

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

GOAL COMPLETION REPORT

2019-2020 SCHOOL YEAR

Mission Statement

Tredyffrin/Easttown School District

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

2019-2020 DISTRICT GOALS

District Level Goals are carefully considered and established each year. The process of establishing Goals in itself serves as a planning and communication device for the Board and administration. It ensures everyone is familiar with the direction being set and has participated in setting that direction for the benefit of our students. Finally, a statement of Goals enables the Board and staff to look back at the end of the year to see if the plans have indeed been accomplished. Depending on an evaluation of the outcomes, it may be appropriate to either revisit a particular Goal or to move on to new areas of priority.

TABLE OF CONTENTS

Mission Statement	1
Curriculum, Instruction and Assessment	3
Finance	9
Technology	12
Student Services	14
School Safety and Culture	17
Strategic Planning	23
Communications	26
Staff Development	30
Facilities	33
Human Resources	36

CURRICULUM, INSTRUCTION AND ASSESSMENT

Context: As always, the District strives to provide an educational program that best meets the goals of its students and families. Additionally, the District will continue to align courses with the Core Standards and monitor changing assessment, remediation, and graduation requirements as legislated by PDE's Pathways to Graduation. Further, in concert with the District's Strategic Plan, the District will look for ways to continue to enhance curriculum and instruction in ways that provide meaningful, innovative and engaging experiences for students.

Goal 1: To continue to provide an excellent educational program that is aligned with the state-mandated Pennsylvania Core Standards, state assessments and District Strategic Initiatives.

Success Indicators:

- Selection of an elementary reading resource that provides a framework for instruction in grades K-2.
- On-going implementation of Performance Matters as a tool for analyzing and sharing data to inform instruction and communicate effectively with all stakeholders.
- Continuing revision of curricula to reflect diverse perspectives, strategic initiatives and core standards.
- Assessment and support of newly implemented start times through ongoing communication and tools such as surveys.
- Evidence of school and community resources shared with staff, students, and families.

Objective 1.1 To continue the selection process for a data-driven structured literacy program that is based on the science of reading as a resource for instruction and to provide on-going professional development to ensure student needs, strengths and learning profiles are being addressed appropriately.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Horace Rooney, Elementary Principals

The Elementary Reading Program Selection Committee continued its work during the fall of 2019. The Committee met regularly and reviewed multiple programs in order to determine which of those programs would best provide a resource for instruction in the five pillars of literacy and meet the needs of our students in grades K-2. Early in the fall, Dr. Pam Kastner and Ms. Kirsten DeRoche, both literacy experts from PaTTAN, visited the Committee to answer questions and provide guidance related to resources that could best align with the science of reading research. Using the selection rubric developed by the National Center for Educational Evaluation as well

as additional components that were deemed important to the District, the Committee considered the following criteria in the selection process:

- Explicit Systematic Phonemic Awareness, Phonics & Morphology Materials
- Aligned Spelling Component
- Content aligned with speaking, listening, vocabulary, and writing development and skills
- Aligned with reading comprehension for literary and informational texts
- Leveled and Decodable Texts
- Whole group with grade level texts aligned with standards
- Materials for Instruction and Assessment
- EdReports “Certified”
- Incorporable by new/sub teachers
- Culturally Diverse

Alongside the rubric, programs were also evaluated on content, adaptability, and rigor. Seven programs received consideration for implementation. After careful deliberation, the Wonders 2020 program was selected for implementation. Although each program had strengths, there were numerous factors that led to the final decision.

- Foundational Skills: Systematic decoding, encoding, and controlled text available for each skill.
- Spelling words and activities are incorporated into daily lessons.
- Models conversational routines to enhance speaking and listening skills.
- Possesses Social/Emotional Learning Lessons.
- Additional options for collaboration among the students via activities.
- Developmentally appropriate, scaffolded academic vocabulary.
- Explicit Close Reading Routines
- Exceptional comprehensive scaffolding is evident.
- Content is Aligned to Common Core Standards.
- Contains a digital home component and technology for learning stations that matches foundational skills being taught in class from week to week.

In addition to the work of the Selection Committee, additional steps were taken to ensure teachers and administrators were best equipped to meet the literacy needs of the District’s students. All members of the Selection Committee received LETRS training in the fall of 2019 and at their recommendation, all teachers in grades K-2 received training in LETRS Modules 1, 2 and 3. During the 2019-2020 school year, all elementary principals and several District Administrators completed the PaTTAN Leadership in Literacy training program, which promoted systemic change to build success in reading, and included information regarding various forms of assessment, reading support structures, and data to drive instruction. The District also launched a Literacy webpage which will provide resources and updates on literacy learning in the TESD for parents and community members.

Implementation of the new reading resource will begin in the spring of 2020 as materials arrive and professional development begins. The resource will become part of classroom instruction for grades K-2 in the fall of 2020.

Objective 1.2 To implement data collection features of PowerSchool Performance Matters to effectively measure and communicate reading goals, objectives and student progress with staff and stakeholders.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Horace Rooney, Elementary Principals

During this first year of implementation for Performance Matters, there was a focus on using and communicating reading benchmark data at the elementary level. After initial administration of the assessments, elementary benchmark scores were uploaded in Performance Matters. Data regarding ERB testing, PSSAs and Keystone Exams was also uploaded in Performance Matters. Subsequently, this data was migrated into the District-created Parent Portal. The Portal was designed to allow for numerical, graphical and narrative reporting of the benchmark scores. All parents were able to access the reports specific to their child through the Portal shortly after the assessments were administered and scored. Each time the benchmarks are administered, the data will continue to be added to the Parent Portal, ultimately providing parents with a record of their child's growth over time.

While parents were able to use this Portal, teachers, reading specialists and administrators utilized Performance Matters to run a wide variety of reports for groups of students at the individual, class, building and district level. Teachers and administrators were provided with professional development focused on both the technical aspects of Performance Matters and also on data collection and effective use as a means to inform instruction. The Supervisor of Language Arts provided an overview to the Board Education Committee of some of the emerging uses for the reporting capabilities of Performance Matters and the Parent Portal during his Reading report at the Committee's January meeting. Continued professional development for Performance Matters and refinement of the Parent Portal will be ongoing.

Objective 1.3 To continue to review the K-12 scope and sequence in social studies, health, family and consumer sciences, and language arts to implement curriculum enhancements representative of diverse perspectives in curriculum, resources and instructional strategies.

Start: September 2019
Complete: June 2020
Primary Responsibility: Kim Morris, Horace Rooney, Matt Sterenczak, Oscar Torres
Support: Wendy Towle

The middle school and high school health teachers have been meeting to work on revising the curricular Scope & Sequence to ensure State Standards are met while making enhancements to resources and instructional practices.

