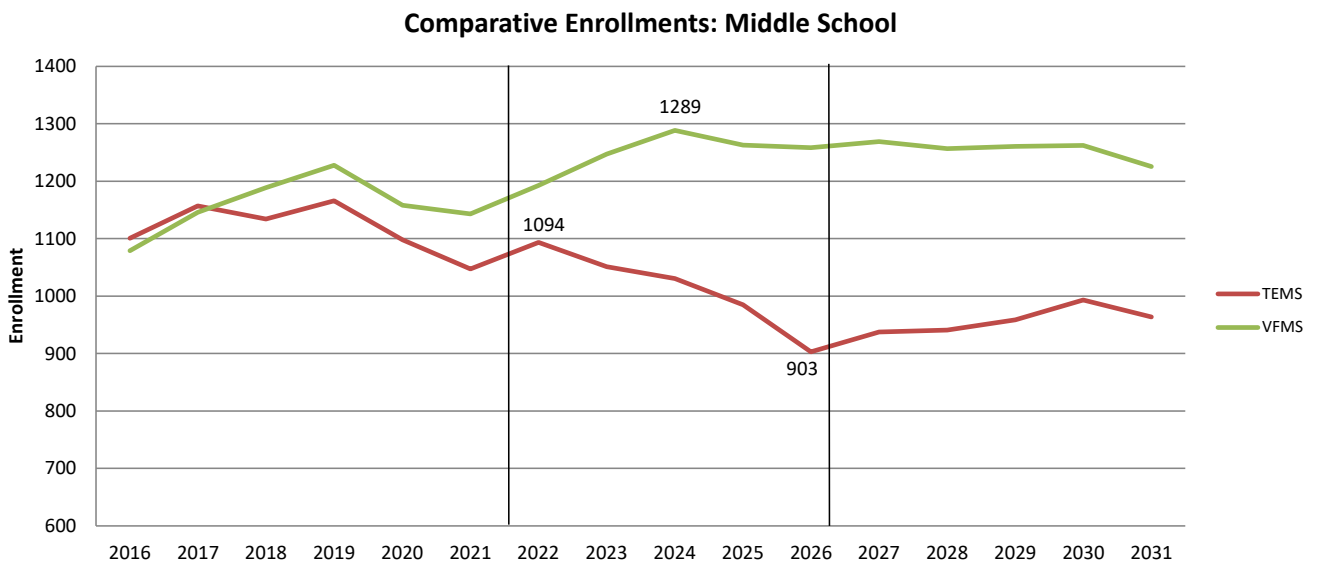
Tredyffrin-Easttown School District

Comparative Middle Schools

		TEMS	VFMS
Historic	**2016**	1101	1079
	2017	1157	1146
	2018	1134	1189
	2019	1166	1228
	2020	1098	1158
	2021	1047	1143
Projected	**2022**	1094	1193
	2023	1051	1247
	2024	1030	1289
	2025	985	1263
	2026	903	1259
Extended	**2027**	937	1269
	2028	940	1257
	2029	959	1260
	2030	993	1263
	2031	964	1225

