

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

**March 5, 2018
6:30 pm
TEAO, Meeting Room 200**

Agenda

- I. Approval of February 5, 2018 Minutes

- II. Special Education Report

- III. Reading Support Programs in TESD

- IV. Review of Business Curriculum

- V. Other

- VI. Public Comment

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: April 2, 2018

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
February 5, 2018

Tredyffrin/Easttown Administrative Offices
6:30 p.m.

Attending all or part of the meeting:

Board Committee Members: Roberta Hotinski (chair), Kyle Boyer, Katharine Murphy, Tina Whitlow

Other Board Members: Michele Burger, Scott Dorsey, Todd Kantorczyk, Heather Ward

TE School District Representatives: Wendy Towle (Administrative Liaison), Michele Staves, Richard Gusick, Nancy Adams, Todd Parker, Diane Cohle, Stephanie Demming, Chris Connolly, Jeanne Braun

Community Members: Amy Alvarez, Sarah Culbert, Jerry Henige, Karen Vadner, Jean Tripper, Xavier Arnault, Tracy Johnson, Amanda Wollick, Christina Maloney, Jen Gallagher, Chris Bernholdt, Jacy Rider, Emily Phelan, Ghada Bistanji, Heather McConnell, Sean Cannon, Kate Miller, Nicole Scherer, Emily Spring, Wendy Brooks, Tom Nagle, Karen Huang, Dalia Osman, Alison Vachris, Phil Eisenberg, Jessica Schneck

The meeting was called to order at 5:30 p.m.

Approval of Minutes: The January 10, 2018 minutes were approved.

Public Comment:

Kate Miller commented on the **Redistricting Transition Plan.**

Jean Tripper commented on the **Redistricting Transition Plan.**

Chris Bernholdt commented on the **Redistricting Transition Plan.**

Emily Spring commented on the **Redistricting Transition Plan.**

Amanda Wollick commented on the **Redistricting Transition Plan.**

Jacy Rider commented on the **Redistricting Transition Plan.**

Karen Huang commented on the **Middle School Advisory Initiatives: Technology Integration.**

Tom Nagle commented on the **Middle School Advisory Initiatives: Technology Integration.**

Nicole Scherer commented on the **Middle School Advisory Initiatives: Technology Integration.**

Heather McConnell commented on the **Middle School Advisory Initiatives: Technology Integration.**

Jerry Henige commented on the **Middle School Advisory Initiatives: Technology Integration.**

Jerry Henige commented on the **Class Size Discussion.**

Alison Vachris commented on the **Class Size Discussion**.
Emily Phelan commented on the **Class Size Discussion**.
Karen Vadner commented on the **Class Size Discussion**.
Nicole Scherer commented on the **Class Size Discussion**.
Jessica Schneck commented on the **Class Size Discussion**.
Heather McConnell commented on the **Class Size Discussion**.
Xavier Arnault commented on the **Class Size Discussion**.
Paul Eisenberg commented on the **Class Size Discussion**.

Committee Discussion and Recommendations:

The Committee reviewed the **Redistricting Transition Plan**. There were no Committee recommendations.

The Committee reviewed the District's Elementary Redistricting Transition Plan. Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning shared information on the District's plan to support families, students, and staff during the transition to new attendance boundaries in the fall of 2018 for Devon, Hillside, and Beaumont Elementary Schools. Dr. Towle provided dates for upcoming transition activities and events at both Hillside and Beaumont. Additionally, Dr. Towle described various communication tools that will be used with families and the community at large to aid in a positive transition for students. Instructional transition activities including consideration of appropriate classroom groupings and collaboration among staff members at both sending and receiving schools were highlighted as strategies to ensure that students' needs continue to be met. Building principals from all three impacted schools were present. Dr. Towle and Dr. Gusick answered several questions from Committee and community members.

The Committee reviewed the **Update on Middle School Advisory Initiatives: Technology Integration**. There were no Committee recommendations.

The Committee reviewed the Middle School Advisory Initiatives: Technology Integration. Curriculum Supervisors, Dr. Nancy Adams and Michele Staves updated the Committee on the newly implemented advisory initiatives in grades seven and eight at TE and Valley Forge Middle Schools. Dr. Adams and Mrs. Staves shared connections to the District Strategic Plan that are emphasized through the technology-based lessons in Science, English, and Social Studies Advisory Initiative sessions. Examples of student work in coding, advanced computational thinking, and infographic designing were provided. Dr. Adams, Dr. Gusick, and Mrs. Staves answered several questions from Committee and community members. The Committee expressed support for the District's work to embed new uses of technology in various curricular areas.