Objective 1.4 To assist in the transition to and assess the impact of the new school start times as it relates to adolescent sleep needs, including a review of student-reported data.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Principals, Curriculum Supervisors

New start times were implemented at all three levels in the fall of 2019. To assist with the transition, families received a variety of District communications throughout the summer and into the fall. Work was done with all principals and District administrators to adjust the schedules inside the school day appropriately. Recognizing transitioning to the later start time could be a challenge for some elementary families, each elementary school provided before school care at no cost to families beginning one half hour prior to the opening of the school day.

Prior to the change in start times, a “sleepiness survey” was administered to all students in the middle and high schools. This data provided baseline information and can serve as a way to assess some of the impact of the start time change on students directly. The survey was slated to be administered again this spring; however, due to the COVID-19 school closure, it will be postponed until students are back in school.

Objective 1.5 To continue to explore opportunities for high school students to engage in self-selected lines of inquiry through concentration in areas of focused study, project-based learning and design thinking.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Amy Meisinger and Curriculum Supervisors

In the fall of 2019, a presentation was made to the Education Committee outlining the framework for focused lines of inquiry as part of the high school experience. This same presentation was shared with members of the InterSchool Council. Each of the presentations was very well-received by members of the committee. As a means of furthering the development of this opportunity, the Director of Curriculum, Instruction, Staff Development and Planning met with administrators and teachers from the High Tech High (HTH) schools in San Diego. These schools are designed to provide learning experiences rooted in project-based learning and inquiry. Working with the administrators and staff developers at HTH, a plan was developed to assist in establishing similar experiences for students in the TESD.

Work continues to develop specific professional development opportunities to support this initiative and to determine specific details and timing for implementation.

Objective 1.6 To implement new science instructional resources in 6th and 7th grade while ensuring alignment with changes in PA Standards.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Nancy Adams
Support: Middle School Principals

Sixth and seventh grade teachers implemented iScience, a new textbook resource, in all science classes this year. In preparation, teachers began meeting in the spring of 2019 and continued through summer workshop days to plan and adapt the new resource to the existing curriculum. When school began, online and hard copy resources were made available to students and their families. Teachers continued to meet during inservice time to evaluate and plan upcoming units and assessments. In addition, teachers received targeted professional development to further learn about the online resources included with the program.

Objective 1.7 To extend computational thinking experiences K-12, with particular emphasis on core area integration K-6, coursework in 9-12 and advisory modifications in grades 7 and 8.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Nancy Adams
Support: Elementary and Middle School Principals, Curriculum Supervisors

The Coding Committee met twice during the 2019-2020 school year to continue to integrate computational thinking experiences into the K-12 curriculum. Additional robotics kits were purchased for grade one at Hillside and Devon and first grade teachers at both schools implemented lessons across the curriculum using their Ozobot kits. The curriculum supervisor applied for and received a PA Smart grant and training are underway for implementation of this grant during the 2020-2021 school year. Two TEMS teachers will run an after school club for grades 5 & 6, with special emphasis on recruiting girls, students of color, and EL students. Materials for implementation and after school transportation are part of the approved grant monies. A new course on App Development has been added to the Program of Studies and will be offered for the first time in 2020-2021 at Conestoga High School.

Objective 1.8 To review and revise K-12 opportunities to enhance social-emotional learning and mental health education, and to share available school and community resources K-12 with staff, students, and families.

Start: July 2019
Complete: Review January 2020, with ongoing sharing of information.

Primary Responsibility: Wendy Towle, Oscar Torres, Mark Cataldi
Support: Chris Groppe, Ellen Turk

Various District committees began to review and develop activities and lessons to support students in social-emotional learning and mental health education. Resources were being researched and organized in order to develop a specific webpage on the District website combined with a communication plan to the community. Focus was shifted to providing a coronavirus (COVID-19) webpage, including resources for distance learning, mental health, and community, along with information from government health agencies. Many of the mental health resources are applicable beyond the pandemic and will inform future work on this goal.

As part of the District's Distance Learning Plan for Continuity of Instruction, a "Work Well Wednesday" was developed that included classroom and school climate activities, as well as focused time for clubs/activities and community building in order to foster a positive virtual school experience.

FINANCE

Context: The District’s budget development process is directed by the following three major objectives: (1) to continue to provide students with exceptional educational opportunities; (2) to maximize the use of all available resources to optimize student achievement in a manner that is fiscally responsible; and (3) to comply with applicable law. The Tax Payer Relief Act (Act 1 of 2006) requires local tax increases to remain at or below the annual state index unless granted exceptions by the state to raise rates above the index. Budget impact items will continue to be monitored and evaluated.

Goal 2: To develop a budget consistent with the provisions of the Tax Payer Relief Act (Act 1) and to continue financial reporting practices to reflect the results of District business operations while enhancing efficiencies within District financial practices.

Success Indicators:

- Budget calendar is developed in cooperation with District solicitor, is presented at September Finance Committee Meeting and provides all pertinent dates needed to meet the required timeline for budget.
- Budget presented at public meetings includes revenue sources, expenditures commitments, budget impact strategies and fund balance that, in totality, allows the Board to approve a balanced budget by June 30th.
- Fund balance information presented at public meetings that includes spending, saving, transferring and committing fund balance as options to manage the fund balance.
- Produce and present at public meetings budget impact strategies sufficient to close the budgeted revenue/expenditure gap to an amount acceptable to the majority of the Board allowing approval of a balanced budget by June 30th.

Objective 2.1 To establish budget development calendar(s) and budget guidelines consistent with Act 1 of 2006.

Start: July 2019
Complete: September 2019
Primary Responsibility: Art McDonnell
Support: Elizabeth Butch

The administration presented the draft 2020-2021 budget calendar consistent with the guidelines of Act 1 at the September Board Finance Committee Meeting. The 2020-2021 budget calendar included Act 1 deadline dates and actions: (1) notification to property owners of the homestead/farmstead exclusions and the submission deadline; (2) public display and notice of intent to adopt the 2020-2021 Preliminary Budget if not resolved to stay at or below the Act 1 index; (3) notice of intent to file for referendum exceptions; (4) submission of referendum question to increase taxes above the index; (5) notification from the State on the property tax reduction allocation from gaming revenue; and (6) homestead/farmstead property tax exclusion.

On January 6, 2020, the Board authorized the administration to file with the Pennsylvania Department of Education (PDE) for approval of referendum exceptions to Act 1 and display the 2020-2021 proposed Preliminary Budget. On January 27, 2020, the Board voted to include the Act 1 index and any eligible referendum exceptions tax increases in the 2020-2021 Preliminary Budget.

