

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

**February 8, 2017
1:00 PM
TEAO, Meeting Room 200**

Agenda

- I. Approval of January 11, 2017 Minutes

- II. Public Comment

- III. Review of District Anti-Bullying Program

- IV. 1:1 Technology Initiative Update

- V. Enrollment Update

- VI. Other

Board Education Committee Goals

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

Next Meeting Date: March 8, 2017

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
January 11, 2017

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

Attending all or part of the meeting:

Board Committee Members: Katharine Murphy (Chair), Scott Dorsey, Roberta Hotinski, Virginia Lastner

Other Board Members: Kevin Buraks, Michele Burger, Doug Carlson, Todd Kantorczyk, Edward Sweeney

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

Community Members: Amy Alvarez, Doug Anestad, Ray Clarke, Sarah Culbert, Tara Hedlund, Jerry Henige, Jamie Lynch, Cinda Marturano, Heather McConnell, Pat McHugh, Laura Mills, Susanne Neubig, Stephen Popielarski, Yuanqing Yu

The meeting was called to order at 1:02 p.m.

Public Comment:

Jamie Lynch commented on the **World Languages Review**.
Pat McHugh commented on the **World Languages Review**.
Cinda Marturano commented on the **World Languages Review**.
Doug Anestad commented on the **World Languages Review**.
Ray Clarke commented on the **World Languages Review**.
Tara Hedlund commented on the **World Languages Review**.
Susanne Neubig commented on the **World Languages Review**.
Yuanqing Yu commented on the **World Languages Review**.

Doug Anestad commented on **Technology Curriculum & Instruction Review**.
Jamie Lynch commented on **Technology Curriculum & Instruction Review**.
Cinda Marturano commented on **Technology Curriculum & Instruction Review**.
Ray Clarke commented on **Technology Curriculum & Instruction Review**.
Stephen Popielarski commented on **Technology Curriculum & Instruction Review**.
Pat McHugh commented on **Technology Curriculum & Instruction Review**.

Approval of Minutes:

The November 9, 2016 were approved.

Committee Discussion and Recommendations:

The Committee received the **World Language Review** from Dr. Torres, Supervisor of World Languages, and Dr. Towle, Director of Curriculum, Instruction, Staff Development, and Planning. Dr. Torres and Dr. Towle reviewed the November 2016 Education Committee considerations, the types of World Language programs in elementary schools, the prior FLES program from 2008 and forces that required a change to that program, the impact of FLES implementation on the current elementary schedule, and the cost of a FLES program aligned to the research. Dr. Torres and Dr. Towle addressed several questions from Committee and community members. The Committee recommended that the District continue to investigate: elearning opportunities for elementary World Language; extracurricular club-based options for delivery of elementary World Language; elementary World Language programs in surrounding school districts; and the impact of a Foreign Language Experience (FLEX) program in fourth grade.

The Committee received the **Technology Curriculum & Instruction Review** from Dr. Nancy Adams, Supervisor of Business/Technical Education. Dr. Adams reviewed: previous and current Applied Tech programs and costs; the current elementary and middle school special areas schedule rotations; and options for change in elementary and middle school and costs. Dr. Adams addressed several questions from Committee and community members. The Committee recommended that the District convene the Middle School Advisory Committee in order to revise the Advisory Initiatives in grades 7 and 8 to include Applied Tech skills. The Committee also recommended that the District continue to investigate the Applied Tech course content for grades 5 and 6, along with the certifications needed for teachers to deliver Applied Tech instruction in grades 5 and 6, for additional review at a future Education Committee meeting.

The Committee received a **Calendar** update from Dr. Towle, Director of Curriculum, Instruction, Staff Development, and Planning. The Committee recommended that the District change the wording of non-instructional days on the District's 'Single Page Summary Calendar' from "no students report" to "no school for students."

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

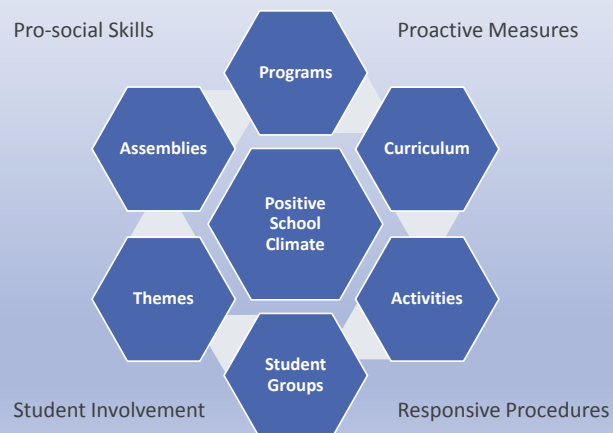
The meeting was adjourned at 3:43 p.m.