The Committee reviewed the **Class Size Discussion Report**.

The Committee reviewed the Class Size Discussion Report. Dr. Gusick provided context for the discussion by providing the District's historical perspective on class size. Dr. Towle then shared information on Policy 6151 as it relates to staffing the educational program and the upper targets of class size. She explained that the upper target is used as a guideline in allocating staff prior to

the start of the school year. Dr. Towle shared the potential budget strategy of adding one student to the targets in grades K-8 as a cost-saving measure. Dr. Towle and Dr. Gusick answered several questions from Committee and community members. If the Finance Committee chooses class size as a budget strategy, the Education Committee recommends suspending the class size policy for one year and adding one student per grade to the target in grades K-8.

The meeting was adjourned at 9:20 p.m.

Next meeting: **March 5, 2018**

T/E STUDENT SERVICES

Education Committee

March 5, 2018

OFFICE OF INDIVIDUALIZED STUDENT SERVICES

We serve students

- Pre-referral interventions
 - Special education
 - Gifted programming
- 504 Accommodation plans
- Mental health specialists
 - School nurses
 - School psychologists
 - Behavior specialists
- Homebound instruction

PRE-REFERRAL INTERVENTIONS

- Collaboration with regular education staff
- Student intervention teams in the elementary schools
- Multi-tiered intervention teachers at the secondary level
- CARE team/Student Assistance Program at secondary level to provide supports to students regarding mental health, drug & alcohol use
- Each level has a process to identify students in need, and provide appropriate supports.
- Interventions at all levels, for example:
 - Reading support
 - Math support
 - Social-emotional support with the counselor or mental health specialist.
 - Guidance counselor check-ins or groups
 - Speech articulation instruction

MULTI-TIERED INTERVENTION TEACHERS

- This is the third year in which we have Multi-Tiered Intervention teachers at the secondary level.
 - Middle schools: 2.0 FTE
 - High school: 2.0 FTE
- Most common referral reasons: executive functioning, social/emotional stress.
 - Executive functioning refers to the set of processes that serve as a 'command center' that enables a person to regulate their attention, filtering distractions, and switching tasks as needed.
- Rolling admission process, students are referred throughout the year.

PRE-REFERRAL INTERVENTIONS

- Elementary schools

| Reading Support | Math Support | Social-Emotional Support | Occupational Therapy | Speech & Language |
|-----------------|--------------|--------------------------|----------------------|-------------------|
| 442 | 234 | 141 | 31 | 24 |

- Middle and high schools

| | Referred to MIT | Exited | Still in MIT | IEP qualified |
|----------------|-----------------|--------|--------------|---------------|
| Middle schools | 77 | 24 | 45 | 8 |
| High school | 136 | 51 | 66 | 19 |

504 ACCOMMODATION PLANS

- For students with a disability who need accommodations to access the general education setting.
- School counselors and school nurses are case managers.
- Examples:
 - Student with ADHD and requires seating away from distractions, testing accommodations such as a small group and extended time.
 - Student with a physical disability and requires physical therapy, occupational therapy, and increased supervision getting on and off the bus and on the playground.
 - Student with a life threatening allergy who requires a health plan incorporated into their plan.

504 ACCOMMODATION PLANS

- Students with a 504 Accommodation Plan
 - Elementary schools: 27
 - Middle schools: 54
 - High school: 69

GIFTED PROGRAMMING

- For students with outstanding intellectual ability and a need for specially designed instruction
- All students are screened for eligibility through the SAGES assessment tool. This occurs in Grade 1, and for new registrants in grades 2-8. Students who achieve at a designated level are referred for additional testing by a school psychologist to determine eligibility for gifted programming.
- Programming includes self-directed projects, enrichment, topical seminars, and acceleration.
- As students move through the grade levels, their needs are increasingly met through regular education curricular offerings

GIFTED NUMBERS

- Students with a GIEP
 - Elementary schools: 285
 - Middle schools: 346
 - High school: 54
- Teachers of the gifted: 13.2 FTE
 - Elementary schools: 5.3
 - Middle schools: 6.5
 - High school: 1.4