The Board approved the 2020-2021 Proposed Final Budget at its April 27, 2020 regular meeting with a tax rate of 2.6%, implementing several budget strategies that effectively reduced the budgeted deficit to about \$2.2 million. On June 8, 2020, the Board approved the 2020-2021 Final Budget.

Objective 2.2 To provide the Board with financial analysis to support the development of a balanced budget which addresses District educational goals and informs the Board to assist Board members in decision making, such as whether to remain at or below the Act 1 index and/or apply for available exceptions. In addition, to provide the Board with options for the reduction of recurring and one-time expenditures and/or increasing revenue and the tax rate in adopting a final budget.

Start: July 2019
Complete: June 2020
Primary Responsibility: Art McDonnell
Support: Elizabeth Butch

The 2020-2021 budget is being developed and has been presented to the Board and the community through a series of Board Finance Committee meetings, budget workshops and School Board meetings, press releases, web postings, emailed newsletters and handouts. All public meetings and budget workshops provide opportunities for public comment and Board deliberation regarding the development of the budget. Budget materials are posted on the District website and the public meetings and budget workshops are recorded and broadcast on TEIV to the community.

The 2020-2021 Preliminary Budget, approved by the Board on January 27, 2020, showed an operational budget deficit of almost \$7.8 million. Budget impact items were presented to the Board Finance Committee and the full Board. Multi-year budget modeling is used to project revenues, expenditures and fund balances to determine the impact on the projected 2020-2021 Preliminary Budget. Revenue projections from the Act 1 index of 2.6% were included in the 2020-2021 Preliminary budget approved by the Board to work to close the projected operational deficit.

The Board approved the 2020-2021 Proposed Final Budget at its April 27, 2020 regular meeting with a tax rate of 2.6%, implementing several budget strategies that effectively reduced the budgeted deficit to about \$2.2 million. On June 8, 2020, the Board approved the 2020-2021 Final Budget.

Objective 2.3 To provide the Board with options to manage the use of fund balance.

Start: July 2019
 Complete: June 2020
 Primary Responsibility: Art McDonnell
 Support: Elizabeth Butch

Fund Balance commitments were presented and reviewed by the Board Finance Committee at the November 2019 meeting as part of the review of the 2018-2019 fiscal year-end financials. After that review, the Committee accepted, and the Board subsequently approved the beginning 2019-2020 Fund Balance commitments and continues to discuss options to manage the use of those fund balance commitments. The Board Finance Committee continues to review the long-term capital needs utilizing the infrastructure plan in cooperation with Board Facilities Committee. The capital plan will determine an appropriate level of Capital Fund transfers, proceeds from bond issues and potential use of fund balance needed to be included in the 2020-2021 Budget approved by the Board in June 2020.

The 2020-2021 Proposed Final Budget approved by the Board in April 2020 did include a transfer to the Capital Fund of \$1.2 million. However, facing a budgeted operational deficit in excess of \$7.5 million, the Board decided to move the transfer from the operational budget to the contingency budget in the Final Budget approved on June 8, 2020.

Objective 2.4 To develop, examine and present budget impact items as part of the 2020-2021 budget development process. As part of this goal, past budget impact items may be examined to determine on-going impact to the development of the current budget.

Start: July 2019
 Complete: June 2020
 Primary Responsibility: Art McDonnell
 Support: All Administrators

Budget impact items are presented to the Board Finance Committee and full Board in the development of the 2020-2021 budget. Budget impact items taken in past years were also shared with the Board for informational purposes. As part of the budget development process, the Administration is also presenting prior year budget strategies not implemented to determine the amount of impact items needed to be included in the budget.

The budget strategies ultimately included in the 2020-2021 Final Budget approved at the June 8, 2020 Regular Board Meeting were: reducing building and departmental budgets, suspending ERB testing for one year, refinancing a bond issue and implementing a waiver of the 10% property tax penalty for one year. In addition, the Board reviewed and adjusted some of budget assumptions to produce a reduction in the budgeted operational deficit to about \$7.7 million.

TECHNOLOGY

Context: As technology applications become increasingly available to schools and society, the District continues to evaluate its technology needs and to engage in ongoing evaluation of the use of technology by students and staff. Consistent with a goal in the District Strategic Plan to “harness the power of technology to advance learning while engaging and empowering students in a connected world,” the District has recently completed a three-year project to make laptops available to all students in grades 7-12 for their use in school and at home. The District is also continuing its efforts to maintain a reliable and secure network infrastructure, making cyber security enhancements where appropriate. As in the past, meeting the technology needs of students and teachers will remain a primary District objective.

Goal 3: To analyze the integration of technology resources, access and training to support innovative teaching and learning.

Success Indicators:

- Ongoing review of existing and new technology resources with staff development provided as needed.
- Communication and training provided to all stakeholders regarding PowerSchool SIS and Performance Matters Analytics.

Objective 3.1 To evaluate new and existing technology resources, including those related to online learning, blended learning and personalized learning and to evaluate and measure the effectiveness of new and existing technology initiatives.

Start: September 2019

Complete: May 2020

Primary Responsibility: Mike Szymendera

Support: Wendy Towle

The evaluation of new and existing technology resources has continued during the 2019-20 school year. Specifically, tools to support multimedia production, engaging instruction, and personalized learning have been evaluated. Also, adaptive technology resources continue to be evaluated to support instruction in Math and Language Arts at the elementary level. Several new tools have been incorporated as part of the District’s distance learning work.

Objective 3.2 To identify and address staff training needs pertaining to Schoology, Microsoft Office 365, PowerSchool and the 1:1 Technology Initiative.

Start: September 2019

Complete: May 2020

Primary Responsibility: Mike Szymendera

Support: Wendy Towle

Staff development related to the 1:1 Technology Initiative, Schoology, and Office 365 has continued throughout the 2019-2020 school year. In addition to formal sessions, our Teacher on Special Assignment for Technology has hosted several drop-in training opportunities for teachers. Additionally, the District Technology Committee continues to identify specific staff training needs related to 1:1, Schoology, and Office 365. PowerSchool Performance Matters, the District's new data analysis tool, has been an emphasized area of training focus this year.

Objective 3.3 To evaluate the themes and tasks from the cyber security program assessment and to implement cyber security enhancements where appropriate.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Mike Szymendera
Support: Brian Reed, Ben Kemp

Following the completion of a cyber security program assessment in May 2017, the District has been taking internal steps to enhance the security of our network. While the assessment and our follow-up actions are confidential, our work continues to focus on the broad topics of general network security enhancements, password management, account management, firewalls and filters, and log collection/monitoring. This year, the District has focused on the areas of disaster recovery, business continuity, and cyber incident response.