Next meeting: **February 8, 2017**

Review of District Anti-Bullying Programs

ELEMENTARY MIDDLE SCHOOL HIGH SCHOOL

Bully Prevention



K-12 Proactive Measures to Foster a Positive School Climate

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

Promoting Alternative Thinking Strategies

PATHS

ELEMENTARY

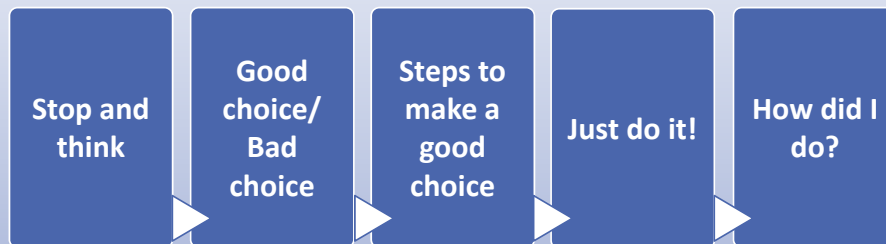
Overview of PATHS

The PATHS curriculum teaches skills in five conceptual domains:

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

Taught once per cycle by elementary core teachers

Pro-social Skills Model



Olweus Bully Prevention Program

OBPP

ELEMENTARY & MIDDLE SCHOOL

Overview of OBPP

The most researched and best-known bullying prevention program

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

Implemented since 2007

Program Goals

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

Key Components

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

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

Middle school version of OBPP

Class meetings for all grade levels

Grade level themes

5th – Community

6th – Kindness

7th – Resilience

8th – Decision making

Digital Citizenship

Schoolwide Unity & Community

HIGH SCHOOL

Social Health

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

A Sample of over 100 Clubs at Conestoga

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

Next Steps

- Utilize in-service time for continued staff development on our current bully prevention programs
- Examine ways to enhance reporting of bullying-type behaviors
- Examine schoolwide programs and activities that enrich our ongoing anti-bullying efforts

1:1 Technology Initiative Update

February 8, 2017

District Level Goal 2016-2017

- Goal 3: To analyze the integration of technology resources, access and training to support innovative teaching and learning.
 - Objective 3.2: To implement the 1:1 Technology Initiative at Conestoga High School and develop opportunities for meaningful integration of the program into curriculum and instruction for students in grades 9 and 10.

Tredyffrin/Easttown School District Essential Skills Framework



- Digital/Media Literacy
Goals
- DM-1 Use technology to advance creative thinking and construct knowledge.
 - DM-2 Use digital media and environments to communicate and work collaboratively.
 - DM-3 Apply digital tools to gather, evaluate, and use information.
 - DM-4 Understand cultural and societal issues related to technology.
 - DM-5 Practice legal and ethical behavior when using technology.
 - DM-6 Demonstrate an understanding of technology tools and operations.
 - DM-7 Deconstruct the purpose and conventions embedded in media messages.
 - DM-8 Create effective media messages.

Tredyffrin/Easttown School District Strategic Plan

- We will harness the power of technology to advance learning while engaging and empowering students in a connected world.**
- To leverage digital content, tools, and processes to support the development of information fluency skills.
 - To educate thoughtful and ethical behavior with technology as digital citizens.
 - To develop critical thinking, effective communication, and creativity using technology.
 - To facilitate understanding in the selection of appropriate digital tools, the ability to troubleshoot systems and applications, and the transfer of technology skills.

Tredyffrin/Easttown School District
Strategic Plan - Spring 2014

Mission Statement
To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

We will continue to develop and support a culture within the school community that promotes personal integrity and social responsibility.

- To develop a foundation of personal integrity within students at each developmental level.
- To identify and facilitate ways in which students can develop social responsibility within their schools, local, and global communities.

We will promote emotional, mental, social, and physical well-being by fostering a culture of acceptance and respect.

- To ensure a safe and welcoming school environment in which every student feels accepted, respected, and supported by peers, faculty, and administration.
- To empower students to overcome academic and personal challenges and develop the intellectual courage to grow, excel, and innovate.
- To develop student capacity for resilience, grit, and flexibility that will serve as a foundation for success as life-long learners.

We will create a framework for learning that develops a capacity for innovation, creativity, and an entrepreneurial spirit.