NURSING SERVICES

- State mandate requires a Certified School Nurse for every 1500 students. This includes serving private schools within our boundaries that request this service. We have a combination of Certified School Nurses and Health Room nurses so that student medical needs are supported during the school day.

| | FTE |
|-------------------------|------|
| Certified School Nurses | 6.1 |
| Health Room Nurses | 3.74 |

| Private schools served by T/ESD staff: | | | |
|--|--------------------------------|------------------|----------------|
| Delaware Co Christian School | Delaware Valley Friends School | Devon Prep | Regina Luminis |
| St. Norberts School | Timothy School | Woodlynde School | |

MENTAL HEALTH SPECIALISTS

- Staffing:
 - High school: 2.0 FTE
 - K – 8: 2.0 FTE, split by middle school feeder pattern
- Services provided:
 - Consultation with school staff regarding student issues.
 - Provide counseling to identified students, both long term and short term
 - Conduct clinical interviews of students who may be in danger of harming themselves or others
 - Assist with transition of students to/from outside health facilities.
 - Facilitate family access of community based mental health resources.
 - Participate on school based pre-referral intervention teams such as CARE.
 - Support when making CYF referrals.

MENTAL HEALTH SPECIALISTS

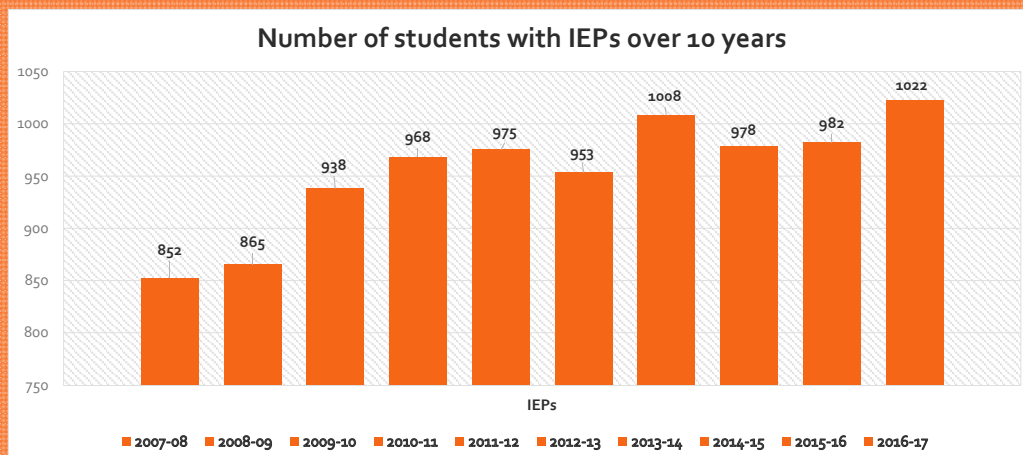
| | Counseling | Clinical interviews | SAIP | Family – community |
|-----------|------------|---------------------|------|--------------------|
| K – 8 | 35 | 50 | 6 | Approx. 60 |
| Conestoga | 29 | 85 | 32 | Approx. 70 |

- Current school year numbers as of Feb 23, 2018
- Counseling as part of a student’s IEP. Does not include counseling trial cases, drop-ins or as-needed plans, which occur regularly.
- Clinical interviews are begun when there is concern that a student may be at risk of harming themselves or others. The MH specialist meets with the student and provides feedback to the building principal to assist in determining if a risk assessment should be conducted.
- SAIP: Student Attendance Improvement Plan.
- This chart does not capture the length of time involved in most aspects of their work, including the significant consultation time spent with building staff.

SPECIAL EDUCATION

- For students with disabilities who require specially designed instruction
- Our obligation is to provide FAPE (Free Appropriate Public Education) in the Least Restrictive Environment.
- Approximately 15% of T/E students have an IEP. This aligns with state and national averages.
- Approximately 75% of students with IEPs are educated in the regular education environment for 80% or more of their school day. This is higher than state and national averages, and a point of pride.