Low

High 5-Yr Projection



TREDYFFRIN / EASTTOWN

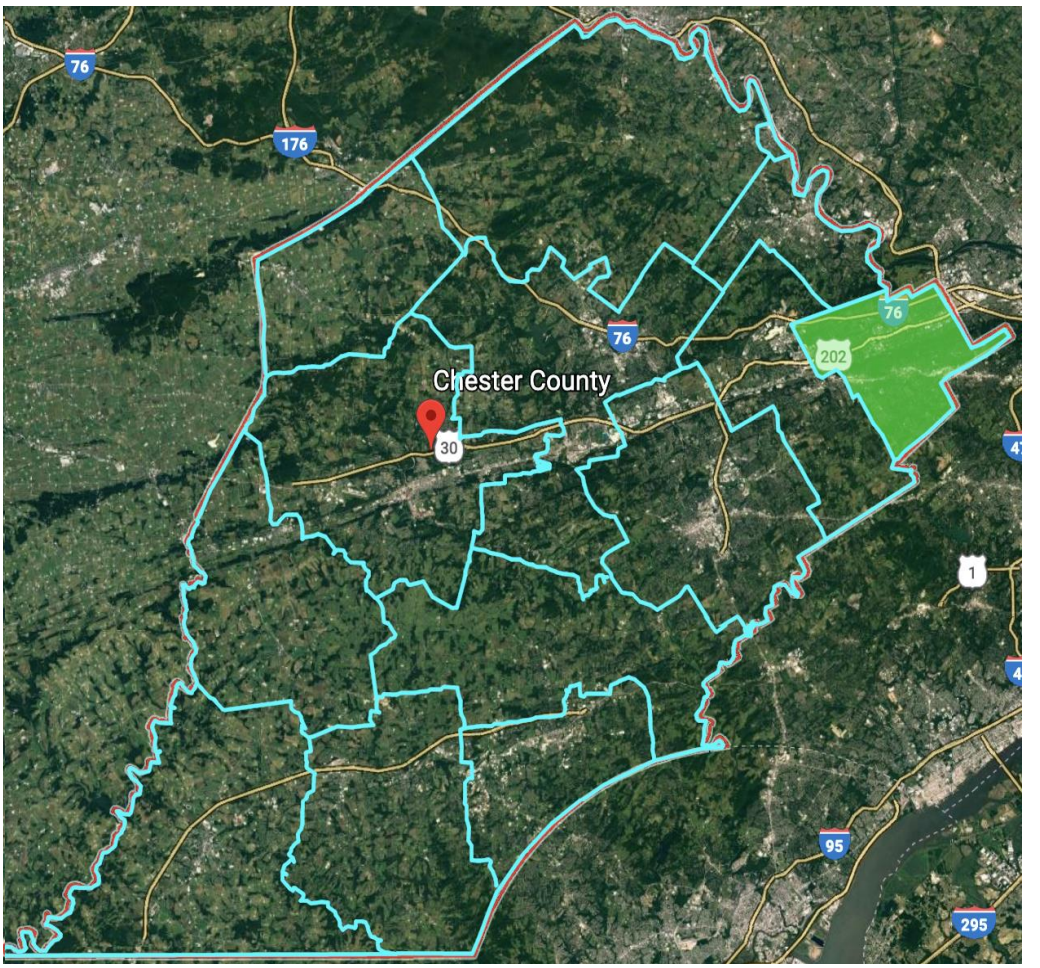
SCHOOL DISTRICT

Inspiring the Future

www.tesd.net

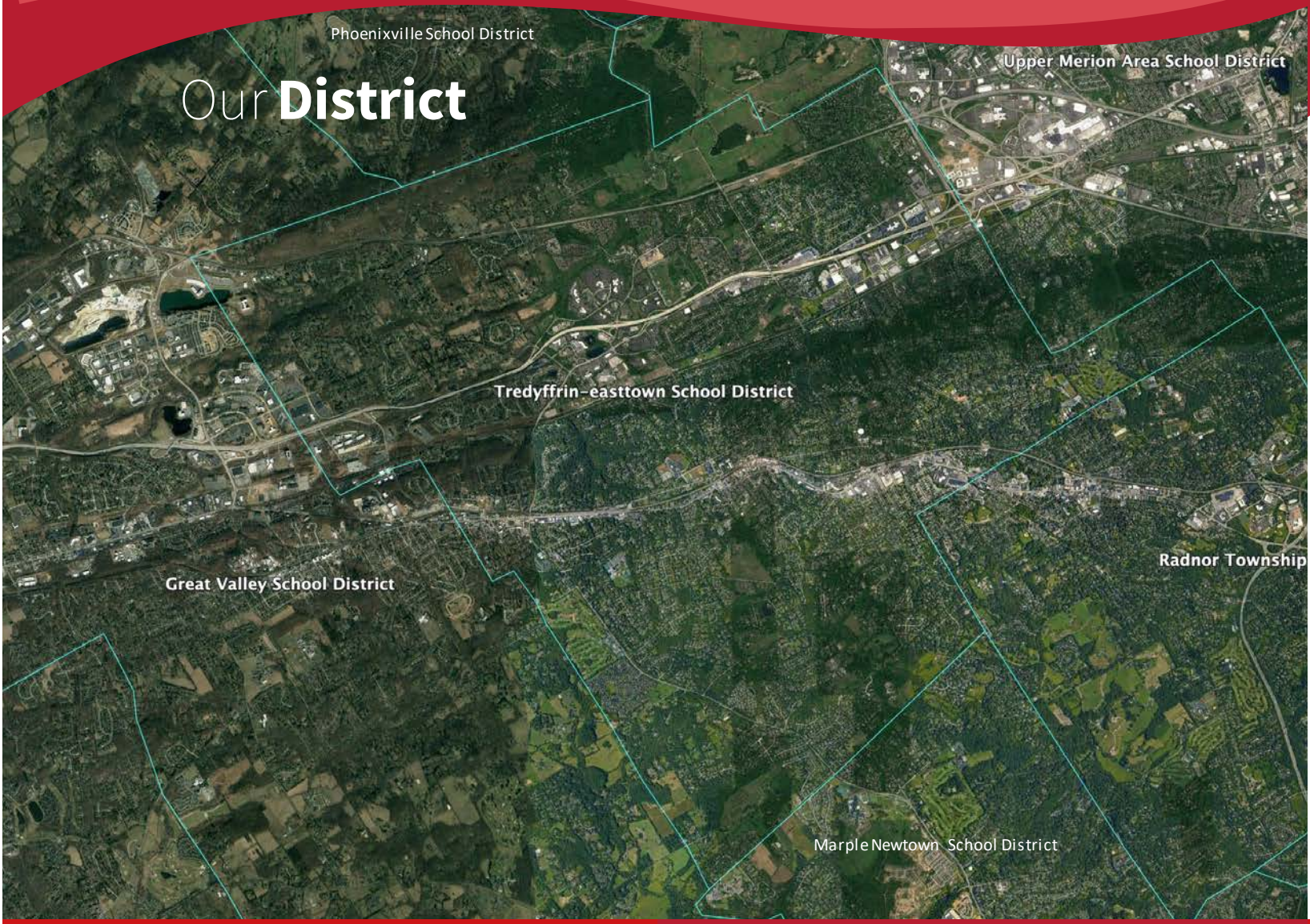
A Little **About Us**

The Tredyffrin and Easttown school boards merged in 1953 as a result of the 1947 and 1951 General Assembly legislation which permitted school districts to consolidate. The Tredyffrin/Easttown School District is one of the 12 primary school districts in Chester County and sits on the eastern most edge of the county along the business route 30 and 202 corridors.

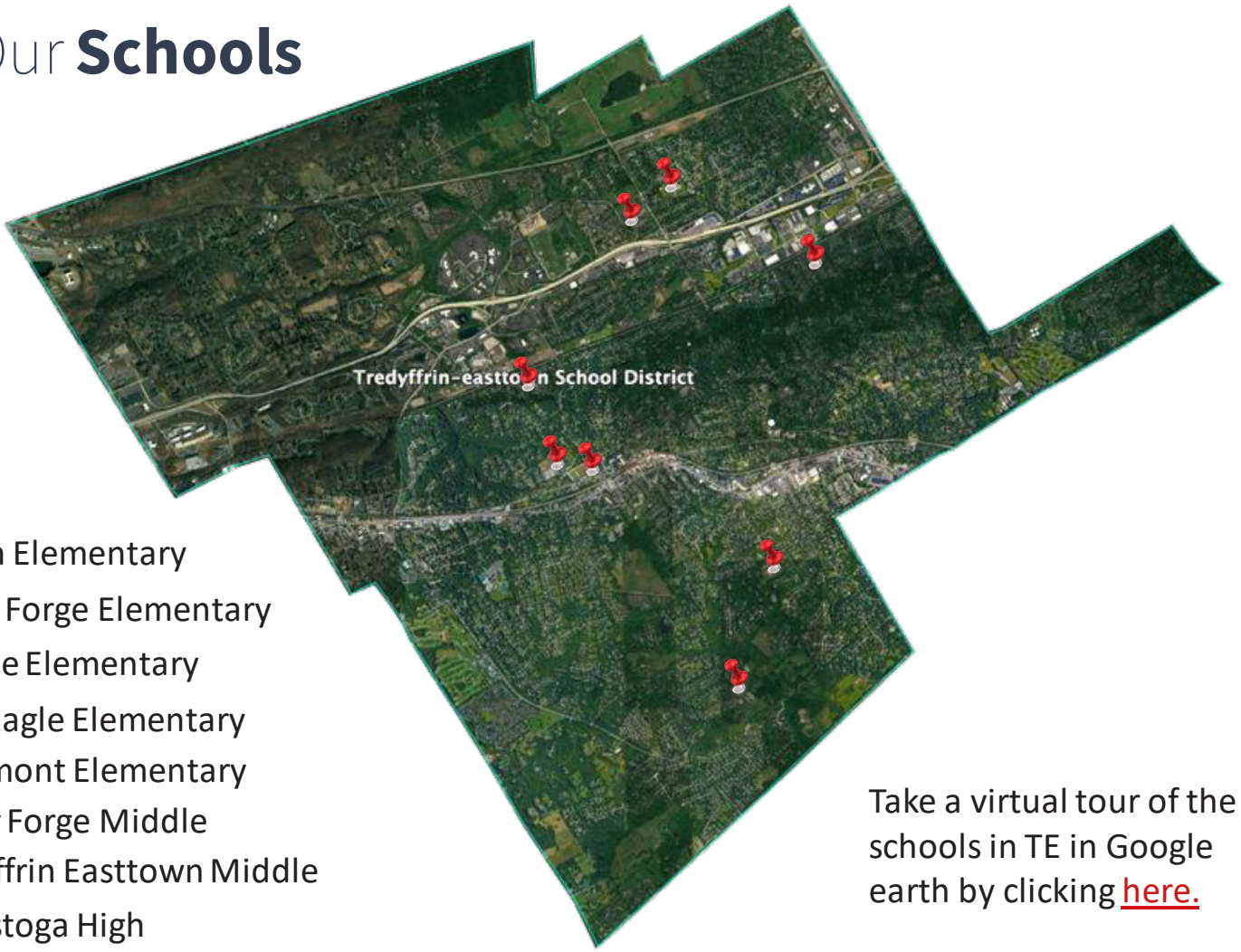


Click on image to view Tredyffrin and Easttown Townships in Google Earth.

Our **District**



Our **Schools**

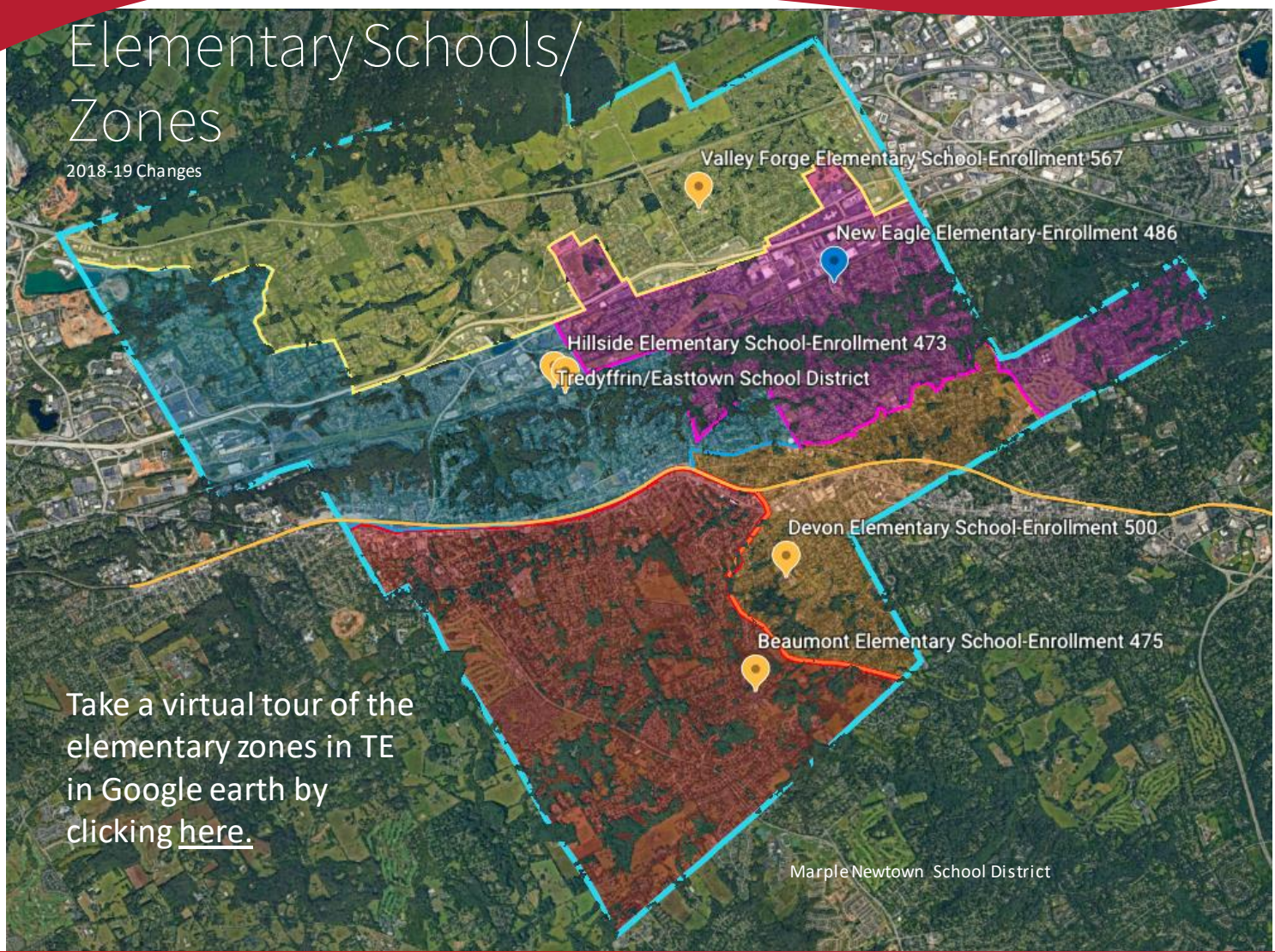


- Devon Elementary
- Valley Forge Elementary
- Hillside Elementary
- New Eagle Elementary
- Beaumont Elementary
- Valley Forge Middle
- Tredyffrin Easttown Middle
- Conestoga High

Take a virtual tour of the schools in TE in Google earth by clicking here.