- To support academic inquiry by promoting students' abilities to ask deep, meaningful questions and to conduct independent, original research.
- To provide opportunities for students to become skilled with emerging theories, models that lend to media literacy, visual literacy, financial literacy, and coding literacy.
- To enhance and expand opportunities for students to develop skills and interests in science, technology, engineering, and mathematics.
- To provide students with learning experiences that are authentic and organized in both traditional and non-traditional ways.

We will harness the power of technology to advance learning while engaging and empowering students in a connected world.

- To leverage digital content, tools, and processes to support the development of information fluency skills.
- To educate thoughtful and ethical behavior with technology as digital citizens.
- To develop critical thinking, effective communication, and creativity using technology.
- To facilitate understanding in the selection of appropriate digital tools, the ability to troubleshoot systems and applications, and the transfer of technology skills.

We will provide professional learning opportunities that foster collaboration, reflective questioning, and the artistry of teaching.

- To establish a community of collaboration and open professional exchange.
- To create a professional learning framework in which reflective questioning and dialogue among colleagues are encouraged.
- To facilitate opportunities for professionals across the career spectrum to share their ideas and insights, to cultivate continuous improvement, and to strengthen the practice of all.

We will create opportunities to interact within and beyond the T/E Community by building partnerships and relationships that develop social skills, enhance experiences, and increase knowledge.

- To foster partnerships and relationships among students, families, alumni, staff, and school district support groups.
- To foster partnerships and relationships with local community groups, leaders, resources, businesses, and institutions.
- To foster partnerships and relationships with state-wide, national, and global universities, organizations, businesses, and governmental institutions.

We will anticipate, interpret, and influence legislative and regulatory issues in a manner to achieve our mission.

- To anticipate, interpret, and communicate legislative and regulatory issues for all T/E stakeholders.
- To influence federal, state, county, and local decision makers in order to positively impact legislation, regulations, and actions affecting the T/E School District.

Common Beliefs/Statements

- We believe that every individual has intrinsic value.
- We believe that individuals are responsible for their choices and actions.
- We believe that external and internal expectations strongly influence personal growth and achievement.
- We believe that individuals and communities are strengthened by a culture of participation, contribution, and support.
- We believe that lifelong learning is essential for one to flourish in a continually changing world.
- We believe that meaningful growth comes from building on successes, expanding challenges, and embracing adversity.

“The point of any far-reaching educational technology (pencil, textbook, laptop) is not the mastery and success of the said technology, but the improvement of the process and environment in which teaching and learning occur.”

-Bebell and O’Dwyer, 2010

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

Technical
Support

<i>Innovative Teaching and Learning</i>	1:1 Technology Access	Staff Development	Technical Support
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- Spontaneous
- Differentiated
- Personalized
- Collaborative
- Engaging
- Authentic
- Inquiry Based

<i>Innovative Teaching and Learning</i>	1:1 Technology Access	Staff Development	Technical Support
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- Spontaneous
 - Teachers able to react in the moment to student questions
 - Students able to pursue additional information at any time
- Differentiated
 - Teachers using 1:1 access and online tools (Schoology, Office 365) to design lessons differentiated for the unique needs of individual students

<i>Innovative Teaching and Learning</i>	1:1 Technology Access	Staff Development	Technical Support
<ul style="list-style-type: none"> <li data-bbox="207 373 1409 569"> Personalized <ul style="list-style-type: none"> • Increased student choice and flexibility • Students developing their own system for integration of technology <li data-bbox="207 604 1409 730"> Collaborative <ul style="list-style-type: none"> • Student-Student, Student-Teacher, Teacher-Teacher collaboration <li data-bbox="207 766 1409 892"> Engaging <ul style="list-style-type: none"> • Opportunities to engage all students 			

<i>Innovative Teaching and Learning</i>	1:1 Technology Access	Staff Development	Technical Support
<ul style="list-style-type: none"> <li data-bbox="207 1287 1409 1623"> Authentic <ul style="list-style-type: none"> • Increased connections between learning and the real world • Personalized workflow makes learning more authentic • Students accessing up-to-date primary source content • Student work is more flexible and less interrupted <li data-bbox="207 1659 1409 1785"> Inquiry Based <ul style="list-style-type: none"> • Increased opportunities for problem-finding and inquiry based research 			

Innovative Teaching and Learning

*1:1
Technology
Access*

Staff
Development

Technical
Support

1016 District Laptops (Dell Latitude 3150)

- 24/7 Access with home filtering
- 489 3 year lease - current 10th graders
- 527 4 year lease - current 9th graders