SPECIAL EDUCATION STUDENTS



CASELOAD LIMITS

- All students with an IEP must have a case manager. The size of the caseload is limited by state mandates. This is not the same as class size.
- Level of support refers to amount of time in special education.
- Maximum number of students by caseload.

| | Itinerant | Supplemental | Full-Time |
|---------------------------|-----------|--------------|-----------|
| Autistic Support | 12 | 8 | 8 |
| Emotional Support | 50 | 20 | 12 |
| Learning Support | 50 | 20 | 12 |
| Life Skills Support | 20 | 20 | 12 |
| Speech & Language Support | 65 | | 8 |

SPECIAL EDUCATION STAFFING

- Special education staffing over time

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 (proposed) |
|-------------|---------|---------|---------|-----------------------|
| Elementary | 15 | 14.5 | 16 | 16.5 |
| Middle | 12.5 | 13 | 13 | 13.5 |
| High School | 11.5 | 11.5 | 12 | 14 |
| Total | 39 | 39 | 41 | 44 |

SPECIALIZED PROGRAM LOCATIONS

- Current specialized programs locations

| | Autistic Support | Emotional Support | Life Skills Support |
|---------------|------------------|-------------------|---------------------|
| Elementary | Hillside | New Eagle | New Eagle |
| Middle School | VFMS | TEMS & VFMS | VFMS |
| High School | CHS | CHS | CHS |

- All buildings offer Speech and Language Support, and Learning Support.

SPECIALIZED PROGRAM LOCATIONS

- Proposed locations in 2018-19

| | Autistic Support | Emotional Support | Life Skills Support |
|---------------|------------------|-------------------|----------------------|
| Elementary | Hillside | New Eagle | <i>VF Elementary</i> |
| Middle School | VFMS | TEMS & VFMS | VFMS |
| High School | CHS | CHS | CHS |

- Facilities impact:
 - Elementary: identify a classroom at Valley Forge
 - Middle school: no impact.
 - High school: identify a seminar size classroom for the additional ES teacher.

RELATED SERVICES - CONTRACTED

| | Approximate yearly cost | Approx. # students served |
|----------------------------|-------------------------|---------------------------|
| Aides – Special Education* | \$6,600,000 | 522 |
| Bus Aides | \$1,400,000 | 150 |
| Behavior Specialists | \$506,000 | 50, plus indirect support |
| Therapeutic supports | \$173,000 | 35, plus indirect support |
| Occupational Therapy | \$533,500 | 290 |
| Physical Therapy | \$98,900 | 65 |
| Job Coach | \$159,600 | 25 |
| Travel training | \$33,400 | 15 |
| Vocational Specialist | \$16,720 | 25 |

This is not an inclusive list of all contracted services.

*Aides includes TESD employees plus those from agencies such as CCRES.

OUT OF DISTRICT PROGRAMMING

- IEP teams may recommend programs not implemented within TESD. The family has to agree to changes in placement. The District is responsible for transporting the student.

| | Approved Private Schools, Separate Public Facility | Alternate Regular Education Setting | Secondary Transition program (18-21) |
|--|---|--|--|
| What are the names of some of these schools or programs? | CCIU Child & Career Development Center, Vanguard School, Timothy School, Elwyn, Melmark | Gateway, Reach, Teach, Lifeworks, Buxmont, Residential Treatment | CCIU Aspire, Transitional Living Program, Project Search |
| Current # of TESD students | 31 | 56 | 9 |

COST RANGE PER IEP STUDENT

- For the 2016-17 school year. Cost includes a pro-rated teacher expense.

| Cost Range | # of Students |
|---------------------|---------------|
| \$1 - \$24, 999 | 780 |
| \$25,000 - \$49,999 | 201 |
| \$50,000 - \$74,999 | 25 |
| \$75,000 and higher | 16 |
| | 1022 |

- Students in the first two ranges (up to 50K) account for majority of our students in district programs.
- Due to the increasing complexity of student needs present in our schools, the number of students in all but the lowest cost range has increased.