Elementary Schools/ Zones

2018-19 Changes



Take a virtual tour of the elementary zones in TE in Google earth by clicking here.

Devon Elementary

Built in 1957 and currently enrolls 500 students in grade levels K-4.

The size of the rising generation, and the affluence of their parents during the 1950s, 1960s and 1970s, combined with the desire on the part of the community to obtain the best education, resulted in the construction of five new elementary schools in TE during the 50's and 60's. Devon Elementary was the first of these five schools to be built and opened in 1957.

www.tesd.net/Domain/681

Devon Elementary

UPI 55-3-28, 55-3-27.1, 13.8 Acres

Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

Valley Forge Elementary

Built in 1958 and currently enrolls 567 students in grade levels K-4.

The Valley Forge Elementary School is a product of intensive planning by teachers, administrators, board directors, and architects. Ground was broken for the Valley Forge School on April 25, 1957, and the building was opened for use on February 10, 1958. The building was financed by the proceeds of a bond issue of $495,000, approved by the Tredyffrin Township citizens at the November 1956 elections. The base construction cost of the Valley Forge School was $1,150 per pupil capacity, while the structural cost was $14.62 per square foot. The unit costs may be reduced when the planned addition of six classrooms is constructed, since present central facilities have been designed to take care of such an addition. The total cost of this school (excluding the site which was previously acquired), with all equipment and fees, is $497,000.

https://www.tesd.net/Domain/506

Valley Forge Elementary

UPI 43-5-37, 16.8 Acres

Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

Hillside Elementary

Built in 1961 and currently enrolls 473 students in grade levels K-4.

The size of the rising generation, and the affluence of their parents during the 1950s, 1960s and 1970s, combined with the desire on the part of the community to obtain the best education, resulted in the construction of five new elementary schools in TE during the 50's and 60's. Hillside was the third of these five schools to be built and opened in 1961.

https://www.tesd.net/Domain/751

Hillside Elementary

UPI 43-10B-25.1, 9.8 Acres

Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

New Eagle Elementary

Built in 1964 and currently enrolls 486 students in grade levels K-4.

The size of the rising generation, and the affluence of their parents during the 1950s, 1960s and 1970s, combined with the desire on the part of the community to obtain the best education, resulted in the construction of five new elementary schools in TE during the 50's and 60's. New Eagle was the fourth of these five schools to be built and opened in 1964.

https://www.tesd.net/Domain/823

New Eagle Elementary

UPI 43-6P-122, 14.6 Acres

Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

Beaumont Elementary

Built in 1965 and currently enrolls 475 students in grade levels K-4.

The size of the rising generation, and the affluence of their parents during the 1950s, 1960s and 1970s, combined with the desire on the part of the community to obtain the best education, resulted in the construction of five new elementary schools in TE during the 50's and 60's. Beaumont was the last of these five schools to be built and opened in 1965.

https://www.tesd.net/Domain/614

Beaumont Elementary

UPI 55-5-22, 11.5 Acres

Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.ht

Middle Schools/ Zones

2018-19 Changes

Take a virtual tour of the middle school zones in TE in Google earth by clicking here.

Valley Forge Middle School

Built in 1965 and currently enrolls 1,189 students in grades 5-8.

Founded in September, 1965 (1965-1966 school year), Valley Forge Junior High included 7th through 9th grade students until 1985 when the school changed its name to Valley Forge Middle School, housing students in grades 5 through 8.

https://www.tesd.net/Domain/506

Valley Forge Middle School

UPI 43-5-32.1, 25 Acres, 43-5-31, 20.7 Acres
Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

Tredyffrin-Easttown Middle School

Originally built in 1908 and currently enrolls 1,134 students in grades 5-8.

Tredyffrin/Easttown Middle School is one of two middle schools in the district. Tredyffrin/Easttown Middle School is often referred to as T/E Middle, or TEMS. T/E Middle School serves the educational needs of approximately 1,000 students in grades 5 through 8. Students from Hillside, Beaumont, and Devon Elementary Schools continue their education at TEMS. The mission of our school is to inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student. In 1907, the school boards of Easttown and Tredyffrin decided to merge the two existing high schools into one joint high school, to be known as Tredyffrin-Easttown Joint High School. Land was secured on the southwest corner of Conestoga and Howellville Roads. Then, in 1908, the students of both high schools marched in procession to their new school beginning an academic life as a unified high school. An addition was made in 1928 which doubled the size and capacity of T-E High School. In addition, athletic fields were laid out around the school.

https://www.tesd.net/Domain/398

Tredyffrin-Easttown Middle School

Originally built in 1908 and currently enrolls 1,134 students in grades 5-8.

Subsequently, in 1939 another addition was added to house the junior high. It was during this time that the school boards made a significant change in the grade configuration of their schools. This was to change the program from the traditional 8 to 4 configuration: 8 grades in the elementary school and 4 in the high school, to one of a 6-3-3 program, in which there were 6 grades in the elementary school, 3 in the junior high school, and 3 in the high school. Conestoga High School was built in 1955 at the northeast corner of Conestoga and Irish Roads, about two blocks from T-E High School. When this new high school opened, the Junior High School, which had been confined to one wing of the old high school building, moved into the entire building to become what was known as T-E Junior High. T-E Junior High School became an intermediate school in 1987, with the addition of students from the 6th grade. It was at this time that the 9th grade was sent to the high school. Lastly, in 1992, the intermediate school became what is known today as T-E Middle School with the addition of the 5th grade. This created the present grade configuration of 4-4-4

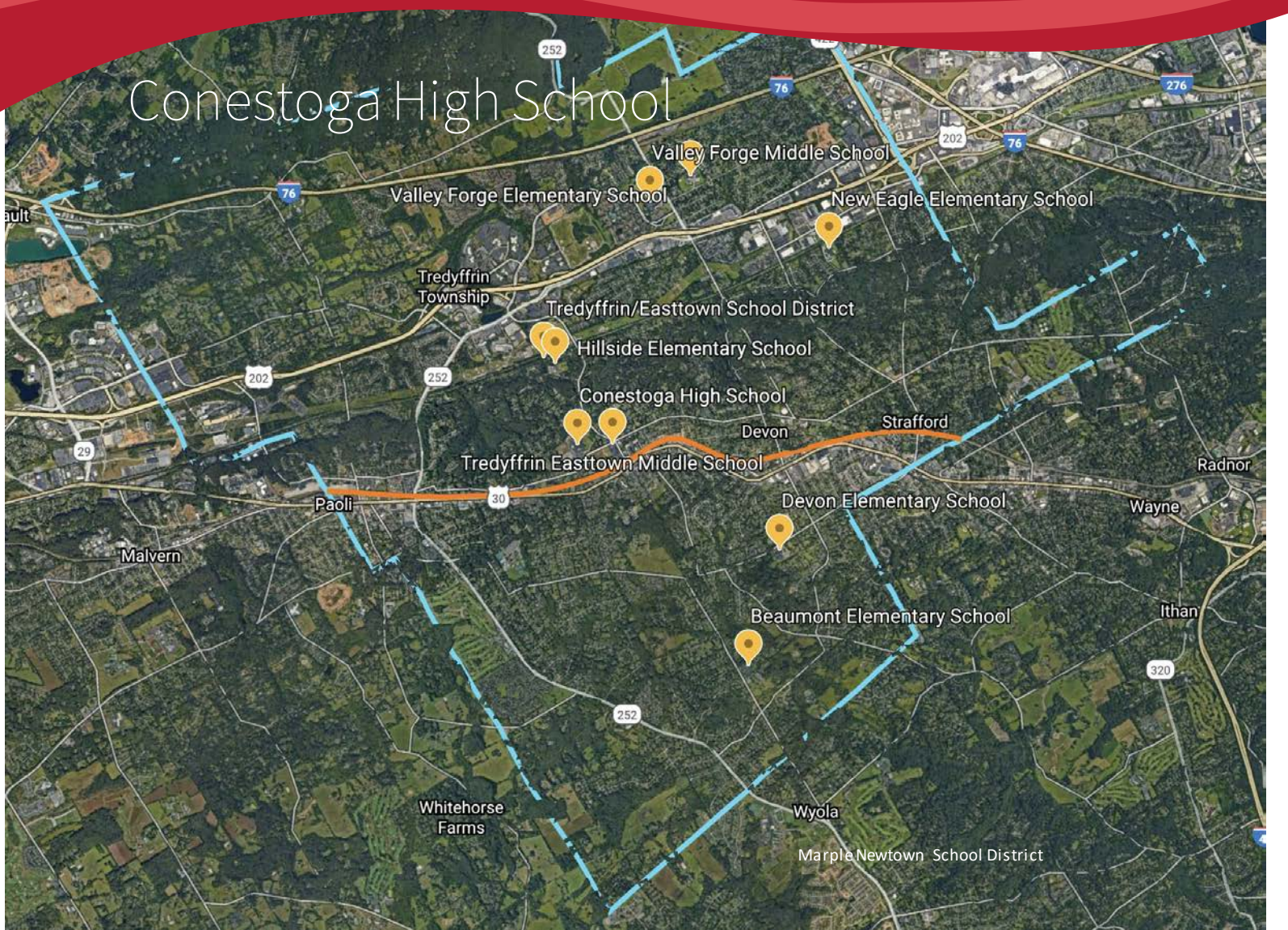
https://www.tesd.net/Domain/398

Tredyffrin-Easttown Middle School

UPI 43-10G-57, 16.9 Acres, 43-10K-67, .33 Acres
Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

Conestoga High School



Conestoga High School

Built in 1955 and currently enrolls 2,219 students in grades 9-12.