Objective 3.4 To implement PowerSchool Student Information System and Performance Matters Analytics, providing necessary communication and training for all District staff, parents and students.

Start: July 2019
Complete: June 2020
Primary Responsibility: Mike Szymendera
Support: Ben Kemp

The District successfully launched our new student information system, PowerSchool, this past summer. This transition affected all staff, students, and families, and appropriate training resources were developed for each group. Additionally, the District launched our new student data portal for parents, with an emphasis during the 2019-2020 school year on reading benchmark data.

STUDENT SERVICES

Context: During the 2019-2020 school year the Office of Individualized Student Services will continue to support school-age student needs. An ongoing emphasis on pre-referral intervention services, such as the Multi-Tiered Intervention model, will continue to assist students in accessing the general education curriculum in the least restrictive environment. Strong special education programming continues to serve students with a wide range of needs using evidence-based practices. As demand for programming for students with intensive needs continues to rise, ongoing analysis of enrollment, facilities and programming will inform the future work to meet these students' needs.

Goal 4: To continue to address the needs and support the success of all students at their individual skill levels.

Success Indicators:

- Continual update of enrollment trends that quantify enrollment patterns by disability status, level of student need, and impact on staffing.
- Identification of a mid-range (3-5 year) plan of intensive needs programming, with focus on the elementary level.
- Conduct professional development with staff, with focus on meeting intensive student needs encompassing academics, behavior, and social learning.
- Analysis of existing secondary level MIT program through the use of existing best practices such as MTSS, and identify growth opportunities.
- Regular report to the Board Finance Committee on special education costs.

Objective 4.1 To review enrollment trends of students with intensive needs and identify a plan for expanding cross-District intensive needs programming offered by the District.

Start: September 2019

Complete: June 2020

Primary Responsibility: Chris Groppe

Support: Special Education Supervisors

The Office of Individualized Student Services engages in continuous monitoring of enrollment, including anticipated enrollment from Pre-School Early Intervention (EI). This enrollment is projected to impact the need for intensive programming at the Kindergarten level and both middle schools for the 2020-2021 school year. While EI numbers in 2019-2020 were lower than in previous years, there remains a need to have additional staffing at Devon Elementary and Beaumont Elementary for identified students. Additionally, as the elementary school Autistic Support cohort moves through the elementary, a large number of students are transitioning to middle school in the 2020-2021 school year. After reviewing student needs and feeder patterns, there will be a need for additional staffing at each middle school for the 2020-2021 school year to ensure implementation of student IEPs.

Objective 4.2 To continue to develop the staff capacity to meet the needs of students with intensive needs, in preparation for the 2020-2021 school year expansion of cross-District programming.

Start: September 2019

Complete: June 2020

Primary Responsibility: Chris Groppe

Support: Special Education Supervisors

As a result of enrollment patterns, the special education supervisors have worked with building administration to identify areas of professional development need and are currently working on a plan to ensure staff are prepared to address student needs in August 2020. We will collaborate with our current special education teachers, speech therapists, and behavior specialists to develop and implement this plan.

Objective 4.3 To review the existing Multi-Tiered Intervention model to ensure alignment with current best practices and update programming as identified by that review.

Start: September 2019

Complete: June 2020

Primary Responsibility: Chris Groppe

Support: Curriculum Supervisors

The current Multi-Tiered Intervention model is in its fifth year of implementation at the secondary level. To date we have worked with the CCIU and MIT teachers in reviewing our practices and the degree to which they align with commonly considered best practices. The CCIU has shared the use of a tool to analyze our existing model of screening, identification, and delivery of pre-referral interventions for students in the MIT program. As that process unfolds, what is learned will be used to enhance current programming.

Objective 4.4 To report to the Finance Committee cost in identified special education categories.

Start: July 2019

Complete: June 2020

Primary Responsibility: Chris Groppe

Support: Curriculum Supervisors

Beginning with the October Finance Committee meeting, special education costs in the following categories were regularly reported: salary and benefits, contracted services, and, supplies and equipment.

Salary and benefits category comprised spending related to TESD special education employees, specifically the special education teachers, speech therapists, and paraeducators.

The contracted services category is comprised of contracted staffing, tuition to non-TESD programs, and extended school year contracted costs. The contracted services portion of the special education budget is the most dynamic and reflects evolving student needs. Contracted staffing consists of paraeducators, school psychologists, behavior specialists, bus aides, nursing services, and other specialty staffing such as travel trainers. Tuition refers the cost of programming for students placed by their IEP team at out of district programs such as CCIU programs or Approved Private Schools, and tuition reimbursement under board approved Educational Service Agreements. The last portion of contracted services is comprised of those services purchased for ESY 2019 to implement student IEPs.

The category of supplies and equipment comprises teaching and curricular materials, technology, and other supplies.

SCHOOL SAFETY AND CULTURE

Context: To maintain an ongoing dialogue among students, parents, community members, District staff and emergency responders about safety measures, the District Safety Committee annually reviews current practices and emerging safety data. The District regularly reviews programs to identify new resources and to align with best practices. In July of 2019, Senate Bills 144 & 621 were signed into law amending several School Code provisions regarding school safety and security. The District will review the policies and practices related to these amendments to align and potentially enhance our current policies and practices. In spring 2019, District professional staff received professional development in the areas of Harassment and Respect and Stop The Bleed. Additional training opportunities will be explored. Previously, the Pennsylvania State Police conducted a Risk & Vulnerability Assessment The District Safety Committee reviewed the commendations, additional considerations, and recommendations for improvement in the audit. Based upon information in the confidential report, enhancements to the existing safety measures began after the report was received, while some items have required further discussion and lead time for evaluation. In addition, the District will administer the 2019 Pennsylvania Youth Survey in the fall of 2019.

Goal 5: To review the implementation of safe school practices in order to maintain effective communications and develop new safety initiatives for rising needs.

Success Indicators:

- Trauma-informed practices and professional development implemented in compliance with State Code.
- District policies and procedures on emergency preparedness and surveillance monitoring shared with and reviewed by District Policy Committee.
- Review and implement safe schools practices and enhancements from the risk and vulnerability assessment with District administration, District Safety Committee and Board Facilities Committee as needed.
- Apply for state and federal government grant money designated for school safety.
- Review and revise the existing bullying prevention program, resiliency initiative, and mental health initiatives and supports.

Objective 5.1 To evaluate the District’s trauma-informed practices and provide trauma-informed professional development for staff.