EDUCATIONAL SERVICE AGREEMENTS

- At times we enter into agreement with a family in which the parents waive their rights to the legal protections under IDEA in exchange for tuition reimbursement. These are only entered into with the recommendation of our solicitor, and with the approval of the School Board. The cost is often roughly equivalent to the cost of educating the student under their IEP.

| Cost Range | # of students |
|---------------------|---------------|
| \$1 - \$24, 999 | 6 |
| \$25,000 - \$49,999 | 17 |
| \$50,000 - \$74,999 | 2 |
| \$75,000 and higher | 3 |
| | 27 |

PARENT SURVEY MAY 2017

- In spring 2017 we conducted a survey of parents of students with IEPs.
- Survey format was identical to the PDE developed survey we conducted in 2013 as part of state mandated cyclical monitoring.
- Two small alterations were made:
 - We added one question regarding the name of the school attended by the child.
 - We asked parents to complete one survey for each child with an IEP; the 2013 survey did not have that feature.
- Survey links were emailed to all parents from our office, as well as by student case manager. Paper copies were available by request.
- We had 277 responses, for 1022 students with IEPs.
- Results were analyzed during the summer, and shared with all administrators and special education staff.

SURVEY RESULTS – LRE & PROCESS

If your child is educated in the regular class for 80% of the day or more, please describe how the placement decision was made.

| Response | # of responses | Percentage |
|--|----------------|------------|
| Offered this placement by the school | 186 | 67% |
| I requested this placement and the school agreed. | 20 | 7% |
| I requested this and school agreed only after vigorous advocacy/ I went to mediation/ I went to a due process hearing. | 7 | 2% |
| Not applicable | 31 | 11% |
| Don't know | 5 | 2% |
| Blank | 13 | 5% |
| Write-in response | 15 | 5% |

SURVEY RESULTS – LRE & SATISFACTION

My child spends the right amount of time in general education classrooms.

| Response | # of responses | Percentage |
|----------------------------|----------------|------------|
| Strongly Agree/Agree | 237 | 86% |
| Neutral | 20 | 7% |
| Disagree/Strongly Disagree | 10 | 4% |
| Don't know | 5 | 2% |
| Not applicable | 4 | 1% |
| Blank | 1 | < 1% |

SURVEY RESULTS – STUDENT PROGRESS

My child is making progress on their IEP goals.

| Response | # of responses | Percentage |
|----------------------------|----------------|------------|
| Strongly Agree/Agree | 216 | 78% |
| Neutral | 35 | 13% |
| Disagree/Strongly Disagree | 16 | 6% |
| Don't know | 5 | 2% |
| Not applicable | 3 | 1% |
| Blank | 2 | <1% |

SURVEY RESULTS – EXTRA-CURRICULARS

My child's needs for support in accessing extra-curricular activities are addressed in the IEP.

| Response | # of responses | Percentage |
|----------------------------|----------------|------------|
| Strongly Agree/Agree | 82 | 30% |
| Neutral | 31 | 11% |
| Disagree/Strongly Disagree | 39 | 14% |
| Don't know | 19 | 7% |
| Not applicable | 105 | 38% |
| Blank | 1 | < 1% |

SURVEY RESULTS – IEP MEETINGS

I am respected as a member of the IEP team.

| Response | # of responses | Percentage |
|----------------------------|----------------|------------|
| Strongly Agree/Agree | 242 | 87% |
| Neutral | 19 | 7% |
| Disagree/Strongly Disagree | 7 | 3% |
| Don't know | 5 | 2% |
| Not applicable | 4 | 1% |
| Blank | 0 | - |

SURVEY RESULTS – PARENT TRAININGS

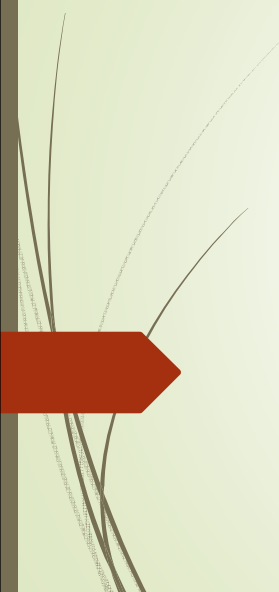
I am invited to trainings that provide information about my child's disability and educational program.

| Response | # of responses | Percentage |
|----------------------------|----------------|------------|
| Strongly Agree/Agree | 100 | 36% |
| Neutral | 25 | 9% |
| Disagree/Strongly Disagree | 70 | 25% |
| Don't know | 17 | 6% |
| Not applicable | 64 | 23% |
| Blank | 1 | < 1% |

SURVEY RESULTS – OVERALL

I think my child is getting a good education.