Conestoga High School opened on September 9, 1955 with a student enrollment of 549 and a faculty of 35. In September of 1959 a 19 room addition changed the shape of the high school from "J-shaped" to a "U-shaped" building. Student enrollment was 1036. In 1967 a 20 room addition changed the shape to an enclosed rectangle. In 1980-81 the library was enlarged and named the Karl Zettelmoyer Library in recognition of his years as principal from 1957-1971. In 1989-90 a new gymnasium, named for John C. Rittenmeyer, principal from 1971-1988, was added as well as a new science wing, and communication center.

https://www.tesd.net/Domain/78

Conestoga High School

UPI 43-10F-154, 43-10K-67, 43-10F-117
Adjacent Properties

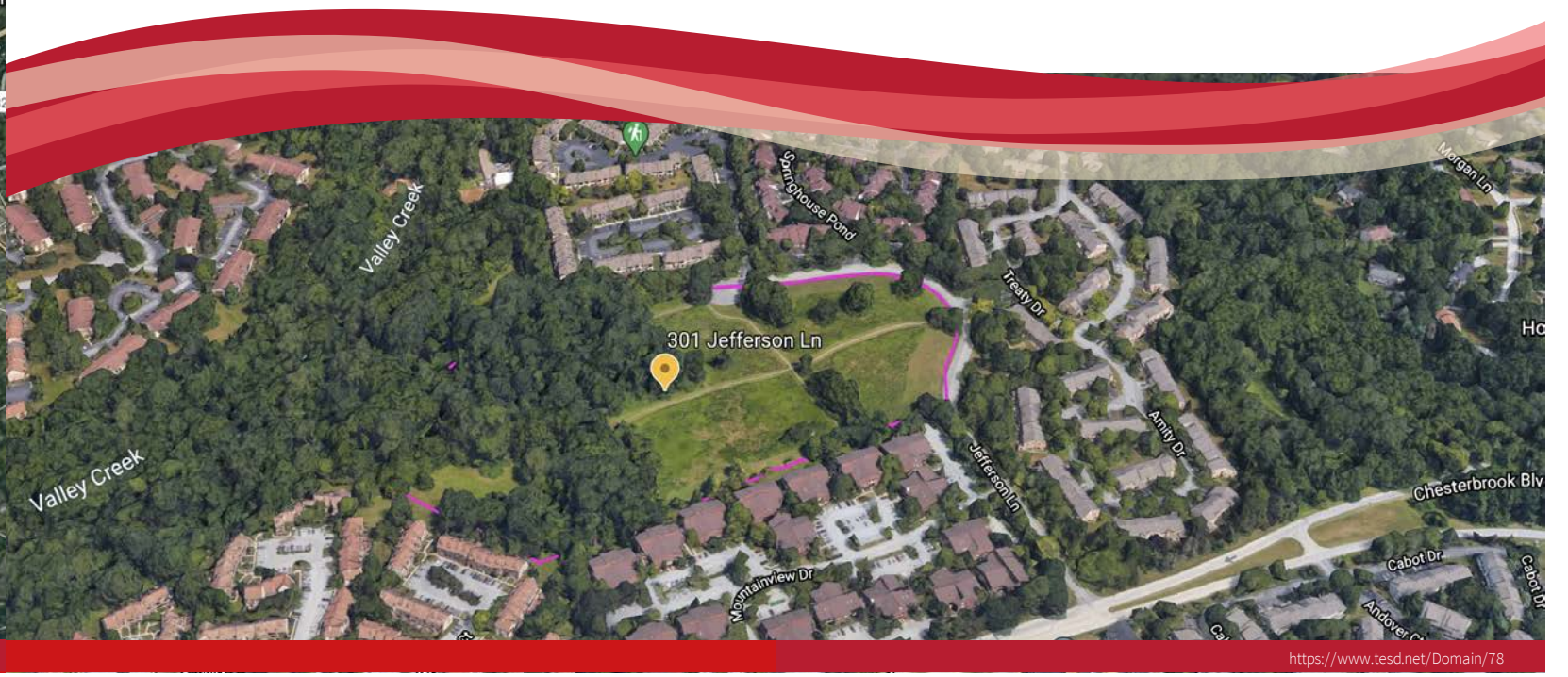
https://arcweb.chesco.org/cv3/Default_CV.html

Possible Future Sites

301 Jefferson Lane

15.489 acres of land acquired in 1984 from Greenview Associates with the following perpetual conditions:

“Said premises and any buildings and improvement thereon shall not at ay time here-after be used, except for the acquisition, construction, installation, repair, use, occupation, operation, relocation, enlargement, maintenance and replacement of: public elementary education facilities; public playgrounds; public parks and other recreation facilities or uses etc.”



https://www.tesd.net/Domain/78

301 Jefferson Lane

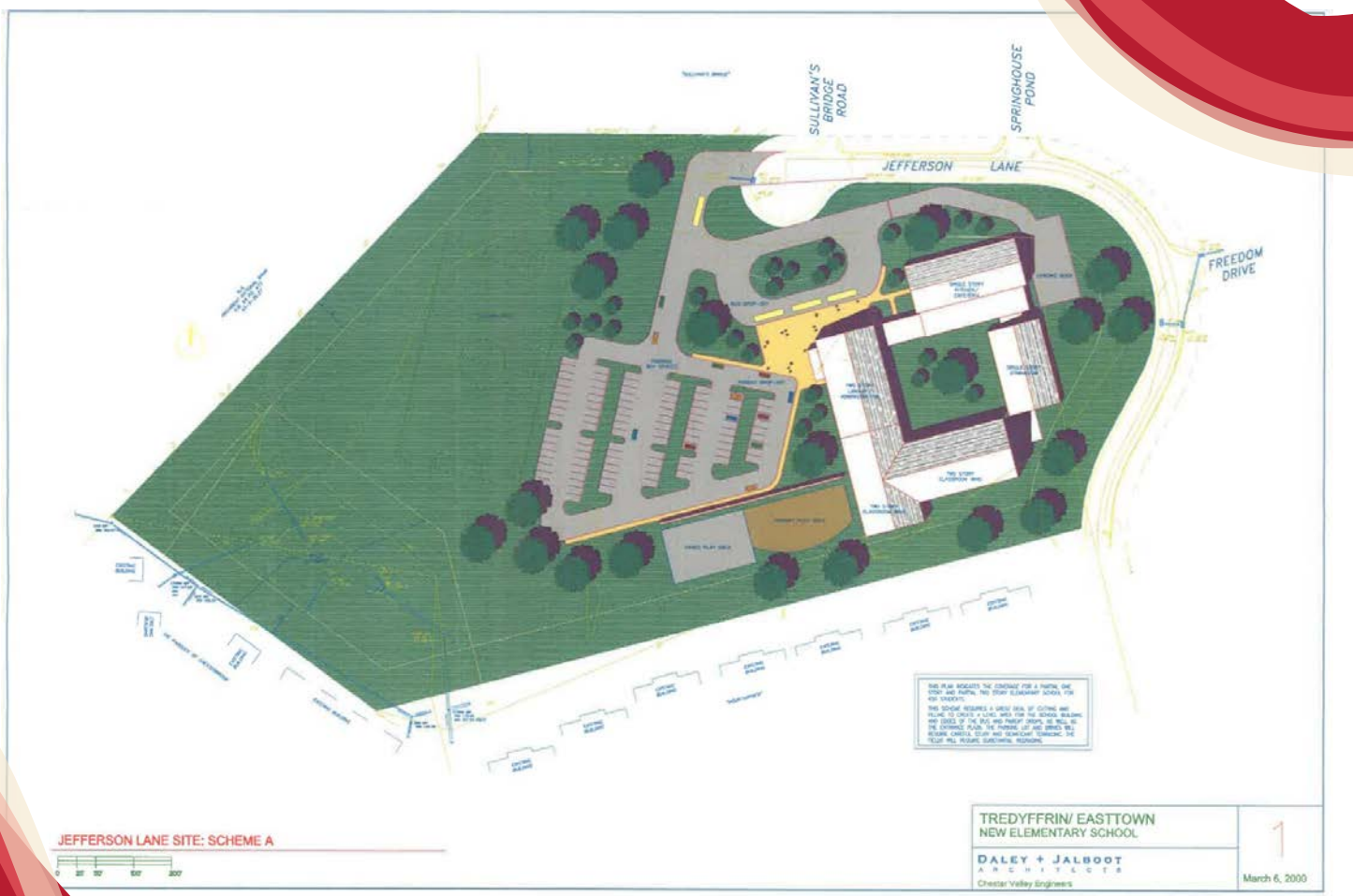
UPI – 43-5-27, 15.4 Acres
Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