158 BYOD in grades 9 and 10 (15%)

Carts and Labs remain for grades 11 and 12 with option for BYOD

Innovative Teaching and Learning

1:1
Technology
Access

*Staff
Development*

Technical
Support

Summer Workshops (2016)

- Schoology
- 1:1 Implementation Plan and Support (1:1 Implementation Team)
- Blended Learning (Blended Learning Cohort)
- Teaching in a 1:1 Environment:
 - Social Studies, Science, Math, English, World Languages and ESL, Health, Special Education

Inservice Time

Monthly *Power Up* Book Talks

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

**Technical
Support**

Conestoga “Tech Deck”

- Available all day for student support

Manufacturer’s Extended Warranty

- Covers manufacturer’s defects for life of the device

Accidental Damage Protection

- Allows for 1 claim per school year

Repair	Quantity	Percent
Cracked Screen	130	13%
Battery Replacement	16	2%
System Board	2	<1%
Keyboard	2	<1%
Power Button	1	<1%
LCD Cable	4	<1%
Track Pad	5	<1%
Charging Port	4	<1%
Adapter	4	<1%
Hard Drive	1	<1%

Implementation Plan

- Fall 2016: Grades 9 & 10
- Proposed Fall 2017: Grades 9 & 12*
- Proposed Fall 2018: Grades 7 & 8
- BYOD option continues
- Device ≈ \$400
- 4 Year Warranty and Accidental Damage Protection ≈ \$200

**2017 12th grade devices would move to the middle school in 2018*

BEAUMONT ELEMENTARY				
	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	26*	26*	26*	26*
Reg Class Core Use	18	18	18	18
Reg Class Non Core Use	6	6	6	6
Remaining Reg Classes	2	2	2	2
AVAILABLE SEMINAR ROOMS	4	4	4	4
PROGRAM LOCATIONS				
Autistic Support	0	0	0	0
Emotional Support	0	0	0	0
Learning Support	RC #1 RC#2 Sem#1	RC #1 RC#2 Sem#1	RC #1 RC#2 Sem#1	RC #1 RC#2 Sem#1
Challenge	RC#3	RC#3	RC#3	RC#3
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	SEM #4	SEM #4
Child's Place	RC #4	RC #4	RC #4	RC #4
OT/PT	Office	Office	Office	Office
ESL	Office	Office	Office	Office
Instrumental Music	Office	Office	Office	Office
I.U. Class (Early Intervention)	RC# 5	RC# 5	RC# 5	RC# 5
Bridge	RC #6	RC #6	RC #6	RC #6
Reading Support	RC #6	RC #6	RC #6	RC #6
Reading Specialist	Office	Office	Office	Office
Psychologist	Office	Office	Office	Office
Publishing Center	Office	Office	Office	Office
SPECIALTY ROOMS				
Science Labs	2	2	2	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	3	3	3	3
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

* Applied Tech Room counted as a core classroom (carpets remain)

DEVON ELEMENTARY				
	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	27	27	27	27
Reg Class Core Use	25	26	27	26
Reg Class Non Core Use	0	1	0	1
Remaining Reg Class	2	0	0	0
AVAILABLE SEMINAR ROOMS	9	9	9	9
PROGRAM LOCATIONS				
Autistic Support	0	0	0	0
Emotional Support	0	0	0	0
Learning Support	Sem 1and Sem #2	Sem #1 and Sem #2	Sem #1 and Sem #2	Sem #1 and Sem #2
Challenge	Sem #3	Sem #3	Sem #3	Sem #3
Math Support	Sem #4	Sem 4	Sem 4	Sem 4
Guidance	Office	Office	Office	Office
Conference room	Office	Office	Office	Office
Speech	Sem #5	Sem #5	Sem #5	Sem #5
Child's Place	Sem #6	Sem #6	Sem #6	Sem #6
OT/PT	Stage	Shared Space	Shared Space	Shared Space
ESL	Sem #7	Sem #7	Sem #7	Sem #7
Instrumental Music	LGR	LGR	LGR	LGR
I.U. Class (Early Intervention)	0	0	0	0
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	RC # 1, RC #2	RC #1	In Core Class	RC #1
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	9	9	9	9
Office Size Rooms	6	6	6	6