| Response | # of responses | Percentage |
|----------------------------|----------------|------------|
| Strongly Agree/Agree | 232 | 84% |
| Neutral | 29 | 10% |
| Disagree/Strongly Disagree | 9 | 3% |
| Don't know | 2 | 1% |
| Not applicable | 1 | < 1% |
| Blank | 4 | 1% |



Reading Support Programs in TESD

March 5, 2018

Presentation to the School Board Education Committee

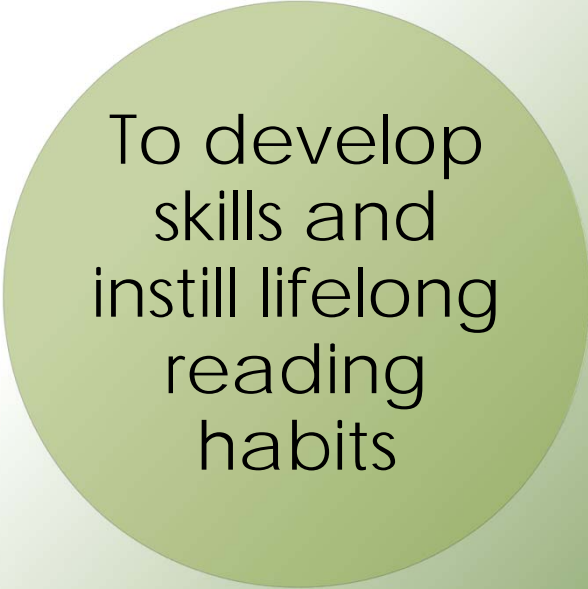


Learning to read is like...


- learning to golf.
- learning to play a musical instrument.
- learning to dance.
- learning anything that is simultaneously complex and incredibly beautiful to behold.



- 
- Goal of the Reading Program in TE:



To develop skills and instill lifelong reading habits



Characteristics of TE's Reading Program

Great kids!

Enthusiastic, skilled teachers

Strong parental support and interest

Sequenced curriculum

Aligned to Pennsylvania Core Standards

Comprehensive Support Services

- Reading specialists
- Trained reading paraprofessionals
- Librarians
- ESL teachers
- Multi-tiered Intervention Teams (MIT)
- Learning support teachers



Balanced Literacy Is the Key in TE

Direct Instruction

- Phonics
- Language skill charts by grade
- Grouping for reading instruction
- Grade level anthologies as foundation
- Guided reading for small groups

Authentic literature with some teacher autonomy

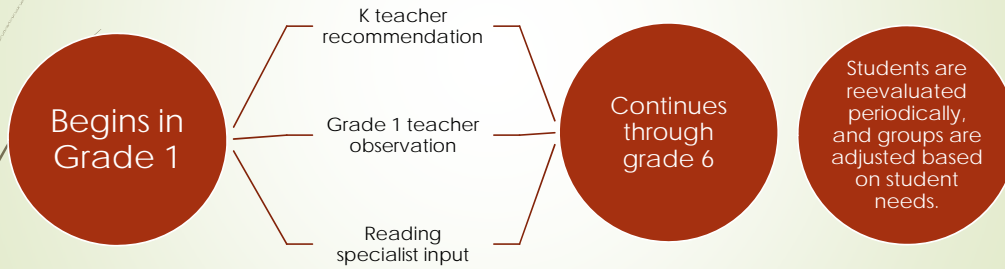
Scaffolded writing instruction



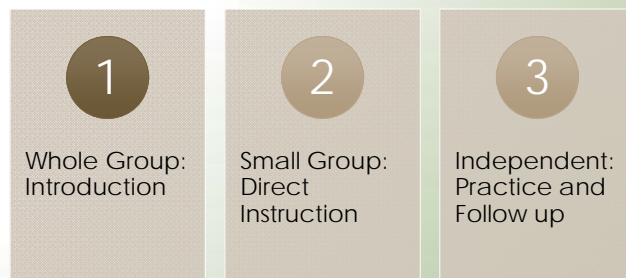
Structure of TE's Reading Program

- Reading instruction provided by classroom teachers and reading specialists in grades K through 6
- Grouping patterns determined by:
 - Teacher observation
 - Informal Reading Inventories (IRI) administered by reading specialists
 - Standardized tests
 - Curriculum based assessments (Literacy By Design, Houghton Mifflin)