301 Jefferson Lane

UPI – 43-5-27

Daley and Jalboot Site Plan A, March 6, 2000



https://arcweb.chesco.org/cv3/Default_CV.html

301 Jefferson Lane

UPI – 43-5-27

Daley and Jalboot Site Plan B, March 6, 2000

https://arcweb.chesco.org/cv3/Default_CV.html

738 First Ave., Berwyn PA

This is the address for the property adjacent to the Easttown Library and it is owned by the TE school district . The Easttown Library was constructed on property sold to them by the district after an old elementary school was demolished.

https://www.tesd.net/Domain/78

738 First Ave., Berwyn PA

UPI – 55-2L-222, 8.5 Acres
Adjacent Properties

https://arcweb.chesco.org/cv3/Default_CV.html

400 Devon Park Drive, Wayne, PA

A 140,000 square foot building that is currently for sale and could possibly be converted into a school building.

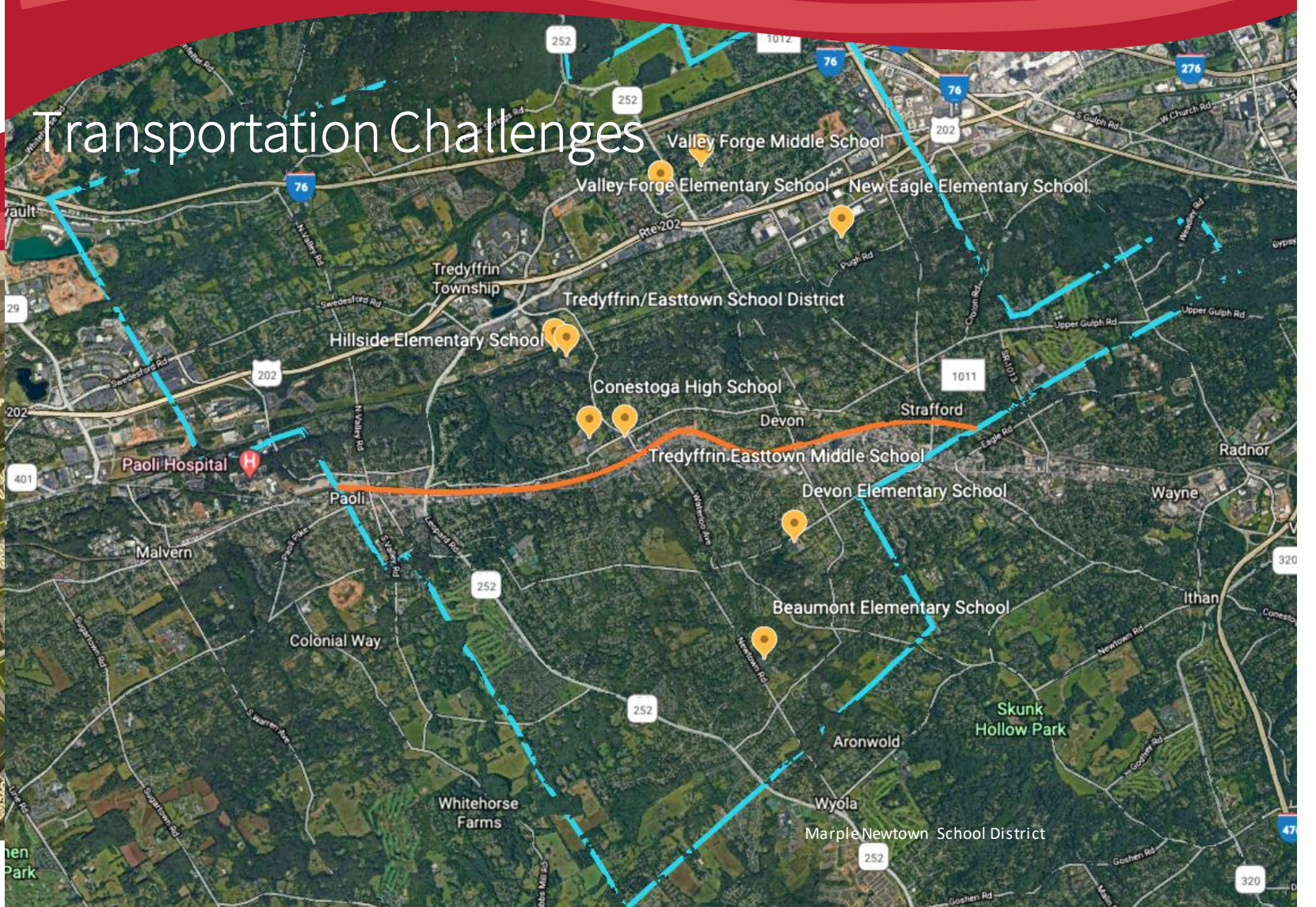
https://www.tesd.net/Domain/78

400 Devon Park Drive, Wayne, PA

UPI – 43-6J-18.2
Adjacent Properties

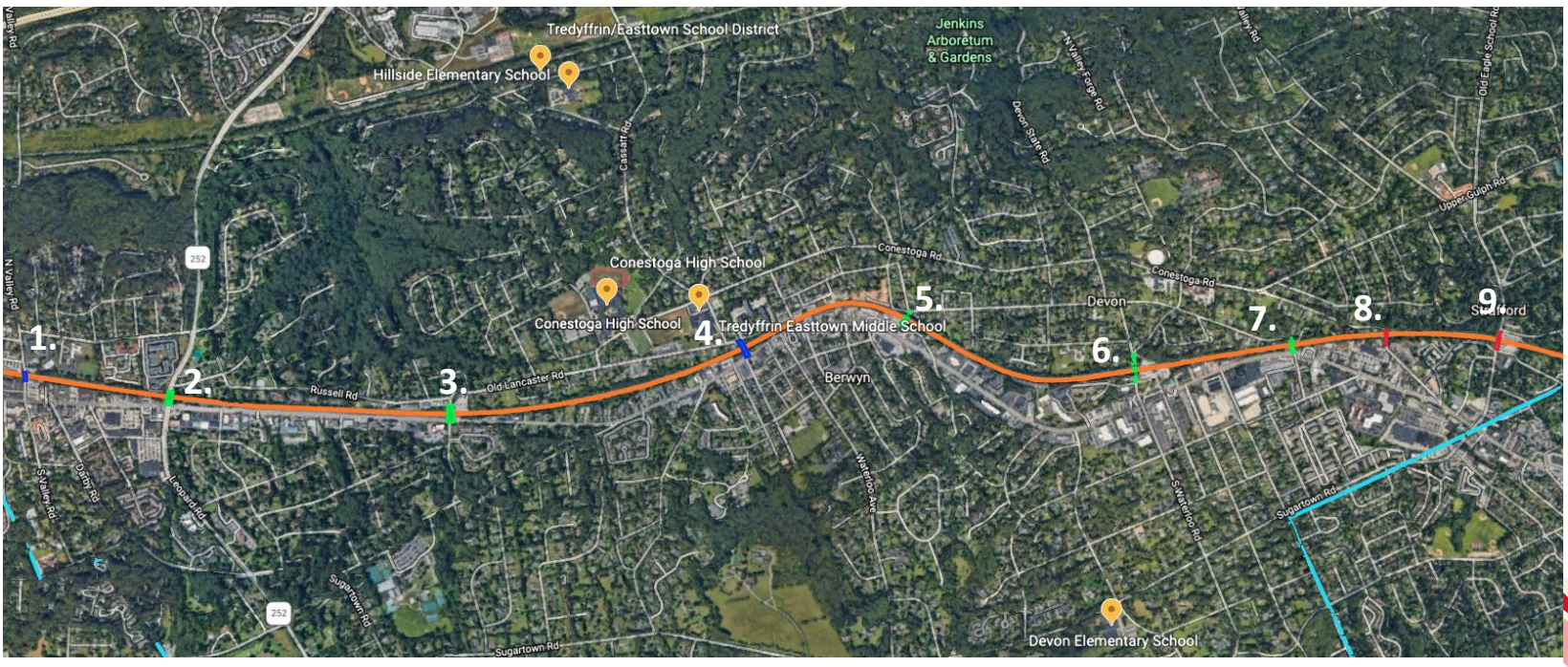
https://arcweb.chesco.org/cv3/Default_CV.html

Transportation Challenges



Business Rt. 30 Corridor

Nine locations at which vehicles can cross over or under the railroad tracks.