RC = Regular Sized Classroom

HILLSIDE ELEMENTARY				
	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	26	26	26	26
Reg Class Core Use	20	20	20	20
Reg Class Non Core Use	6	6	6	6
Remaining Reg Classes	0	2	0	0
AVAILABLE SEMINAR ROOMS	5	5	5	5
Autistic Support	RC #1 #2 #3	RC #1 #2 #3	RC #1 #2 #3	RC #1 #2 #3
Emotional Support	0	0	0	0
Learning Support	Sem #1 RC#4	Sem #1 RC#4	Sem #1 RC#4	Sem #1 RC#4
Challenge	Sem #2	Sem #2	Sem #2	Sem #2
Math Support	Sem #3	Sem #3	Sem #3	Sem #3
Guidance	Offi	Offi	Offi	Offi
Conference Room	Offi	Offi	Offi	Offi
Speech	Offi	Offi	Offi	Offi
Child's Place	RC #5	RC #5	RC #5	RC #5
OT/PT	Offi	Offi	Offi	Offi
ESL	Sem #4	Sem #4	Sem #4	Sem #4
Instrumental Music	Offi	Offi	Offi	Offi
I.U. Class (Early Interv)	0	0	0	0
Bridge	RC #6	RC #6	RC #6	RC #6
Reading Support	RC #6	RC #6	RC #6	RC #6
Reading Specialist	Offi	Offi	Offi	Offi
Psychologist	Offi	Offi	Offi	Offi
Publishing Center	0	0	0	0
SPECIALITY ROOMS				
Science Labs	2	2	2	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	1	1	1	1
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	6	6	6	6
Office Size Rooms	7	7	7	7

RC = Regular Sized Classroom

NEW EAGLE ELEMENTARY				
	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	26	26	26	26
Reg Class Core Use	20	22	22	23
Reg Class Non Core Use	6	4	4	3
Remaining Reg Classes	0	0	0	0
AVAILABLE SEMINAR ROOMS	8	8	8	8
PROGRAM LOCATIONS				
Autistic Support	0	0	0	0
Emotional Support	RC #1 RC#2	RC #1 RC #2	RC #1 RC #2	RC #1 RC#2
Learning Support	RC #3 RC #4	RC #3 RC #4	RC #3 RC #4	RC #3 + Science
Challenge	Sem #1	Sem #1	Sem #1	Sem #1
Math Support	Sem #2	Sem #2	Sem #2	Sem #2
Guidance	Offi	Offi	Offi	Offi
Conference Room	0	0	0	0
Speech	Office	Office	Office	Office
Child's Place	RC #5	Stage	Stage	Stage
OT/PT	Sem #3	Sem #3	Sem #3	Sem #3
ESL	Office	Office	Office	Office
Instrumental Music	Office	Office	Office	Office
I.U. Class (Early Interv)	0	0	0	0
Bridge	Sem #4	Sem #4	Sem #4	Sem #4
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 #7	Sem #7	Sem #7
SPECIALTY ROOMS				
Science Labs	1 +RC#6	1	1	In Core Class
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	3	3	3	3
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	7	7	7	7
Office Size Rooms	4	4	4	4

RC = Regular Sized Classroom

VALLEY FORGE ELEMENTARY				
	2016-17	2017-18	2018-19	2019-20
AVAILABLE REG CLASSROOMS	28	28	28	28
Reg Class Core Use	23	24	21	21
Reg Class Non Core Use	4	4	4	4
Remaining Reg Classes	1	0	3	3
AVAILABLE SEMINAR ROOMS	7	7	7	7
PROGRAM LOCATIONS				
Autistic Support	0	0	0	0
Learning Support	RC #1 Sem#1	RC #1 Sem#1	RC #1 Sem#1	RC #1 Sem#1
Challenge	Sem #2	Sem #2	Sem #2	Sem #2
Math Support	RC #2 + Sem #3	RC #2 + Sem #3	RC #2 + Sem #3	RC #2 + Sem #3
Guidance	Office	Office	Office	Office
Conference Room	Office	Office	Office	Office
Speech	Sem #4	Sem #4	Sem #4	Sem #4
Child's Place	RC#3	RC#3	RC#3	RC#3
OT/PT	RC #4	RC #4	RC #4	RC #4
ESL	Sem #5	Sem #5	Sem #5	Sem #5
Instrumental Music	LGR/Stage/Office	LGR/Stage/Office	LGR/Stage/Office	LGR/Stage/Office
I.U. Class (Early Intervention)	0	0	0	0
Bridge	Sem #6	Sem #6	Sem #6	Sem #6
Reading Support	Sem #7 + Office	Sem #7 + Office	Sem #7 + Office	Sem #7 + Office
Reading Specialist	Office	Office	Office	Office
Psychologist	Office	Office	Office	Office
Publishing Center	Office	Office	Office	Office
SPECIALTY ROOMS				
Science Labs	2	2	2	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	1	1	1	1
Gymnasium	1	1	1	1
Library	1	1	1	1
Seminar Rooms	7	7	7	7
Office Size Rooms	9	9	9	9


