

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

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

**Agenda**

- I. Approval of February 8, 2017 Minutes
  
- II. Public Comment
  
- III. Special Education Report
  
- IV. World Languages
  
- V. Technology Instruction
  
- VI. Other

- Ad Hoc Elementary Enrollment Committee Update

**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 3, 2017 *(Originally scheduled for April 5, 2017)*

DRAFT PENDING COMMITTEE APPROVAL  
BOARD EDUCATION COMMITTEE MEETING MINUTES  
February 8, 2017

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

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

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

**Other Board Members:** Doug Carlson

**TE School District Representatives:** Wendy Towle (Administrative Liaison), Mark Cataldi, Patrick Gately, Richard Gusick, Andrea Chipego, Mike Szymendera

**Community Members:** Amy Alvarez, Doug Anestad, Christine Arnault, Melissa Bloom, Ray Clarke, Sarah Culbert, Caryn Gourley, Marine Havel, Heather Ward

The meeting was called to order at 1:00 p.m.

**Public Comment:**

Doug Anestad commented on upcoming Committee agenda items.

Marine Havel commented on school start times.

Marine Havel commented on the **District's Anti-Bullying Program.**  
Doug Anestad commented on the **District's Anti-Bullying Program.**

Ray Clarke commented on the **District's 1:1 Technology Initiative.**  
Doug Anestad commented on the **District's 1:1 Technology Initiative.**  
Amy Alvarez commented on the **District's 1:1 Technology Initiative.**

Ray Clarke commented on the **District's Enrollment Update.**

**Approval of Minutes:**

The January 11, 2017 minutes were approved.

## **Committee Discussion and Recommendations:**

The Committee reviewed **the District's Anti-Bullying Program**. Mark Cataldi, Director of Assessment and Accountability, shared information on District bully prevention programs, including proactive measures to foster a positive school climate in District schools, the Promoting Alternative Thinking Strategies (PATHS) elementary school curriculum, the Olweus Bully Prevention Program (OBPP) at the elementary and middle schools, and social health and schoolwide unity and community measures at Conestoga High School. Mr. Cataldi answered several questions from Committee and community members. The Committee expressed support for the District's ongoing anti-bullying programs and suggested that the District continue to track the results of the Pennsylvania Youth Survey (PAYS) and other data to inform the District's anti-bullying efforts.

The Committee reviewed the **District's 1:1 Technology Initiative Update**. Dr. Szymendera, Director of Instructional Technology, updated the Committee on the 1:1 Technology Initiative at Conestoga High School, including updates on related staff development and technical support. Dr. Szymendera answered several questions from Committee and community members. The Committee expressed support for the second phase of the 1:1 Implementation Plan for the fall of 2017, which proposes 1:1 access for students in grades 9 and 12. The Committee requested a fall, 2017 update on year one of the 1:1 Technology Initiative.

The Committee reviewed the **District's Enrollment Update**. Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development, and Planning, shared information regarding the updated projected enrollment for the 2017-2018 school year based on available classroom space in District schools. Dr. Towle also shared information about the increasing Kindergarten enrollment in the District, relative to the number of live births in Tredyffrin & Easttown Townships. Finally, Dr. Towle shared an elementary enrollment update with 5-year elementary enrollment projections and considerations for the Committee to ensure building capacity to implement the Board approved educational program. Dr. Towle answered several questions from Committee and community members. The Committee recommended that the School Board President form an ad hoc committee to study possible actions moving forward.

The Committee received an update on the free **SCOIR** web-based college search tool available to students and parents at Conestoga High School from Mark Cataldi, Director of Assessment and Accountability. The Committee recommended that the District use SCOIR as an additional tool to support students and parents in the college search process, alongside the current Naviance program.