Overpass accessible to bus traffic

Underpass with adequate clearance, 11’ or more, for bus traffic

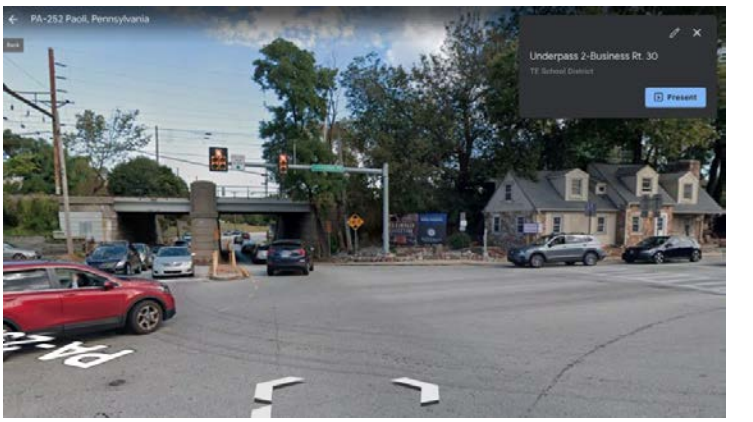
Underpass that does not have adequate clearance, less than 11’, for bus traffic

Locations 1-3

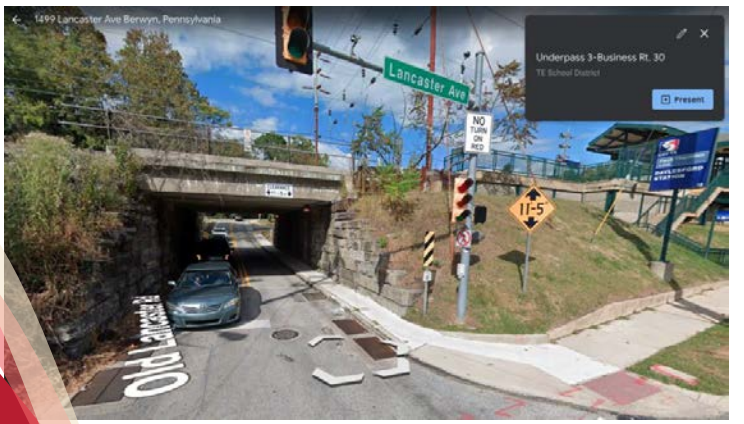
Location 1

Location 2

2011 feasibility report provided to Tredyffrin detailing possible improvements to this intersection and the related costs



Location 3



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Locations 4-6

Location 4

Location 5

Location 6

https://arcweb.chesco.org/cv3/Default_CV.html

Locations 7-9

Location 7

Location 8

Location 9

https://arcweb.chesco.org/cv3/Default_CV.html

TREDYFFRIN / EASTTOWN
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BEAUMONT ELEMENTARY				
	2020-21	2021-22	2022-23	2023-24
AVAILABLE REG CLASSROOMS	**28**	**28**	**28**	**28**
Reg Class Core Use	22	21	22	22
Reg Class Non Core Use	6	7	6	6
Remaining Reg Classes	0	0	0	0
AVAILABLE SEMINAR ROOMS	**4**	**4**	**4**	**4**
PROGRAM LOCATIONS				
Autistic Support	RC#6	RC #6	RC #6	RC #6
Emotional Support	0	0	0	0
Learning Support	RC #2 and #3 Sem#1	RC #2 and #3 Sem #1	RC #2 and #3 Sem #1	RC #2 and #3 Sem #1
Challenge	Stage	Stage	Stage	Stage
Math Support	SEM #2	SEM #`2	SEM #`2	SEM #`2
Guidance	Office	Office	Office	Office
Conference room	SEM #3	SEM #3	SEM #3	SEM #3
Speech	SEM #4	SEM #4 RC #7	SEM #4	SEM #4
A Child's Place	RC #1	RC #1	RC #1	RC #1
OT/PT	Office	Office	Office	Office
ELD	Office	Office	Office	Office
Instrumental Music	Office	Office	Office	Office
I.U. Class (Early Intervention)	None	None	None	None
Bridge	Sem & Office	Sem & Office	Sem & Office	Sem & Office
Reading Support	Sem & Office	Sem & Office	Sem & Office	Sem & Office
Reading Specialist	Office	Office	Office	Office
Psychologist	Office	Office	Office	Office
Publishing Center	Office	Office	Office	Office
SPECIALTY ROOMS				
Science Labs	RC #4 and #5	RC #4 and #5	RC #4 and #5	RC #4 and #5
Former Technology - Full Size Lab	RC #3	RC #3	RC #3	RC #3
Art	1	1	1	1
Music	1	1	1	1
Cafetorium	1	1	1	1
Large Group Room	1	1	1	1
Team Room	2	2	2	2
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	4	4	4	4
Office Size Rooms	8	8	8	8

RC = Regular Sized Classroom count includes science rooms, ACP, and tech lab

SEM = Seminar room

PDE guideance for construction reimbursement for core class size is 660 sq. ft.

Negative number in "remaining reg classes" row means no classrooms left.

DEVON ELEMENTARY				
	2020-21	2021-22	2022-23	2023-24
AVAILABLE REG CLASSROOMS	**27**	**27**	**27**	**27**
Reg Class Core Use	19	20	21	22
Reg Class Non Core Use	7	6	6	5
Remaining Reg Class	**1**	**1**	**0**	**0**
AVAILABLE SEMINAR ROOMS	**11**	**11**	**11**	**11**
PROGRAM LOCATIONS				
Autistic Support	0	RC #3	RC #3	RC #3
Emotional Support	0	0	0	0
Learning Support	Sem #1, Sem #11 RC #3	Sem #1 and RC #4	Sem #1 and RC #4	Sem #1 and RC #4
Challenge	Sem #3	Sem #3	Sem #3	Sem #3
Math Support	Sem #6	Sem #6	RC #4	RC #4
Guidance	Sem #4	Office	Office	Office
Conference room	Office	Office	Office	Office
Speech	Sem #5	Sem #5	Sem #5	Sem #5
Child's Place	N/A	Sem #4	Sem #4	Sem #4
OT/PT	Sem #2	Sem #2	Sem #2	Sem #2
ELD	Sem #7	Sem #7	Sem #7	Sem #7
Instrumental Music	LGR	RC #8	RC #8	LGR
I.U. Class (Speech)	N/A	Sem #4	Sem #4	Sem #4
I.U. Class (E.I.)	RC #6	RC #6	RC #6	RC #6
Bridge	Sem #8	Sem #8	Sem #8	Sem #8
Reading Support	Sem #8	Sem #8	Sem #8	Sem #8
Reading Specialist	Office	Office	Office	Office
Psychologist	Office	Office	Office	Office
Publishing Center	Stage	Stage	Stage	Stage
SPECIALTY ROOMS				
Science Labs	0	RC #1, RC#2	RC #1, RC#2	RC #1, RC#2
Technology Full Size Lab	0	0	0	0
Art	1	1	1	1
Music	1	1	1	1
Cafetorium	1	1	1	1
Large Group Room	1	1	1	1
Team Room	0	0	0	0
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	11	11	11	11
Office Size Rooms	10	8	8	8

RC = Regular Sized Classroom**,** includes science rooms
SEM = Seminar room

PDE guideance for construction reimbursement for core class size is 660 sq. ft.

Negative number in "remaining reg classes" row means no classrooms left.