RC = Regular Sized Classroom

T/E MIDDLE SCHOOL				
	2016-17	2017-18	2018-19	2019-20
Available Reg Classrooms	47	47	47	47
Regular Classrooms - Core	40	41	41	43
Regular Classrooms - non-core	7	6	6	4
Remaining Regular Classrooms	0	0	0	0
PROGRAM LOCATIONS				
Emotional Support	RC #1	RC #1	RC #1	RC #1
Learning Support	RC #2, Sem #1 #2	RC #2, Sem #1 #2	RC #2, Sem #1 #2	RC #2, Sem #1 #2
Supplemental Learning Support	Sem #3	Sem #3	Sem #3	Sem #3
Autistic Support	0	0	0	0
Reading Specialist	Sem #4, #5	Sem #4, #5	Sem #4, #5	Sem #4, #5
Math Specialist	RC#3	RC#3	RC#3	RC#3
PSSA Math, Reading	Shared Space	Shared Space	Shared Space	Shared Space
Speech	Office	Office	Office	Office
ESL	Sem #6	Sem #6	Sem #6	Sem #6
Psychologist	Office	Office	Office	Office
Mental Health Specialist	Office	Office	Office	Office
Gifted	Sem #7, #8	Sem #7,	Sem #7,	Sem #7,
TV Studio	Office	Office	Office	Office
World Language Instruction	RC #4, #5, #6	RC #4, #5, #6	RC #4, #5, #6	RC #4, #5, #6
Health	Shared Space	Shared Space	Shared Space	Shared Space
OT and PT	Office	Office	Office	Office
Testing Center	Sem #7, #8	Sem #8	Sem #8	Sem #8
M.I.T.	Sem #9	Sem #9	Sem #9	Sem #9
SPECIALTY ROOMS				
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	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	1	1	1
Music	3	3	3	3
Band	0	0	0	0
Dental clinic	1	1	1	1
Seminar Rooms	9	9	9	9
Office Sized Rooms/Workspaces	8	8	8	8

VALLEY FORGE MIDDLE SCHOOL				
	2016-17	2017-18	2018-19	2019-20
Available Reg Classrooms	47	47	47	47
Regular Classrooms Core Use	39	43	43	43
Regular Classrooms Non-Core	8	4	4	4
Remaining Regular Classrooms	0	0	0	0
PROGRAM LOCATIONS				
Emotional Support	Sem #1 (Shared) #2 (Shared)	Sem #1 (Shared) #2 (Shared)	Sem #1 (Shared) #2 (Shared)	Sem #1 (Shared) #2 (Shared)
Learning Support	Sem#3 #4 #5 #6 #7	Sem#3 #4 #5 #6 #7	Sem#3 #4 #5 #6 #7	Sem#3 #4 #5 #6 #7
Autistic Support	Sem #8	Sem #8	Sem #8	Sem #8
Reading Specialist	Sem #10	Sem #10	Sem #10	Sem #10
Math Specialist	shared space	shared space	shared space	shared space
Speech	Sem #11	Sem #11	Sem #11	Sem #11
ESL	Sem #4 & #104	Sem #4 & #104	Sem #4 & #104	Sem #4 & #104
Psychologist	Office	Office	Office	Office
Mental Health Specialist	Office	Office	Office	Office
Gifted	Seminar #12 and #13	Seminar #12 and #13	Seminar #12 and #13	Seminar #12 and #13
TV studio	Library	Library	Library	Library
World Language Instruction	RC #2 #3 #4 #5 #6	RC #2 #3 #4	RC #2 #3 #4	RC #2 #3 #4
Health	RC #7/Shared Space	Shared Space	Shared Space	Shared Space
MIT Room	Back of Library	Back of Library	Back of Library	Back of Library
Guidance	Guidance suite	Guidance suite	Guidance suite	Guidance suite
SPECIALTY ROOMS				
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	3	3	3	3