Start:	July 2019
Complete:	Ongoing
Primary Responsibility:	Ellen Turk
Support:	Mark Cataldi, Chris Groppe, Building Principals

Act 18 of 2019, signed into law this past July, established requirements for schools to provide professional development in trauma-informed approaches to education. This law mandates that school districts provide at least one hour of education to their staff, administrators, and school board members about the signs and impact of trauma on students and supports for positive development. The District has met and exceeded the trauma-informed education mandate set forth by Act 18 of 2019.

The District introduced the trauma-informed approach framework to all District and building administrators this summer. Throughout the first semester, faculty meetings were held at all schools to provide professional staff with information regarding the signs, symptoms, and impact of trauma on students. These faculty meetings provided staff with an understanding of the trauma-informed framework and its alignment with the District’s Equity and Resilience Initiative.

During the February 3, 2020 Inservice Day, all members of the District professional staff, administration, educational specialists, and security staff participated in a three-hour training entitled, The Trauma-Informed Classroom facilitated by Lakeside Neurologic. This in-service provided participants with a comprehensive understanding of the effect that trauma has on the brain and techniques to develop and implement a trauma-informed classroom environment. In June, additional District employees and contracted staff will participate virtually in this training. Following the inservice, school teams have begun to apply these trauma-informed techniques in their classrooms. The District’s recently awarded safety and security grant, will support trauma-informed coaching, facilitated by Lakeside Neurologic, throughout the next two school years.

This spring, the School Board will receive training on the trauma-informed framework.

Objective 5.2 To revise the District’s policy and procedures on emergency preparedness and surveillance monitoring.

Start:	July 2019
Complete:	November 2019
Primary Responsibility:	Mark Cataldi
Support:	Ellen Turk, Chris Groppe, Building Principals, Assistant Principals

Policy and Regulation 8040: Emergency Preparedness was revised and approved as of the February 2020 meeting of the School Board. Revisions to the Policy and Regulation include the new title of “Safety and Security.” A comprehensive District-wide safety program is delineated throughout the policy and regulation including the designation of the District’s Safety and Security Coordinator; building level emergency plans; safety committees; school Threat Assessment Teams; security guards; safety-related student programming and services; building access and guest/visitor management procedures; and partnerships with police, fire and EMS.

Policy and Regulation 8070: Surveillance Monitoring in Schools and on School Buses was revised and approved as of the January 2020 meeting of the School Board. The new title of “Recording in Schools and on School Buses/Vehicles” was made. The Policy establishes recording on school property, as well as video and audio recording on school vehicles. The

Policy also stipulates the authorization to provide law enforcement with access to live images captured by video recording devices in order to promote the health, safety and welfare of students, staff, and other individuals. A Memorandum of Understanding (MOU) with the local law enforcement, re: access to live images, was drafted and reviewed with law enforcement. The Regulation outlines the location, operation, and control of recording devices; protection of information and disclosure; use of information collected; and, access to personal information.

Objective 5.3 To continue to evaluate the observations and recommendations from the Risk and Vulnerability Assessment and to implement safety enhancements.

Start:	July 2019
Complete:	Ongoing
Primary Responsibility:	Ellen Turk
Support:	Mark Cataldi, Building Principals

The Pennsylvania State Police conducted a Risk and Vulnerability Assessment at Conestoga in late May 2016 in response to the District’s 2013 request for such an audit. The assessment was free of charge and non-regulatory in nature. The assessment was intended to identify vulnerabilities and mitigate potential threats to students and staff members. The completed report was shared with the District in August 2016. Due to information related to security and safety, the report is confidential. Previously, the District Safety Committee reviewed the commendations, additional considerations and recommendations for improvement. Based upon information in the report, enhancements to the existing safety measures began after the report was received, while some items have required further discussion and lead time for evaluation. The information in the report will continue to be examined and prioritized.

Throughout the 2019-2020 school year, the District has implemented additional recommendations identified in the Pennsylvania State Police Risk and Vulnerability Assessment. This fall, the installation of an electronic driveway gate was completed at Conestoga High School. This gate restricts unauthorized vehicular access to the driveway on the north side of the building. The process of installing signage to number all exterior doors of the schools continues with half of all schools complete. Additionally, the school maps, included in the District’s Emergency Operations Plan, have been updated to reflect the numbered doors and lettered sides of the building in accordance of the Center for Safe Schools guidelines. Conestoga High School’s CCTV project has been completed. This project expanded, replaced, and upgraded the existing CCTV system to IP-Based system. This enhanced system provides additional interior and exterior cameras and records images of clearer resolution than the existing system. This month, the middle school CCTV project has begun. All these improvements correspond with the District’s emergency exercises and preparedness plans.

Objective 5.4 To administer the 2019 Pennsylvania Youth Survey.

Start:	July 2019
Complete:	September 2019

Primary Responsibility: Chris Groppe
Support: Ellen Turk, Building Principals

During the Fall of 2019, the Pennsylvania Youth Survey (PAYS) was administered to students in grades 6,8,10, and 12. This survey collects information about student substance use, emotional health, and factors contributing to risk and protection against antisocial behaviors. In the Fall of 2020, the District will partner with Area Residents Caring and Helping (ARCH) to review and present the results of the PAYS to the community.

Objective 5.5 To apply for state and federal government grant money designated for school safety.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Ellen Turk
Support: Art McDonnell, Mark Cataldi, Oscar Torres

Throughout the 2019-2020 school year, the District has applied for four grant opportunities and has been awarded \$480,065 in state grant money.

This past summer, the District applied for the Pennsylvania Department of Education Office for Safe Schools Targeted Equipment and Program Grants. These grant applications were submitted for \$25,000 for the Conestoga High School CCTV Project and \$20,000 for the Student Assistance Program. The District did not receive these grants. PDE informed the District that the award process was highly competitive. Additionally, both grants allocated points to applicants for certain priority areas. Some of these priority areas included schools designated as persistently dangerous schools as defined by the school code and schools serving high poverty populations. The District did not qualify for these points.

The District applied for two safety and security grants offered by Pennsylvania Commission on Crime and Delinquency (PCCD). PCCD awarded the District \$480,065 to fully fund both the Meritorious (Part A) Grant and the Competitive (Part B) Grant. The Meritorious Grant is a one-year grant of \$45,000. These funds will be utilized to complete the middle school CCTV project.

The Competitive Grant is a two-year grant of \$435,065. These funds will be used to create a trauma-informed learning environment that increases the knowledge, awareness, and implementation of trauma-informed practices throughout the entire school community. These funds will be utilized to fund one mental health specialist, two middle school security staff, state-mandated training for the school security staff, and trauma-informed coaching and materials for District school staff.