HILLSIDE ELEMENTARY				
	2020-21	**2021-22**	**2022-23**	**2023-24**
AVAILABLE REG CLASSROOMS	**28**	**28**	**28**	**28**
Reg Class Core Use	19	20	19	20
Reg Class Non Core Use	8	8	8	8
Remaining Reg Classes	1	0	1	0
AVAILABLE SEMINAR ROOMS	**5**	**5**	**5**	**5**
Autistic Support	RC #1 #2 #3 #4	RC #1 #2 #3 #4	RC #1 #2 #3 #4	RC #1 #2 #3 #4
Emotional Support	0	0	0	0
Learning Support	Sem #1 #2	Sem #1 #2	Sem #1 #2	Sem #1 #2
Challenge	Sem #3	Sem #3	Sem #3	Sem #3
Math Support	Sem #4	Sem #4	Sem #4	Sem #4
Guidance	Offi #1	Offi #1	Offi #1	Offi #1
Conference Room	Offi#2	Offi #2	Offi#2	Offi#2
Speech 1	Offi#3	Offi #3	Offi #3	Offi #3
Speech 2	Offi#4	Offi #4	Offi #4	Offi #4
Child's Place	RC #6	RC #6	RC #6	RC #6
OT/PT	Share with Tech Aide	Stage Office	Stage Office	Stage Office
ESL	Sem #5	Sem #5	Sem #5	Sem #5
Instrumental Music	Offi#5	Offi #5	Offi #5	Offi#5
I.U. Class (Early Interv)	0	0	0	0
Bridge **(same room as Reading 5)**	RC #5	RC #5	RC#5	RC#5
Reading Support	RC #5	RC #5	RC#5	RC#5
Reading Specialist	Offi#6	Offi#6	Offi#6	Offi#6
Psychologist	Offi#7	Offi#7	Offi#7	Offi #7
Publishing Center	0	0	0	0
SPECIALITY ROOMS				
Science Labs **(RC)**	RC #7 and 8	RC #7 and 8	RC #7 and 8	RC #7 and 8
Technology - Full Size Lab	0	0	0	0
Art	1	1	1	1
Music	1	1	1	1
Cafetorium	1	1	1	1
Large Group Room	1	1	1	1
Team Room	1	1	1	1
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	5	5	5	5
Office Size Rooms	7	7	7	7

RC = Regular Sized Classroom

NEW EAGLE ELEMENTARY				
	2020-21	2021-22	2022-23	2023-24
AVAILABLE REG CLASSROOMS	**27**	**27**	**27**	**27**
Reg Class Core Use	21	23	25	25
Reg Class Non Core Use	5	4	3	3
Remaining Reg Classes	1	0	-1	-1
AVAILABLE SEMINAR ROOMS	**8**	**8**	**8**	**8**
PROGRAM LOCATIONS				
Autistic Support	0	0	0	0
Emotional Support	RC #1	RC #1	RC #1	RC #1
Learning Support	RC #2, #3	RC #2, #3	RC #2, #3	RC #2, #3
Challenge	Sem #1	Sem #1	Sem #1	Sem #1
Math Support	Sem #2	Sem #2	Sem #2	Sem #2
Guidance	Office	Office	Office	Office
Conference Room	0	0	0	0
Speech	Office	Office	Office	Office
Child's Place	Stage	Stage	Stage	Stage
OT/PT	Sem #3	Sem #3	Sem #3	Sem #3
ELD	Sem #4	Sem #4	Sem #4	Sem #4
Instrumental Music	Office	Office	Office	Office
I.U. Class (Early Interv)	0	0	0	0
Bridge	Stage Office	Stage Office	Stage Office	Stage Office
Reading Support	Sem #5	Sem #5	Sem #5	Sem #5
Reading Specialist	Sem #6	Sem #6	Sem #6	Sem #6
Psychologist	Office	Office	Office	Office
Publishing Center	hallway	hallway	hallway	hallway
Team Rooms	Sem #7 & Sem #8	Sem #7 & Sem #8	Sem #7 & Sem #8	Sem #7 & Sem #8
SPECIALTY ROOMS				
Science Labs (RC#4 & RC#5)	RC#4 & RC#5	RC#4	0	0
Former Technology Full Size Lab (Rm 146)	0	0	0	0
Art	1	1	1	1
Music	1	1	1	1
Cafetorium	1	1	1	1
Large Group Room	1	1	1	1
Team Room	2	2	2	2
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	8	8	8	8
Office Size Rooms	4	4	4	4

RC = Regular Sized Classroom

VALLEY FORGE ELEMENTARY				
	2020-21	2021-22	2022-23	2023-24
AVAILABLE REG CLASSROOMS	**30**	**30**	**30**	**30**
Reg Class Core Use	**23**	**27**	**28**	**26**
Reg Class Non Core Use	**7**	**3**	**2**	**4**
Remaining Reg Classes	**0**	**0**	**0**	**0**
AVAILABLE SEMINAR ROOMS	**7**	**7**	**7**	**7**
PROGRAM LOCATIONS				
Autistic Support	0	0	0	0
Life Skills Support	RC#1	RC#1	RC#1	RC#1
Learning Support	RC #2 Sem#1	RC #2 Sem#1	RC #2 Sem#1	RC #2 Sem#1
Challenge	Sem #2	Sem #2	Sem #2	Sem #2
Math Support	Sem #3 & Sem #4	Sem #3 & Sem #4	Sem #3 & Sem #4	Sem #3 & Sem #4
Guidance	Office	Office	Office	Office
Conference Room	Office	Office	Office	Office
Speech	Sem #5	Sem #5 (two SLP share)	Sem #5 (two SLP share)	Sem #5 (two SLP share)
Child's Place	RC#3 (lrng ctr)	Stage	Stage	Stage
OT/PT / Sensory Room	Sem #6	With LS	With LS	With LS
ELD	Sem #7	Sem #6	Sem #6	Sem #6
Instrumental Music	LGR/Stage	LGR	LGR	LGR
IU Class Early Intervention	0	0	0	0
Bridge Reading Support	3 Paras & extra Rdg Sp share RC #4 & RC #5	2 paras share sem #7 and 1 para office behind library	2 paras share sem #7 and 1 para office behind library	2 paras share sem #7 and 1 para office behind library
Reading Specialist	Office	Office	Office	Office
Psychologist	Office	Office	Office	Office
Publishing Center	Office	Office	Office	Office
Team Rooms	Office	Office	Office	Office
SPECIALTY ROOMS				
Science Labs	RC #6 & RC #7 (lrng ctrs)	RC#3 (only 1 lab)	0 (no labs avail)	RC#3 & RC #4
Technology Full Size Lab	0 (RC#3)	0	0	0
Art	1	1	1	1
Music	1	1	1	1
Cafetorium	1	1 stage used ACP	1 stage used ACP	1 stage used ACP
Large Group Room	1	1 used for instrumental	1 used for instrumental	1 used for instrumental
Team Room	1	1	1	1
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	7	7	7	7
Office Size Rooms	10	10	10	10

T/E MIDDLE SCHOOL				
	2020-21	**2021-22**	**2022-23**	**2023-24**
Available Reg Classrooms	**48**	**48**	**48**	**48**
Regular Classrooms - Core	40	39	39	39
Regular Classrooms - non-core	8	9	9	9
Remaining Regular Classrooms	0	0	0	0
PROGRAM LOCATIONS				
Emotional Support	Sem #1,	Sem #1, Sem#2	Sem #1, Sem#2	Sem #1, Sem#2
Learning Support	RC #1, RC#2, Sem#2	RC #1, RC#2, Sem#3	RC #1, RC#2, Sem#3	RC #1, RC#2, Sem#3
Supplemental Learning Support	Sem#3	Sem#4	Sem#4	Sem#4
Autistic Support	Sem#4	RC#3	RC#3	RC#3
Reading Specialist	Sem #5, #6	Sem #5, #6	Sem #5, #6	Sem #5, #6
Math Specialist	RC#3	RC#4	RC#4	RC#4
PSSA Math, Reading	Shared Space	Shared Space	Shared Space	Shared Space
Speech	Office	Office	Office	Office
ESL	Sem #7	Sem #7	Sem #7	Sem #7
Psychologist	Office	Office	Office	Office
Mental Health Specialist	Office	Office	Office	Office
Gifted	Sem #8	Sem #8	Sem #8	Sem #8
TV Studio	Office	Office	Office	Office
Health	Shared Space	Shared Space	Shared Space	Shared Space
OT and PT	Office	Office	Office	Office
M.I.T.	Sem #9	Sem #9	Sem #9	Sem #9
SPECIALTY ROOMS				
Art	3	3	3	3
Family Consumer Science	2 (1 shared for WL)	2 (1 shared for WL)	2 (1 shared for WL)	2 (1 shared for WL)
Technology Education	1 (shared for Adv)	1 (shared for Adv)	1 (shared for Adv)	1 (shared for Adv)
Applied Technology	0	0	0	0
Computer Lab	0	0	0	0
Large Group Room	1	1	1	1
Cafeteria	1	1	1	1
Faculty Room	1	1	1	1
Library	1	1	1	1
Gymnasium	3	3	3	3
Auditorium	1 (used for sectionals)	1 (used for sectionals)	1 (used for sectionals)	1 (used for sectionals)
Music	2	2	2	2
Band	1	1	1	1
Seminar Rooms	9	9	9	9
Office Sized Rooms/Workspaces	8	8	8	8