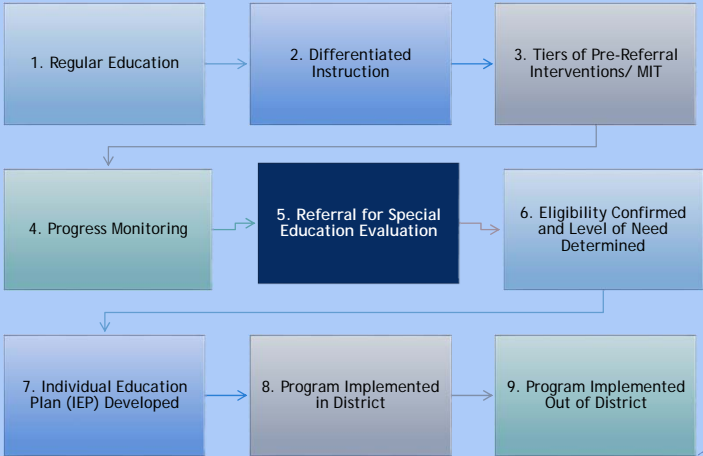
The meeting was adjourned at 4:05 p.m.

Next meeting: **March 8, 2017**

# Education Committee Student Services Update

March 8, 2017

## Continuum of Student Services from Regular Education to Special Education



## District-Wide Mandated Student Support Services

### Special Education

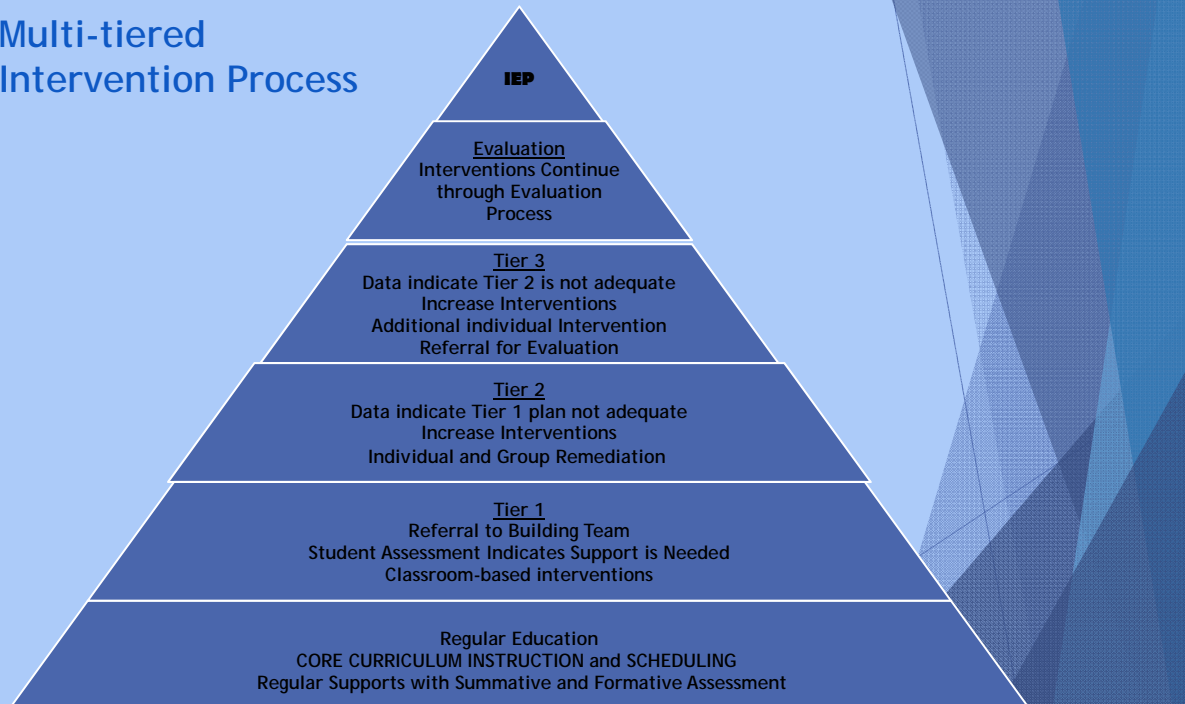
- Direct Instruction Classes
- Learning Support
- Emotional Support
- Life Skills Support
- Autistic Support
- Speech/Language Therapy
- Vision and Hearing Support
- IEP Based Counseling
- Extended School Year
- Early Intervention Transition
- Secondary Transition
- Legal Compliance
- Medical and Psychiatric Consultation
- Para Educator Support