Objective 5.6 To review and revise the existing bullying prevention programs, resiliency initiative, and mental health initiatives and supports.

Start: July 2019

Complete: Review January 2020, with ongoing sharing of information.

Primary Responsibility: Ellen Turk

Support: Mark Cataldi, Chris Groppe, Oscar Torres

This District is currently reviewing, revising, and enhancing the existing bullying prevention programs, resiliency initiative, and mental health initiatives and supports. A review of the middle school and elementary bullying prevention program has begun. The District planned to utilize the April inservice to review, revise, and enhance this program; however, this inservice was canceled due to the COVID-19 school closure. This work will continue during the June inservice. The goal of this process is to increase the relevance of the lessons and continue to integrate the District’s Equity and Resilience Initiatives into the bullying prevention program.

The District Resilience Initiative Committees have continued to foster resilience initiatives and skills throughout the school environment. Throughout the 2019-2020 school year, the District Elementary, Middle, and High School Resilience Committees have continued to provide direct instruction lessons and programming that promote student and staff resilience. During the November in-service, the elementary committee led an engaging staff development session that provided participants with information about skills of resilience and how to foster these skills in students. The committee also developed two resilience lessons per grade level. Due to the COVID-19 school closure, one lesson was implemented this year. The middle school committee is in the process of forming building resilience committees to further infuse the work of the District committee throughout the school environment.

The District continues to implement and enhance its mental health initiatives and supports. This year, the District partnered with Minding Your Mind to provide 11th and 12th grade student assemblies and a parent presentation. This fall, 7th and 9th grade students again participated in the SOS® Signs of Suicide Prevention Program. The SOS® program was canceled this spring due to the COVID-19 school closure. The District is in the process of identifying and training professional staff members to serve as Mental Health First Aid trainers. The District will utilize these trainers to provide additional professional development regarding student mental health to District staff members. The District Mental Health Specialists are currently researching and organizing District mental health programming and resources in order to develop a specific webpage on the District website. This winter, the focus shifted to researching and organizing resources for the coronavirus (COVID-19) webpage; however, many of the mental health resources are applicable beyond the pandemic.

Objective 5.7 To explore options to deliver specialized training for District security personnel.

Start: July 2019

Complete: Ongoing

Primary Responsibility: Ellen Turk

Support: Mark Cataldi

The District security staff completed several specialized trainings this year. Act 67 of 2019, signed into law July 2019, mandated that school security guards complete the 40-hour Basic School Resource Officer Course of Instruction offered by National Association of School Resource Officers (NASRO). All Conestoga and after-hours security staff completed this state-mandated training requirement. Additionally, Conestoga security staff participated in Stop The Bleed and Lakeside's Trauma-Informed Classroom Training.

STRATEGIC PLANNING

Context: The District's current strategic plan has been in place since 2014 and will be effective through the 2019-2020 school year. During the 2019-2020 school year, the District will continue to implement all facets of this current plan. Additionally, the District will begin the work needed to develop and implement the next Strategic Plan effective 2020 and beyond.

Goal 6: To continue to communicate the goals of the current District Strategic Plan while at the same time facilitating the next Strategic Planning cycle.

Success Indicators:

- Provide to the Strategic Planning Committee an end of cycle review of progress towards goals within the current plan.
- A new Strategic Plan, shaped by input from multiple groups of stakeholders, presented to the Education Committee for review by June 2020.

Objective 6.1 To fully assess the progress towards current Strategic goals as a means of informing the next Strategic Planning cycle.

Start: July 2019
Complete: December 2019
Primary Responsibility: Wendy Towle
Support: Curriculum Supervisors

Throughout the summer months, the Director of Curriculum, Instruction, Staff Development and Planning worked with the supervisors and principals to assess progress towards each of the current strategic goals. Artifacts of progress were gathered, and written reports were developed to summarize steps towards goal completion. This information was then shared with the current Strategic Planning Committee as a means to inform their work moving forward.

Objective 6.2 With support from the external facilitator, to engage in the next Strategic Planning cycle through a process that allows for multiple opportunities to receive input from students, faculty, families, community and Board members.

Start: July 2019
Complete: June 2020
Primary Responsibility: Wendy Towle
Support: Curriculum Supervisors

In the spring of 2019, the Board of School Directors approved the development of a new Strategic Plan. Committee members were solicited from interested parents, community members, teachers, administrators support staff and students. The membership was developed with a goal of achieving broad representation and the multiple perspectives of the

to the School Board by May 2020 for review and potential approval of a new format.

Start:	September 2019
Complete:	June 2020
Primary Responsibility:	Richard Gusick
Support:	Directors

This goal has been deferred to the 2020-21 school year.

COMMUNICATIONS

Context: The District continues to utilize a coordinated communication network to maximize community awareness of valuable District information, timely alerts, new programs, and emerging legislation while promoting the successes of students and staff. In the 2019-2020 school year, the District will maintain its focus on digital communications using its website, e-newsletter and mass communication system while creating awareness about new strategic planning initiatives.

Goal 7: To maintain a strong, cost-effective communication program that provides stakeholders with important information and highlights District successes and student achievements.

Success Indicators:

- Specific strategic plan communication pieces will be shared with target audiences.
- Website accessibility tools will be used to identify any issues not in compliance with the Americans with Disabilities Act.
- Targeted paper or electronic communication will be provided to families regarding changes to standardized tests.
- District staff will maintain membership in state and national school public relations associations and share pertinent information related to communication trends.

Objective 7.1 To create an awareness campaign for the District's new strategic plan to maximize stakeholder awareness and promote opportunities for public input and participation.

Start: January 2020
Complete: Ongoing
Primary Responsibility: Chris Connolly
Support: All Administrators

The District created and promoted opportunities to share information and engage the community in the strategic planning process:

- August 26, 2019: A special strategic planning development webpage was established on the TESD website with a easy-to-remember URL of www.tesd.net/strategicplan. The page provided information about the strategic planning development process and served as a landing page forum sign-ups and surveys.
- August 29, 2019: A letter from Dr. Gusick introducing the strategic planning process and inviting participation in strategic planning parent forums was emailed to all T/E families. A letter from Dr. Towle introducing the strategic planning process and inviting participation in the strategic planning staff forums was also emailed to all T/E staff members. In total, 255 parents and 19 staff members signed up for the parent and staff member forums.

accountability, and reporting requirements for the 2019-2020 school year. Families were notified of these changes.