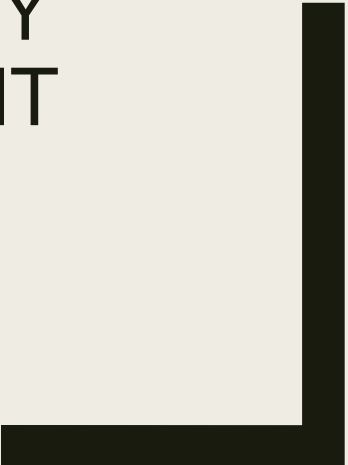
Live Births in Tredyffrin & Easttown Townships

Sept 00	48	Sept 01	41	Sept 02	31	Sept 03	43	Sept 04	37	Sept 05	40	Sept 06	41	Sept 07	34
Oct 00	56	Oct 01	33	Oct 02	39	Oct 03	40	Oct 04	28	Oct 05	25	Oct 06	43	Oct 07	21
Nov 00	38	Nov 01	35	Nov 02	41	Nov 03	31	Nov 04	25	Nov 05	31	Nov 06	35	Nov 07	26
Dec 00	31	Dec 01	30	Dec 02	35	Dec 03	42	Dec 04	26	Dec 05	25	Dec 06	27	Dec 07	27
Jan 01	39	Jan 02	47	Jan 03	37	Jan 04	28	Jan 05	25	Jan 06	41	Jan 07	21	Jan 08	29
Feb 01	28	Feb 02	50	Feb 03	38	Feb 04	27	Feb 05	40	Feb 06	32	Feb 07	24	Feb 08	21
Mar 01	30	Mar 02	30	Mar 03	34	Mar 04	39	Mar 05	28	Mar 06	33	Mar 07	29	Mar 08	31
Apr 01	31	Apr 02	42	Apr 03	40	Apr 04	26	Apr 05	30	Apr 06	32	Apr 07	39	Apr 08	24
May 01	44	May 02	51	May 03	39	May 04	31	May 05	30	May 06	47	May 07	36	May 08	32
Jun 01	35	Jun 02	33	Jun 03	47	Jun 04	27	Jun 05	44	Jun 06	37	Jun 07	28	Jun 08	38
July 01	31	July 02	31	July 03	36	July 04	26	July 05	41	July 06	37	July 07	32	July 08	32
Aug 01	36	Aug 02	31	Aug 03	44	Aug 04	25	Aug 05	29	Aug 06	39	Aug 07	29	Aug 08	31
Total =	447	Total =	454	Total =	461	Total =	385	Total =	383	Total =	419	Total =	384	Total =	346
<u>Oct 2006</u>		<u>Oct 2007</u>		<u>Oct 2008</u>		<u>Oct 2009</u>		<u>Oct 2010</u>		<u>Oct 2011</u>		<u>Oct 2012</u>		<u>Oct 2013</u>	
BES Enr. (K)	73	BES Enr. (K)	67	BES Enr. (K)	66	BES Enr. (K)	67	BES Enr. (K)	61	BES Enr. (K)	66	BES Enr. (K)	66	BES Enr. (K)	64
DES Enr. (K)	71	DES Enr. (K)	95	DES Enr. (K)	73	DES Enr. (K)	98	DES Enr. (K)	89	DES Enr. (K)	117	DES Enr. (K)	74	DES Enr. (K)	87
HES Enr.(K)	69	HES Enr.(K)	84	HES Enr.(K)	59	HES Enr.(K)	59	HES Enr.(K)	83	HES Enr.(K)	78	HES Enr.(K)	81	HES Enr.(K)	72
NEES Enr.(K)	64	NEES Enr.(K)	69	NEES Enr.(K)	71	NEES Enr.(K)	83	NEES Enr.(K)	63	NEES Enr.(K)	71	NEES Enr.(K)	62	NEES Enr.(K)	64
VFES Enr.(K)	59	VFES Enr.(K)	56	VFES Enr.(K)	64	VFES Enr.(K)	82	VFES Enr.(K)	75	VFES Enr.(K)	97	VFES Enr.(K)	83	VFES Enr.(K)	80
Total =	336	Total =	371	Total =	333	Total =	389	Total =	371	Total =	429	Total =	366	Total =	367
Live birth to actual	0.75168	Live birth to actual	0.81718	Live birth to actual	0.72234	Live birth to actual	1.01039	Live birth to actual	0.96867	Live birth to actual	1.02387	Live birth to actual	0.95313	Live birth to actual	1.060694
Sept 08	29	Sept 09	32	Sept 10	27	Sept 11	23	Sept 12	28	Sept 13	34	Sept 14	27	Sept 15	
Oct 08	33	Oct 09	25	Oct 10	23	Oct 11	35	Oct 12	39	Oct 13	30	Oct 14	35	Oct 15	
Nov 08	40	Nov 09	24	Nov 10	22	Nov 11	30	Nov 12	30	Nov 13	21	Nov 14	33	Nov 15	
Dec 08	20	Dec 09	34	Dec 10	17	Dec 11	26	Dec 12	32	Dec 13	30	Dec 14	19	Dec 15	
Jan 09	28	Jan 10	26	Jan 11	30	Jan 12	28	Jan 13	35	Jan 14	23	Jan 15	24	Jan 16	
Feb 09	33	Feb 10	30	Feb 11	26	Feb 12	21	Feb 13	23	Feb 14	19	Feb 15	21	Feb 16	
Mar 09	36	Mar 10	32	Mar 11	24	Mar 12	32	Mar 13	35	Mar 14	31	Mar 15	37	Mar 16	
Apr 09	25	Apr 10	29	Apr 11	43	Apr 12	18	Apr 13	20	Apr 14	32	Apr 15	30	Apr 16	
May 09	31	May 10	32	May 11	27	May 12	25	May 13	31	May 14	24	May 15	40	May 16	
Jun 09	30	Jun 10	35	Jun 11	28	Jun 12	23	Jun 13	26	Jun 14	26	Jun 15	35	Jun 16	
July 09	36	July 10	29	July 11	34	July 12	26	July 13	34	July 14	28	July 15	30	July 16	
Aug 09	43	Aug 10	20	Aug 11	27	Aug 12	29	Aug 13	28	Aug 14	29	Aug 15	29	Aug 16	
Total =	384	Total =	348	Total =	328	Total =	316	Total =	361	Total =	327	Total =	360	Total =	
<u>Oct 2014</u>		<u>Oct 2015</u>		<u>Oct 2016</u>		<u>Oct 2017</u>		<u>Oct 2018</u>		<u>Oct 2019</u>		<u>Oct 2020</u>		<u>Oct 2021</u>	
BES Enr. (K)	54	BES Enr. (K)	59	BES Enr. (K)	57										
DES Enr. (K)	102	DES Enr. (K)	90	DES Enr. (K)	103										
HES Enr.(K)	86	HES Enr.(K)	59	HES Enr.(K)	76										
NEES Enr.(K)	56	NEES Enr.(K)	83	NEES Enr.(K)	94										
VFES Enr.(K)	95	VFES Enr.(K)	65	VFES Enr.(K)	69										
Total =	393	Total =	356	Total =	399										
Live birth to actual	1.02344	Live birth to actual	1.02299	Live birth to actual	1.21646										