### Regular and Special Education

- Multi-tiered Intervention
- Nursing Services
- Psychology Services
- Mental Health Support
- Occupational Therapy
- Physical Therapy
- Social Skills Instruction
- Assistive Technology
- Social Work Supports
- Guidance Services
- Homebound, Homeless
- Home Schooling
- Behavioral Support

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## Multi-tiered Intervention Process



## Multi-Tiered Intervention Accomplishments

### Elementary School

- Development of an electronic student referral form
- Development and use of a District database to archive student interventions
- Development of a Tier 1 Planning Support Sheet for teachers, parents and students
- Distribution of a comprehensive document that includes Reading interventions
- School-wide system of supports in place for all students
- Utilization of a Tier Model of Support for students

### Middle School

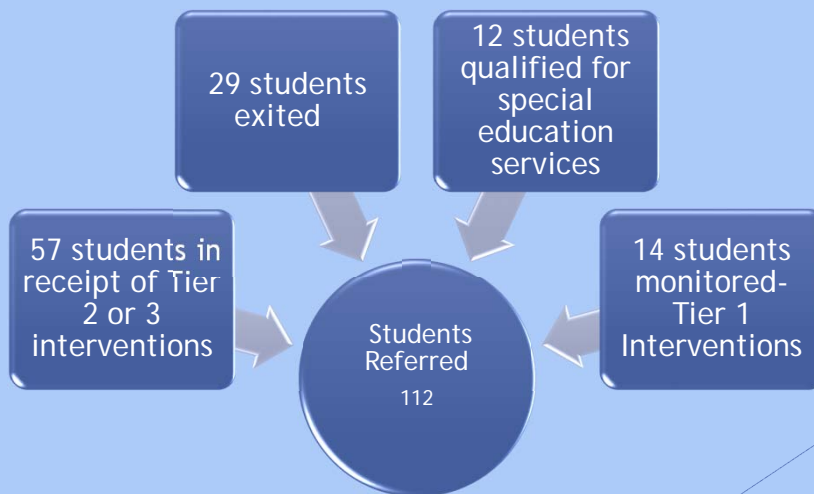
- School-wide system of supports in place for all students
- Comprehensive information gathered and documented on all students referred
- Research based, individualized interventions and ongoing monitoring
- Parent, teacher and student participation in the process
- Systematic and individualized goals and progress monitoring for each student
- All phases of the process documented and archived for future needs of student
- Comprehensive data analysis to inform special education referral and eligibility
- In class observations, collaboration with teachers, guidance and content specialists to develop a comprehensive support plan

### High School

- School-wide system of supports in place for all students
- Periodic screening of all students to allow early intervention for success
- Comprehensive information gathered and documented on all students referred
- Study Seminar schedules students across each period of the day to avoid interruption in scheduled classes
- In class observations, collaboration with teachers and content specialists, work with the Achievement Center.
- Eight periods of student support available each day at CHS
- All phases of the process documented and archived for future needs of student
- Comprehensive data analysis to inform special education referral and eligibility