Five years ago, the College Board began instituting a Suite of Assessments, including the PSAT 8/9 and redesigned PSAT/NMSQT (National Merit Scholarship Qualifying Test) and SAT. The College Board changed the design of these assessments in order to focus on the skills and knowledge that will help today's students solve problems, communicate clearly and understand complex relationships. In addition to information about the tests being shared with families through the mail, the high school counselors used Schoology as a communication tool.

The PSAT 8/9 and PSAT/NMSQT was administered during the school day on Wednesday, October 16, 2019. Since testing took place during a school day, the District paid for all associated costs. Current students in grade 9 were automatically registered for the PSAT 8/9 and current students in grades 10 and 11 were automatically registered for the PSAT/NMSQT. Parents/guardians of students in grade 9 had the opportunity to opt for the PSAT/NMSQT in lieu of PSAT 8/9. In addition, parents/guardians could opt out of all testing for their child. Students were dismissed following testing. Bus service was provided midday, as well as at the end of a regular school day for students utilizing extended testing accommodations. Seniors did not report to school in order to provide an opportunity for college visitation and post-secondary planning.

SATs are offered at Conestoga to any interested student on several designated Saturdays throughout the school year. Due to the coronavirus pandemic, the College Board suspended SAT testing for the remainder of the school year. If it is deemed safe from a public health standpoint, the College Board plans to provide weekend SAT administrations every month through the end of the calendar year, beginning in August including a new administration on September 26.

Objective 7.4	To monitor national and state trends in school district communication and implement new ideas as appropriate.
Start:	September 2019
Complete:	Ongoing
Primary Responsibility:	Chris Connolly
Support:	All administrators

Through membership in the National School Public Relations Association (NSPRA), the Pennsylvania School Public Relations Association (PenSPRA) and the Chester County Communications Professionals Group, District staff continue to monitor national, state and county trends in school district communications. In March 2020, NSPRA shared results from a broad family-school communication study. Individual student achievement was most commonly rated as the most important type of information to communicate to parents. The survey included a chart showing methods of communication that were reported as being most important. Parent-teacher conferences, mailed letters, school district websites and personalized emails or phone calls topped the list. Interestingly, as we saw in our own District communications survey a few years ago, social media was at the bottom of the list in terms of communication methods utilized by families for school information.

In addition to trends, some unique ideas shared through professional school communication associations have been shared internally with building and central office administrators for future consideration. Examples of these ideas include printing suicide hotline numbers on secondary student IDs and partnering with local counseling centers to make “teen wellness vouchers” available in school libraries and other locations throughout the community.

STAFF DEVELOPMENT

Context: As teachers continue to implement effective and engaging instructional practices designed to meet the needs of all students, the District will continue to provide the appropriate professional development. In addition, staff development initiatives will support the continuing implementation of the 2014-2020 District Strategic Plan. Further, related to many aspects of the Strategic Plan, the District will provide professional development focused on strategies and resources that can more fully support an equitable learning environment for all students.

Goal 8: To provide support for all teachers as they design and implement effective instructional practices, while continuing to focus on strategies that strengthen instruction and initiatives that address the District’s Strategic Plan.

Success Indicators:

- A program of professional development throughout the year that includes issues of literacy, equity, strategic initiatives, and state mandates.

Objective 8.1 To provide staff and administrators with ongoing updates regarding the full implementation of Pennsylvania’s Every Student Succeeds Act (ESSA) Plan.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Nancy Adams, Horace Rooney, Oscar Torres

During the 2019-2020 school year, there were no significant updates to the ESSA plan.

Objective 8.2 To continue to support staff in developing a culture that promotes an environment of equity where all students can develop to their highest potential.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Building Principals, Nancy Adams, Horace Rooney, Oscar Torres

Curriculum committees and teacher workshops have been provided with instruction and dialogue on having courageous conversations about race as it relates to all curricular topics and students. For example, French teachers met to review the French culture units to ensure representation of all French speaking countries are included in lessons including countries of Africa.

Objective 8.3 To continue to provide professional development opportunities focused on reading and literacy that will support teachers in enhancing their instructional strategies for meeting the phonological, vocabulary and comprehension needs of all students.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Horace Rooney, Chris Groppe, Building Principals

During the 2019-2020 school year, the District provided multiple professional development opportunities for teachers to enhance their instructional practices related to the five pillars of literacy. In the fall, those reading specialists and special education teachers who began the Orton-Gillingham certification process during the 2018-19 school year continued and completed the requirements for certification. Concurrently, in partnership with the Chester County IU and PaTTAN, the District provided training in LETRS modules 1, 2, and 3 for all K-2 teachers. Additionally, at the middle school level, the District purchased the Wilson program, Just Words, for the reading specialists to use as another resource for instructing their students. Three reading specialists were to attend the Just Words training in the spring, however, due to COVID-19, they will now attend in July.

Specific to the new elementary reading resource selection and implementation, the selection committee received a presentation from Dr. Pam Kastner and Ms. Kirsten DeRoche in September of 2019. This presentation reviewed the five pillars of reading instruction and provided a frame of reference for choosing a resource that would include strong foundational skills. Once Wonders 2020 was chosen as the new resource for K-2 teachers, all teachers received initial training on the various program components. Additional training by grade level is planned for the end of the year and professional development for the fall will include both further work with the publisher's trainer and work with the CCIU to integrate the resource into the LETRS framework as appropriate.

Objective 8.4 To implement teacher training sessions on the Every Student Succeeds Act (ESSA) regulations around the teaching of English Learners in the English Language Development Program.

Start: September 2019
Complete: June 2020
Primary Responsibility: Oscar Torres
Support: Wendy Towle

With the support of the English Language Development teachers and regular education teachers, training sessions on teaching English Learners have been implemented during the 2019-2020 school year. The sessions occurred through training and individual meetings with teachers of

English Learners help ensure students are provided with the best opportunity for academic success in the regular education environment.

FACILITIES

Context: During the 2019-2020 school year, the administration will continue to review enrollment patterns and programming needs to ensure that facilities are available to deliver approved programs. The long-range capital plan will be prioritized and implemented with Board approval.

Goal 9: To ensure that District facilities are adequate to deliver both current programs and forecasted new programs for District students.

Success Indicators:

- Room utilization reports will be completed with each principal.
- Priority list of District facilities needs is presented at public meetings in September and October to inform the Finance Committee of capital funding needs for the upcoming year.
- Board-approved projects are completed to a point that school can open on-time. The job completion report is subsequently presented at a public meeting.
- Reports of continuing efforts in sustainable environmental and energy efficient practices are highlighted as part of the projects that are presented in public Facilities Committee meetings in advance of Board approval.
- A list of playground equipment, accessible by all students and specific to each school property, will be generated for use as a resource to outside organizations interested in donating playground equipment.
- Construction will begin on the CHS Expansion and Renovation Project.