ELEMENTARY ENROLLMENT UPDATE

Education Committee
February 2017



Goal

Ensuring building capacity to implement the
Board Approved Educational Program

Considerations

- Student enrollment has increased unequally among the five elementary schools
- Projected enrollment at the elementary level shows a trend towards continued growth
- Projected increase in enrollment will place further strain on building facilities and may result in a change in program delivery in at least one school (Devon Elementary)

5 Year Elementary Enrollment Projections

	Beaumont	Devon	Hillside	New Eagle	Valley Forge
2015 - Actual	401	592	434	440	558
2016 - Actual	404	585	441	468	534
2017	385	600	415	481	500
2018	382	606	421	493	481
2019	371	593	414	504	457
2020	367	592	422	503	472
2021	370	585	418	476	485

Possible Actions

- Keep Status Quo for time being and continue monitoring enrollment
- Build a new school
- Expand current facilities to accommodate increased enrollment
- Redistrict students in order to create more equitable enrollment among schools

Status Quo

- Enrollment and Facilities Projections indicate there is room to accommodate all students during the 2017-18 school year with little program delivery modification required
- Monitor whether or not the trend of increasing enrollment (especially in kindergarten and first grade) continues
- Determine future course of action during the 2017-18 school year as needed
- Would involve no cost or change in attendance boundaries at this time

Build a New School

- Add a 6th elementary building
- Could be a Kindergarten Center or a K-4 school
- Would involve cost
- Could involve some redistricting
- 3 year timeline – Could be ready by Fall 2020

Expand Current Facilities

- Consider possibility of further additions to schools
- Would involve cost
- Institutionalizes unequal school populations
- 2 year timeline – Could be ready by Fall 2019

Redistrict

- Consider adjusting attendance boundaries
- Could include two schools or more
- Would need a timeline of approximately 18 months to complete and implement
 - * Design Plan Parameters
 - * Develop and Propose Plan for Board Approval
 - * Transition
 - * Implementation
- Would need to make decisions about process and parameters