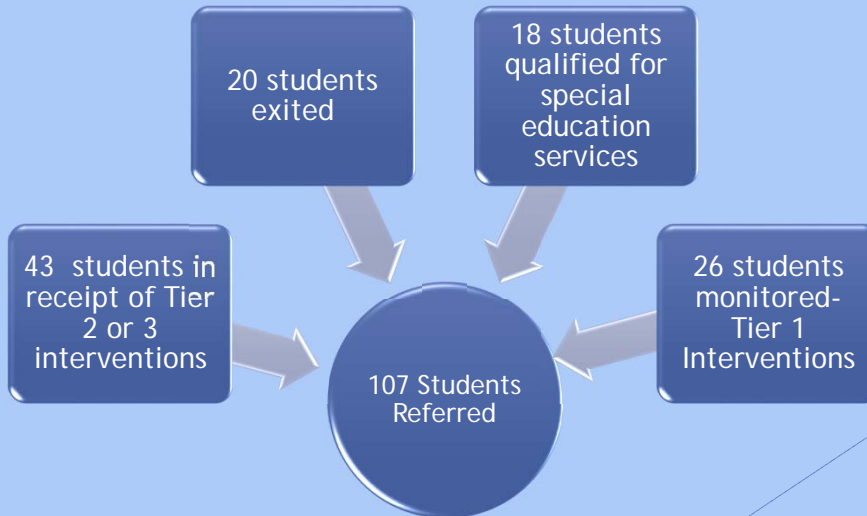
Data represented is based on 2/14/17

## Multi-tiered Intervention CHS 2016-17



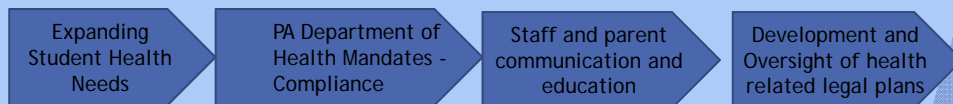
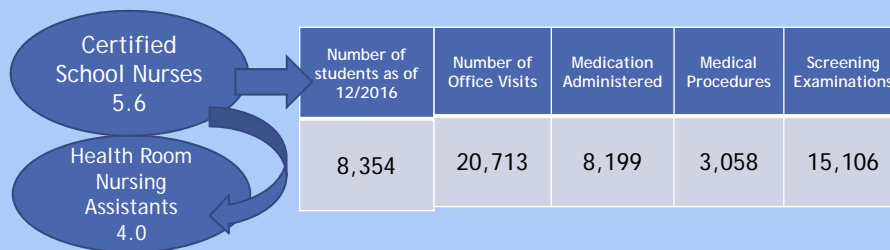
Data as of 2/14/17

## Multi-tiered Intervention Middle School 2016-17

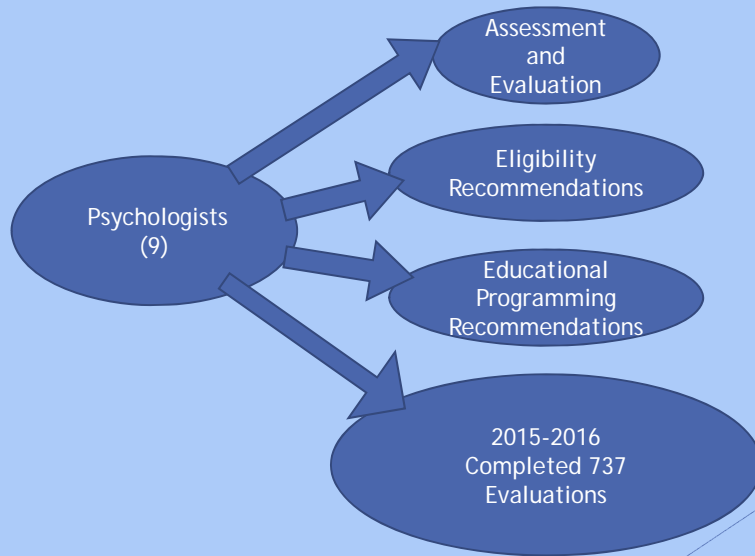


Data as of 2/14/17

## Health Services Nursing 2016-2017 to Date



## Psychological Services



## Mental Health Supports





## Student Support Services Special Education Process

Two Prongs of Eligibility  
for Special Education  
Services:  
Specific Disability +  
Need for Specially  
Designed Instruction

Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability...to ensure access to the general curriculum to the maximum extent appropriate"

Includes provision of "...aids, services and supports to enable children with disabilities to be educated in the Least Restrictive Environment (LRE) with nondisabled children to the maximum extent appropriate..."