Objective 9.1 To continue to review building capacity projections from the latest Demographic Study update in order to explore options to ensure the availability of adequate space for the instructional program based on student enrollment patterns and projections.

Start: September 2019

Complete: December 2019

Primary Responsibility: Wendy Towle

Support: Art McDonnell

For over seven years, the District has contracted with Sundance Associates to provide a yearly demographic report related to student enrollment. In the fall of 2019, the demographer presented this year's projections to the Board Education Committee. Using these projections, the Director of Curriculum, Instruction, Staff Development and Planning worked with each building principal to determine room allocation and available space to accommodate expected growth. This room allocation report was then presented to the Board Education Committee in December. It was noted that the elementary enrollment projections, if accurate, could not be accommodated in 3 years' time with the current number of elementary classrooms. The Superintendent shared several options for supporting the increasing enrollment, including redistricting, adding on to existing facilities or building a new school.

The Education Committee asked the administration to share the enrollment trends and options for accommodating the growth with parents through a series of forums which then occurred during December and January. The Committee also recommended that the District request an updated demographic report in the spring after kindergarten and first grade enrollment periods had begun in order to get a better understanding of trends.

Objective 9.2 To develop and present to the Board Facilities Committee a priority list of District facilities needs derived from the District infrastructure report for alignment with District budget development.

Start: September 2019

Complete: December 2019

Primary Responsibility: Art McDonnell

Support: Colm Kelly

In consultation with the District architect, the infrastructure report of District facility needs was updated and presented to the Board Facilities Committee in September 2019. The list of prioritized projects from the plan are reviewed along the capital sources and uses report and available funds. The capital projects expenditure plan is coordinated with the availability of capital funds presented to both the Board Finance and Facilities Committees.

The Board Facilities Committee authorized the District architect to compile a 10-year extension to the existing infrastructure report within the next year to aid in developing future capital plan needs.

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2019-2020 school year and an analysis of the field needs for the opening of the schools in September 2020.

Start: July 2019

Complete: June 2020

Primary Responsibility: Art McDonnell

Support: Colm Kelly

The Facilities Committee recommended and the Board subsequently approved, bidding the following capital projects to be completed during the 2019-2020 year with construction to occur during the spring, summer and early fall: Renovation and Expansion of Conestoga High School; Renovations and Upgrades at Beaumont, Hillside, New Eagle, and Valley Forge Elementary Schools, Tredyffrin Easttown and Valley Forge Middle Schools, and Conestoga High School; Air Conditioning at Devon and New Eagle Elementary Schools and Phase II of the District-wide CCTV Security System.

The Facilities Committee approved sending the lowest responsible bidders for these projects to the Board for their approval. The Board approved all four of these construction projects to be begin work in the spring of 2020.

Objective 9.4 To support District efforts to promote a sustainable environment and continue to investigate opportunities to incorporate additional energy efficient practices.

Start: September 2019
Complete: June 2020
Primary Responsibility: Art McDonnell
Support: Colm Kelly

The Facilities Committee has incorporated this goal into its 2020 Committee goals and will continue to work with District consultants to evaluate approved construction projects regarding environmental impact, energy consumption and use of environmentally friendly materials.

Objective 9.5 To create guidelines and standards for the donation of playground equipment to ensure uniformity and appropriateness for all students.

Start: July 2019
Complete: December 2019
Primary Responsibility: Art McDonnell
Support: Colm Kelly

The Facilities Committee has indicated their support of this goal in the 2020 Committee goals and will continue to work with the PTOs/HSAs to assist in identifying playground improvements and equipment that provides enhanced uniformity and appropriateness for all students.

Objective 9.6 To continue the present timeline for the next year for the CHS Expansion and Renovation Project including final design work, receiving the necessary regulatory approvals, working with the Finance Committee on funding the project, preparing bid documents, bidding and obtaining Committee and Board approvals prior to beginning construction by the summer of 2020.

Start: July 2019
Complete: Ongoing
Primary Responsibility: Art McDonnell
Support: Colm Kelly

The Facilities Committee recommended, and the Board subsequently approved accepting the bids for the Expansion and Renovation of the Conestoga High School. The construction began in the Spring of 2020 with the anticipated completion in 2021.

HUMAN RESOURCES

Context: The collective bargaining agreement between the District and the Tredyffrin/Easttown Education Association (TEEA) expires June 30, 2020. As required by School Code, negotiations must commence no later than January 10, 2020. This will require data gathering and analysis, and participation in negotiations and Board executive sessions. Also, industry best practices call for a periodic audit of health care eligibility for dependents. This process will begin following Board approval of the proposal in August 2019. The District solicitor's office advised that the District's benefits plan document be reviewed and revised in order to clarify procedures related to benefits administration. Finally, teachers and administrators received training in Respect and Harassment in spring 2019. Training for support staff personnel will begin in fall 2019.

Goal 10: To begin the process of contract negotiations with TEEA, to work cooperatively with the District benefits broker to communicate and conduct a complete dependent health care audit, to create a new health care benefits plan document and to provide Respect and Harassment training to support staff.

Success Indicators:

- Contract settlement or significant progress toward contract settlement.
- Completion of the health care audit.
- Completion of the cafeteria plan document.
- Most if not all employees will have completed the Respect and Sexual Harassment training

Objective 10.1 To participate in the negotiations process with TEEA.

Start:	no later than January 10, 2020
Complete:	June 2020
Primary Responsibility:	District Administration
Support:	District appointed Negotiations Attorney

A new collective bargaining agreement with TEEA was Board approved on November 25, 2019.

Objective 10.2 To communicate the process for the dependent health care audit to employees and to work cooperatively with the District benefits broker to ensure employee compliance.

Start:	September 2019
Complete:	April 2020
Primary Responsibility:	Jeanne Pocalyko
Support:	Art McDonnell

The audit has been completed.

Objective 10.3 To review and revise the District's health care plan document in order to provide clear guidance on District benefits rules and protocols.

Start: October 2019
Complete: June 2020
Primary Responsibility: Jeanne Pocalyko
Support: Art McDonnell

We have worked collaboratively with the Solicitor's Office and our health insurance broker to review and revise the health care plan document (cafeteria plan document) to provide clearer written guidance regarding District benefits rules and protocols. The document, which was completed in April 2020, is effective July 1, 2020.

Objective 10.4 To provide Respect and Sexual Harassment Training to District support staff personnel.

Start: August 2019
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: All administrators

Respect and Sexual Harassment Training has been offered to all employee groups this year and will continue to be offered to new employees.