Grouping for Instruction



Houghton Mifflin *Literacy By Design:* Overview



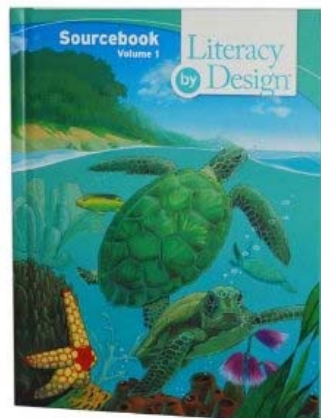
Literacy By Design: Overview

- ▶ Whole Group ~
Introduction
- ▶ Small Group ~
Direct Instruction
- ▶ Independent ~
*Practice and
Follow-up*

| Modeled Reading | Shared Reading | Interactive Reading | Small Group Strategic Reading | Independent Strategic Reading |
|--|--|--|--|---|
| Think Aloud Teacher models strategy. | Think Along Teacher asks students to join in a think aloud about the strategy. | Think Together Partners think aloud about the strategy together. | Think on My Own Students think aloud about the strategy with teacher coaching. | Think on My Own Students use a Comprehension Organizer to guide silent strategic thinking during independent reading. |

Eight Key Strategies

- ▶ Make Connections
- ▶ Determine Importance
- ▶ Infer
- ▶ Ask Questions
- ▶ Synthesize
- ▶ Create Images
- ▶ Monitor Understanding
- ▶ Use Fix-Up Strategies



Text Variety



- Focus on Science and Social Studies Themes
- Leveled Readers
- Novels, Non-Fiction Texts, Non-Traditional Texts

Reading Support Goals Grades 1 through 4

Phonological awareness

Word Recognition

Fluency

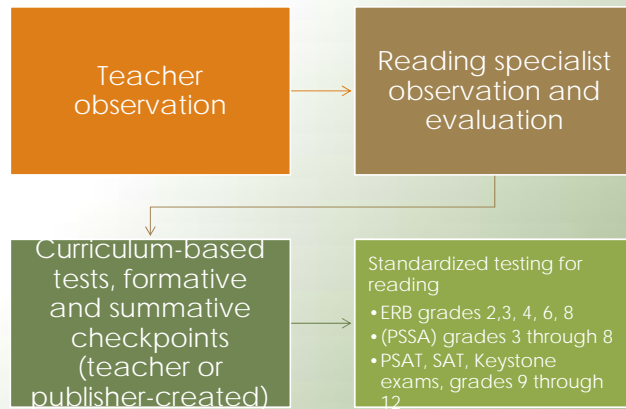
Vocabulary Development

Comprehension

Writing

Independent Reading

Evaluation and Review of Student Progress



Reading Support Services




BRIDGE(Beginning Reader Intervention Developing Guided Experiences) -Early intervention: Kindergarten and First Grades



Reading Support Program:
First through Sixth Grades



Additional Support from reading specialists and paraprofessionals:
Seventh through Twelfth Grades



Three Areas of Assessment and Intervention



Phonological Awareness



Fluency



Comprehension



Phonics and Decoding Skills

- Objective: To utilize a strategy that pulls together a variety of skills to unlock unfamiliar words

Some Interventions utilized to support Phonological Awareness Include:

- Multisensory instruction with Onset & Rime (segmenting, blending, rhyming)
- Alphabetic Principle Phonics: Multisensory Systematic Sequential Phonics Approach (word families and word analogy)




Fluency Skills

- Objective: To utilize strategies that develop the ability to read with speed, accuracy and proper expression in order to better understand what is being read

Some interventions utilized to support reading fluency include:

Repeated readings
Echo reading
Choral reading
Readers Theater
Sight Word Practice
Paired Reading



Comprehension Skills

- Objective: To use strategies that increase the level of understanding of a piece of text

Metacognitive thinking strategies that support comprehension include:

Predict
Visualize
Question
Summarize
Inference
Connect to prior knowledge
Determine importance
Close reading
Annotations
Text-dependent leveled questions

Spelling Support & Assessment: Pearson's *Words Their Way*

Philosophy

Instruction in word study builds students' knowledge of the spelling and meaning patterns in the language and how these patterns form words – literally, tens of thousands of words. This knowledge powerfully supports students' vocabulary growth in reading and the exercise of this knowledge in writing.