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## State Defined Disability Categories

- ▶ Autism
- ▶ Deaf-blindness
- ▶ Deafness
- ▶ Emotional Disturbance
- ▶ Hearing Impairment
- ▶ Intellectual Disability
- ▶ Multiple Disabilities
- ▶ Orthopedic Impairment
- ▶ Other Health Impairment
- ▶ Specific Learning Disability
- ▶ Speech-language Impairment
- ▶ Traumatic Brain Injury
- ▶ Visual Impairment

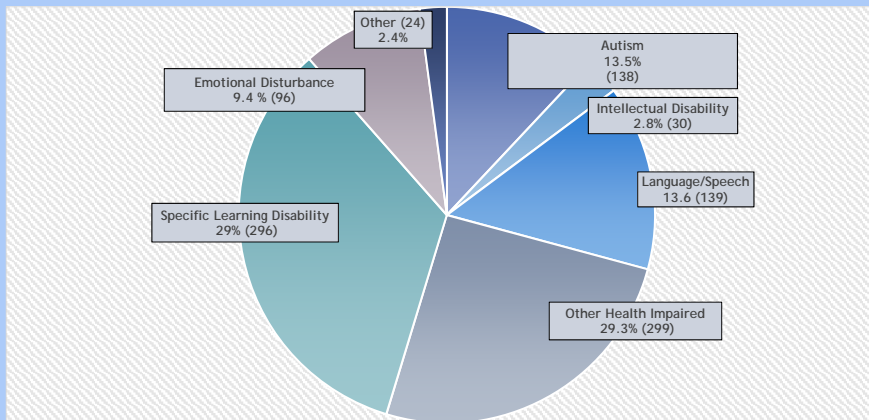
## Number of Special Education Students in District 2007 to 2016

\*December 1<sup>st</sup> Snapshot date collected through Perm Data Child Count



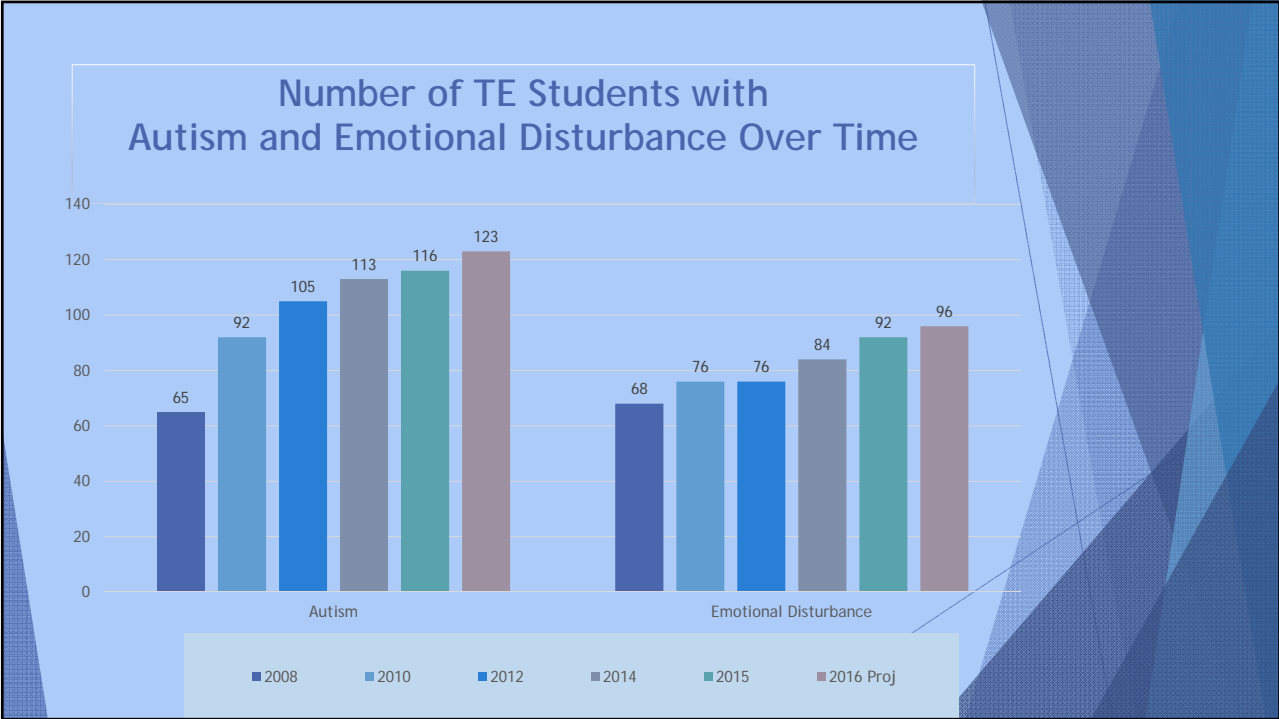
Dec 2, 2016  
Total  
Enrollment =  
6757