VALLEY FORGE MIDDLE SCHOOL				
	2020-21	**2021-22**	**2022-23**	**2023-24**
Available Reg Classrooms	**47**	**47**	**47**	**47**
Regular Classrooms Core Use	43	44	44	44
Regular Classrooms Non-Core	4	3	3	3
Remaining Regular Classrooms	0	0	0	0
PROGRAM LOCATIONS				
Emotional Support	Sem #1 #2	Sem #1 #2	Sem #1 #2	Sem #1 #2
Learning Support	Sem#3 #4 #5 #6 #8 RC Non-Core + TV Studio	Sem#3 #4 #5 #6 #8 RC Non-Core + TV Studio	Sem#3 #4 #5 #6 #8 RC Non-Core + TV Studio	Sem#3 #4 #5 #6 #8 RC Non-Core + TV Studio
Autistic Support	Sem #7, RC Non-Core	Sem #7, RC Non-Core	Sem #7, RC Non-Core	Sem #7, RC Non-Core
Reading Specialist	Sem #11 + shared space	Sem #11 + shared space	Sem #11 + shared space	Sem #11 + shared space
Math Specialist	RC #1 (shared)	RC #1 & (shared)	RC #1 & (shared)	RC #1 & (shared)
Speech	Sem #10+ Office Space	Sem #10+ Office Space	Sem #10+ Office Space	Sem #10+ Office Space
ESL	Shared Space	Shared Space	Shared Space	Shared Space
Psychologist	Office + Shared Space	Office + Shared Space	Office + Shared Space	Office + Shared Space
Mental Health Specialist	Office	Office	Office	Office
Gifted	Seminar # 12 and #13+ Shared	Seminar # 12 and #13+ Shared	Seminar # 12 and #13+ Shared	Seminar # 12 and #13+ Shared
TV studio	Shared Space	Shared Space	Shared Space	Shared Space
Health	Shared Space	Shared Space	Shared Space	Shared Space
MIT Room	Room between 101 & 620	Room between 101 & 620	Room between 101 & 620	Room between 101 & 620
Guidance	Plus 1 Office in current space if 4 counselors	Plus 1 Office in current space if 4 counselors	Plus 1 Office in current space if 4 counselors	Plus 1 Office in current space if 4 counselors
SPECIALTY ROOMS				
Occupational Therapy	Office	Office	Office	Office
Art	3	3	3	3
Family Consumer Science	2	2	2	2
Technology Education	1	1	1	1
Applied Technology	0	0	0	0
Computer Lab	1	1	1	1
Large Group Room	1	1	1	1
Cafeteria	1	1	1	1
Faculty Room	1	1	1	1
Library	1	1	1	1
Gymnasium	3	3	3	3
Auditorium	1	1	1	1
Music	3	3	3	3
Band	1	1	1	1
Dental clinic	0	0	0	0
Seminar Rooms	13	13	13	13
Office Sized Rooms/Workspaces	5	3	3	3

Staffing the Educational Program (Class Size)

Definition

"Upper Target" means the number which, if exceeded, would, in the absence of countervailing considerations, cause the District to increase the number of sections for a grade or course at a particular school.

Class sizes may be expected to vary depending on enrollments, instructional considerations, administrative constraints, and economic impact.

The Upper Target for each class size shall serve as a guideline in allocating staff prior to the start of the school year. Although exceptions below or above these ranges may occur due to specific circumstances, the administration will generally allot staff based on the following:

Grade Level	Upper Target
K – 1	23
2	24
3 - 4	26
5 - 12	28

Increasing the number of sections after the start of the school year shall only occur in unusual circumstances and upon the recommendation of the Superintendent and building principal.

The nature of the instructional program and the organizational patterns of the District provide for various types of flexible grouping which are possible under the above Upper Target designations. Therefore, the size of the instructional groups will vary according to the need and purpose of specific learning activities.

Flexibility in group size is a major factor in the elementary and middle school team teaching organization. Assigning students to various sized groups (small groups of 5 or 10 students, average size groups of 25 students and large groups of 50 or more students) according to the purpose of the instruction and the needs of the students is essential to conducting meaningful instruction within the framework of the team program.

Regrouping of students by achievement level occasionally creates specific classes which may exceed the Upper Target designations. This may also occur as a result of team scheduling at the middle school or to provide for the inclusion of students with disabilities who are eligible for specially designed instruction in regular classes.

The administration will identify these classes and recommend support or staffing as may be needed to provide for the instructional needs of the students on a case-by-case basis so that the appropriate placement of students is not compromised.

In grades K-6, the Upper Target shall be used as a staffing guideline for language arts classes. In grades 7-12, the Upper Target shall be used as a staffing guideline for all core academic subjects. Variations above and below the Upper Target are permitted based on student academic needs, budgeted staffing allocations, facilities limitations, and the number of student course requests for specific courses.

This Policy does not apply to non-core academic subjects.

Adopted: September 11, 1978
Revised: November 24, 1992
Revised: December 5, 1994
Revised: January 26, 1998
Revised: November 15, 2004
Suspended: May 30, 2012
Revised: June 15, 2015
Suspended: June 11, 2018
Approved: March 23, 2020

BLUEPRINT FOR INSTRUCTION:

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

Revised July 1968
Revised August 1982
Revised March 1988
Revised June 1993
Revised March 2000
Revised June 2003
Revised September 2008
Revised November 2012
Revised September 2014

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.

Dr. Richard Gusick
Superintendent of Schools

Dr. Wendy Towle, Director of
Curriculum, Instruction, Staff
Development and Planning

TABLE OF CONTENTS

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.

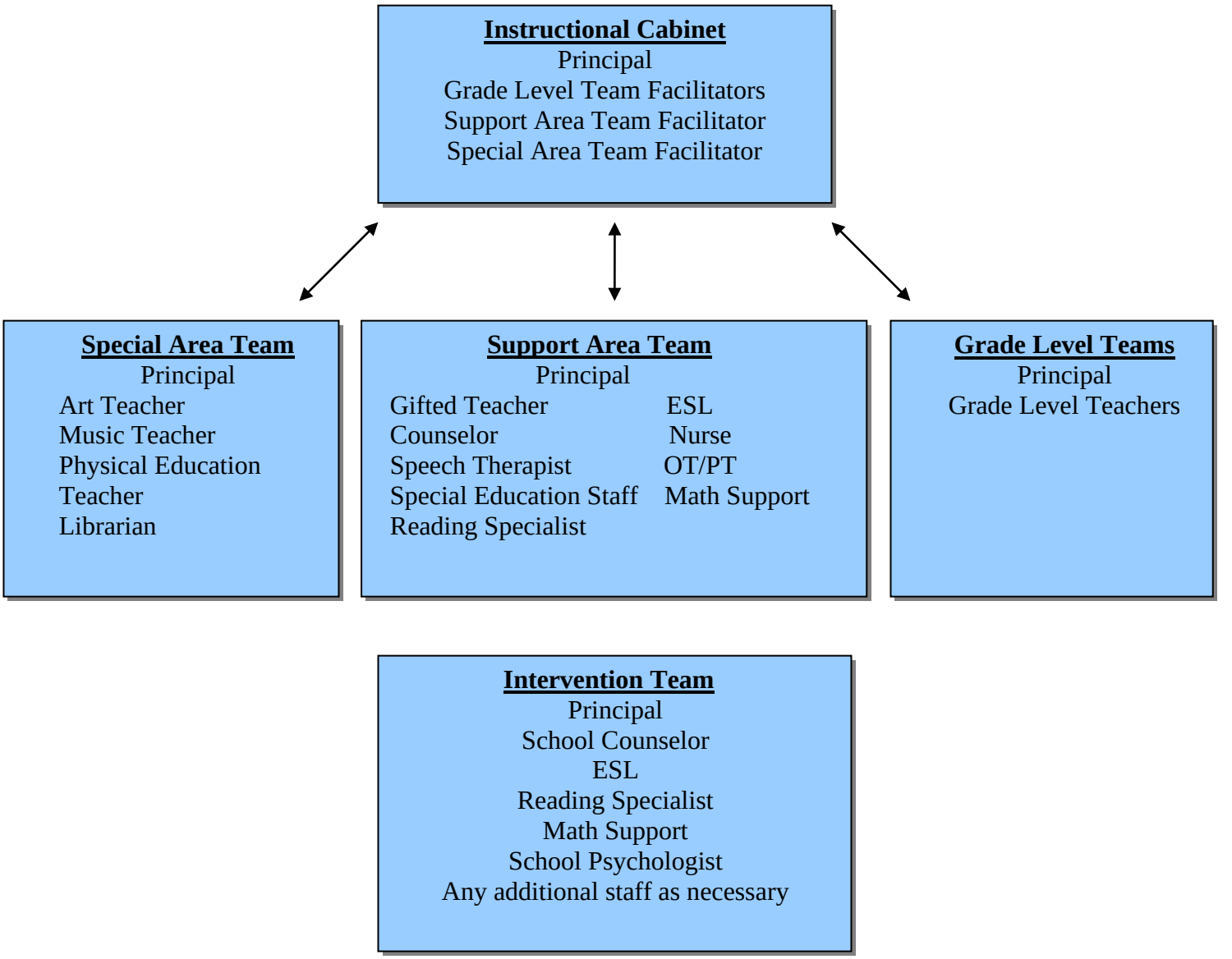
PURPOSE OF TEAMING

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 represents 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 represents 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 represents 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 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 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 may schedule District team facilitator meetings as needed before or during the school year for the purpose of coordinating programs at each team level, sharing materials, discussing innovations and new techniques, and reviewing 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
- iPads
- Learning applications
- 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:

Curriculum and Instruction	**Students Discussed**
Calendar of Events	**Other**

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