(Templeton, 2005)

PEARSON

Pearson Copyright 2009

Goals of the BRIDGE Program

- Kindergarten
 - Oral Language Development
 - Early Literacy Strategies
 - Comprehension Strategies
 - Strategies for School Success
- Grade 1
 - Early Literacy Strategies
 - Decoding
 - Comprehension
 - Strategies for Reading Success



Reading Support Program



- Grades 1-6: Qualifying students receive support from trained paraprofessionals and teacher aides in addition to classroom instruction
- Grade 7-8: Reading specialists provide support through an additional Reading Support and Study Skills courses

Reading Support Program

- Conestoga High School
 - Support provided through *World Literature and American Literature Seminars*; pace and texts are modified to meet student needs
 - Additional support provided through reading specialists and reading support staff

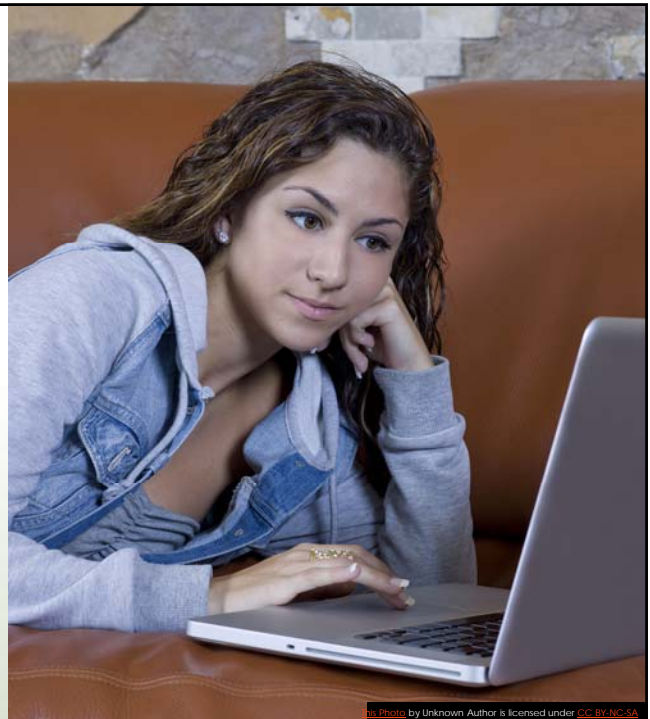



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English Language Learning

- Support for language and literacy development is provided for recommended students through a certified ESL teacher
- May be in addition to Reading Support



Summer Reading Camp

- Offered to all qualifying incoming Kindergarten students, BRIDGE, Reading Support and ESL students in grades 1-4
- 4 days/week in July from 8:30-11:30AM; Literacy activities are the focus
- Includes special areas activities connected to literacy skills in Library, Art, Music, and Physical Education
- Assessments are done at each level to measure progress throughout the program; information is shared with receiving elementary reading specialists

Read. Read. Read.
Read. Read. Read.
Read. Read.

*Today a
reader.
Tomorrow
a leader!*



BUSINESS CURRICULUM REVIEW

PRESENTATION TO: BOARD EDUCATION COMMITTEE, MARCH 5, 2018



BACKGROUND

Existing Program:

Accounting Finance Law & Ethics Entrepreneurship Web Design/Media Presentation

Purpose of Study:

Strategic Plan
Technology
Standards

Team

Noah Austin – CHS Business/Technology Department Chair
Steve Chiorazzi – CHS Business Teacher

AREA HIGH SCHOOL & COLLEGE OFFERINGS

■ High Schools

- Radnor
- West Chester
- Downingtown
- Unionville
- Great Valley
- Lower Merion
- Phoenixville
- Episcopal Academy
- Plymouth-Whitemarsh

■ Colleges

- Temple
- U Penn
- West Chester
- Villanova
- Penn State
- University of Texas
- University of Richmond
- NYU

BUSINESS EXPERIENCES NEW FOR 2018-2019

Business Promotion & Marketing

Fundamentals of business marketing, product promotion and advertising

- Sports & entertainment marketing
- Online analytics
- Social Media strategies

-
- Global business practices
 - Digital innovation
 - Understanding of business processes
 - Integration of computational thinking in current courses

**BUSINESS EXPERIENCES TO
CONTINUE TO EXAMINE**

NEXT STEPS & QUESTIONS

[Redacted content]