## Percentage (and Number) of Special Education Students Within Each Disability Category 2016-2017



\*\* Other - Deaf Blind 4 (.4%), Hearing Impairment 7 (0.6%), Multiple Disabilities 11 (1.1%), Orthopedic Impairment 0 (0%), Traumatic Brain Injury 3 (0.3%), Total Other = 24 (2.4%)

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### Special Education Levels of Support and Mandated Caseload Limits

Level of Support	Definition	Maximum # of Students on Teacher Caseload
Itinerant	Special education inside the regular class <u>80% or more of the school day</u>	Learning, Emotional Support 50
		Autistic Support 2
		Life Skills Support 20
		Speech & Language Support 65
Supplemental	Special education inside the regular class <u>no more than 79% and no less than 40% of the school day</u>	Learning, Emotional 20
		Life Skills Support 20
		Autistic Support 8
Full-Time	Special education inside the regular class <u>less than 40% of the day</u>	Learning, Emotional 12
		Life Skills Support 12
		Autistic Support 8

Special Education In-District Programs  
Locations of Intense (Supplemental) Support  
2016 - 2017 School Year

	BES	DES	HES	NEES	VFES	TEMS	VFMS	CHS
<b>Emotional Support</b>				<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>Autistic Support</b>			<b>X</b>				<b>X</b>	<b>X</b>
<b>Life Skills Support</b>				<b>X</b>			<b>X</b>	<b>X</b>
<b>Learning/ Language Support</b>	<b>X</b>							

Special Education Teacher  
Staffing

School	Staffing 2014-2015	Staffing 2015-2016	Staffing 2016-2017	Staffing 2017-2018
All Elementary Schools	15	14.5	16	16.5
Tredyffrin/ Easttown Middle School	5.5	5.5	5.5	5.5
Valley Forge Middle School	7.0	6.5	6.5	6.5
Conestoga High School	11.5	11.5	12.0	12.0
<b>Total</b>	<b>39</b>	<b>38</b>	<b>40.0</b>	<b>40.5</b>

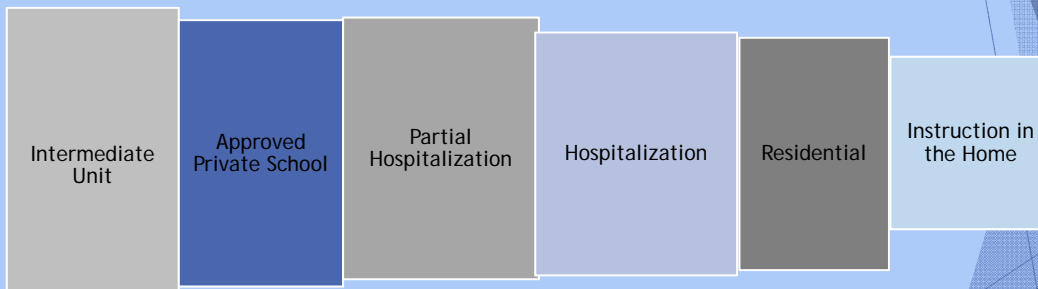
## Extended School Year In District Program

	2011-12	2012-13	2013-14	2014-15	2015-16
Approx. Cost	\$77,378	\$84,372	\$103,226	105,617	\$119,812
# students	125	156	193	216	220
Grade Level	K-8	K-11	K-12	K-13+	K-13+
Tutoring	\$42,075	\$7,059	\$6,655	1,925	TBD
Average Class	6-8	10-12	10-14	10-14	10-14
# Teachers		16	19	20	20
# Paras		33	42	36	36
Program Changes	4 week for all students	4 week; 5 weeks for intense support	Added Social Skills class in District	None	None

The District also is responsible for Out of District ESY Programming, which includes approximately 80 students placed in APS, secondary transition programs, and therapeutic private placements.

## Special Education Services Out of District (Full Time)

Alternative Programs from Least to Most Restrictive



## Specific Cost Ranges Based on 2015 ACT 16 Data Report

Cost Ranges	IEP Based Number of Students
\$1 - 24,999	913
\$ 25,000 - 49,999	98
\$ 50,000 - 74,999	31
\$75,000 - 99,999	9
\$100,000 - 140,000	11
<b>Total Number of Students</b>	<b>1058</b>

## 2015-2016 and 2016-2017 Budget Impact Items

- ▶ Unanticipated number of children entering District with significant needs
  - ▶ Unanticipated cost of secondary transition mandated services
  - ▶ Increase in number of contracted para educators and transportation aides
  - ▶ Unanticipated number of students in need of placements out of District for mental health needs
  - ▶ Unanticipated mandate for full document translation and provision of interpreters
  - ▶ Unanticipated increase in number of vocational students
  - ▶ Unanticipated restrictions imposed on School Based Access Reimbursement
- ▶ Resulted in need for additional:
- ▶ special education teachers
  - ▶ contracted para educators and aides
  - ▶ behavioral specialists
  - ▶ personal student based nursing services
  - ▶ bus aides and special transportation
  - ▶ mental health services and counselor services
  - ▶ mental health placement
  - ▶ psychiatric services
  - ▶ contracted psychology services and speech/language services

## Student Services Points of Pride

- ▶ Continued focus - Students First
- ▶ Parent Participation in the Special Education Process
- ▶ Developing job exploration partnership with international corporation
- ▶ Medical Access Program Expansion
- ▶ Emotional Support Elementary Program
- ▶ Intense Supplemental Support Programs
- ▶ Students Returning to District
- ▶ District Programming for Early Intervention
- ▶ Social Skills K-12 Scope and Sequence
- ▶ Secondary Transition Cohort
- ▶ SOS Program Full Implementation
- ▶ MIT Full Implementation and Success - Secondary Level
- ▶ MI Full Implementation by End of School Year with Review 2017-2018
- ▶ Student Assistance - Continued Maintenance and Training

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# World Language Program Examination

February 2017

## Part 3: Board Ed Committee

### January Board Ed Committee Considerations

- \* E- Learning opportunities for Elementary School Students
- \* Option for Language clubs at the elementary school designed and possibly delivered by our WL teachers with language goals that meet ACTFL standards
- \* Local districts that deliver WL program. What type of programs and the frequency of instruction
- \* What our schools are already doing



## E- Learning opportunities for Elementary School Students

Rank	Program	Languages	Format	Cost
1	Rosetta Stone	24	On-line, CD, DVD,App	\$124 per
2	Pimsleur	7	MP3, Digital, CD	\$450 software
3	Rocket Languages	12	On-line	\$149 per
4	Lingoda	4	On-line with Native speakers	Ind & Group pricing
5	Babbel	14	App based	Monthly fee per user
6	Fluenz	6	DVDs,CDs,Book	\$310 per
7	Tellmemore	1	On-line,CD/DVD	\$42-\$229 per
8	Transparent Languages	100	Live,App,Mp3	Varied, supports classroom

## Free Program for families



Mango Languages is an interactive language learning program that includes

- 66 foreign language courses for English Speakers
- 18 English as a Second Language (ESL) modules
- Cultural Courses & Movies

1. Visit [www.chescolibraries.org](http://www.chescolibraries.org) > Tools & Research > All CCLS Databases > Mango Languages
2. Either **Log In**, **Create a Profile**, or select **Quick Start**.

## Current Elem Language Clubs

Not TESD Sponsored

School	Languages	Frequency	Sponsor	Cost	# of Students per session
<b>BES</b>	French	1 x week	Lingo Kids	\$160 10 weeks	7 French
<b>DES</b>	Spanish, German	1 x week	Lingo Kids	\$160 10 weeks	7 Spanish 4 German
<b>HES</b>	French, German, Spanish	1 x week	Lingo Kids	\$160 10 weeks	7 French 4 German 6 Spanish
<b>NEES</b>	Spanish, German, French	1 x week	Lingo Kids	\$160 10 weeks	7 Spanish 7 German 7 French
<b>VFES</b>	French, German, Spanish	1 x week for 6 weeks	PTO Parents	\$80-\$100 Six weeks	14 French 11 German 8 Spanish

## Local School Districts with FLES

District	Languages	Grades	Frequency	Implementation
Downingtown	Rosetta Stone	1-5	1 x cycle, 30 min	2014
Lower Merion	Spanish, French	1-5	Grade 1 - 20 min, 2x/week Grade 2 - 30 min, 3x/week Grade 3 - 30 min, 3x/week Grade 4 - 30 min, 2x/week Grade 5 - 30 min, 2x/week	1997
Phoenixville	Spanish	1-5	1 x cycle	2011
Great Valley			Discontinued	
Wallingford-Swarthmore			Discontinued	
West Chester			Discontinued	
Radnor			Never had FLES program	
Unionville-Chaddsford			Never had FLES program	

## 4<sup>th</sup> Grade FLES/FLEX Considerations

- \* FLES
  - \* need .4/building FTE (multiple teachers)
  - \* 3x per cycle
  - \* Identifying replacement options
- \* FLEX
  - \* Need .3/building FTE (French and Spanish, 4 multi lingual teachers)
  - \* 2x per cycle
  - \* Identifying replacement options

## Promoting the Study of Cultures & Languages at the Elem School

- \* L.A. & S.S. : Japan, China, Mexico, Africa, Native American
- \* Holiday Curriculum
- \* Music: Spanish, Japanese, Chinese
- \* Art: Spanish, Japanese, Chinese
- \* Cultural Arts Assemblies
- \* Theme Weeks
- \* PE Games and sports from around the world
- \* Immigration Units
- \* Lunar New Year Activities

## Redesign of the WL Program

(Ongoing since 2011)

- \* Moved the Foreign Language Experience (FLEX) to 5<sup>th</sup> grade.
- \* 6<sup>th</sup> grade students begin selected language of study.
- \* Require that all teachers implement ACTFL Standards.
- \* Focus on Proficiency Skills in every course (1-6).
- \* HS Exams assess all skills.
- \* Implementation of STAMP Assessment in levels 2, 4 & 6 across all modern languages.
  - Results indicate students are meeting or exceeding ACTFL proficiency standards.
- \* Purchased curricular programs/textbooks/resources that teach, practice and assess all language skills.

## Promoting Enthusiasm for Language Learning for Elem Students

- \* Bring authentic language experiences to current L.A. & S.S. programs
- \* Bring World Language Week activities to the Elem Schools
- \* Have CHS Language Clubs visit Elem Schools during the cultural experiences, China Day, Immigration Day, etc.
- \* Encourage participation in Language Clubs and the On-Line MANGO program

## Grades 7 & 8 Technology Advisory Initiatives Update

Met with Middle School Advisory Committee

Reviewed the Strategic Plan for technology opportunities

MSAC discussed existing modules and possible technology modules

Two technology advisory modules would be approximately equivalent to a special area class 2x per cycle for one semester

## Option for Scheduling Grades 5 & 6 Tech

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