

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

DISTRICT GOAL COMPLETION REPORT

2015-2016 SCHOOL YEAR

Mission Statement for the Tredyffrin/Easttown School District
*To inspire a passion for learning, personal integrity, the pursuit of excellence
and social responsibility in each student.*

2015-2016 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.

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CURRICULUM, INSTRUCTION AND ASSESSMENT

Context: In 2011-2012 the District selected and the Board approved a new elementary math program aligned with the Pennsylvania Core Standards. This program has been successfully implemented in grades K-4, and will be implemented in grade 5 in 2015-2016. Because students entering grade 6 in 2016-2017 will have experience with the *Math in Focus* program, the District will review the grade 6 math program and make recommendations as needed for alignment. As the State-mandated graduation requirements for the classes of 2017 and beyond will require proficiency on Keystone Exams in Algebra I, Literature and Biology, the District will continue to align these courses with testing requirements, including the development of supplemental instruction for students who do not demonstrate proficiency. The newly designed PSSA exams were implemented in grades 3-8 during the spring of 2015. The College Board will be implementing the redesigned PSAT and SAT during the 2015-2016 school year. The District will study data from the new assessments and make recommendations for any revisions to current administration practices. Finally, during 2014-2015, the District developed a program for electronic learning opportunities for students that is being implemented in 2015-2016. The District will review the results of the program implementation in order to recommend any appropriate revisions.

Goal 1: To continue the alignment of current educational programming with the State-mandated Pennsylvania Core Standards, PSSA tests, Keystone Exams and District Strategic Plan initiatives.

Objective 1.1 To implement the *Math in Focus* program in grade 5, along with support resources for parents and teachers, and review the grade 6 math program in order to recommend modifications.

Start: July 2015

Complete: Ongoing

Primary Responsibility: Nancy Adams

Support: Elementary and middle school principals

The *Math in Focus* program for grade 5 was fully implemented during the 2015-2016 school year. Teachers participated in summer workshops to design curriculum, align the new materials with the Pennsylvania Core Standards and receive instruction on model drawing. Fifth grade math teachers participated in additional inservice time in November and they met monthly with the math supervisor to continue to design curriculum and develop assessments. Families throughout the District received a *Math in Focus* presentation on curriculum night in the fall to introduce the new series. The District provided online access to the student text and accompanying resources and teachers created supporting materials for families.

Sixth grade teachers reviewed the grade 6 math program to recommend modifications as needed. After review, they recommended that the *Math in Focus* program be continued in the on-level and above-level grade 6 classes. Their recommendation was reviewed by the Math Standing Committee and the middle school principals and was then presented to the

Education Committee. The Committee approved the recommendation to move forward into 6th grade during the 2016-2017 school year.

Objective 1.2 To implement an electronic learning program aligned with strategic planning initiatives during the 2015-2016 school year.

Start: July 2015
Complete: June 2016
Primary Responsibility: Mike Szymendera
Support: Curriculum supervisors

The electronic learning pilot began at Conestoga High School during the 2015-2016 school year. Students were given the opportunity to register for up to one credit of electronic learning during the course selection process, either as two .5 credit courses or one 1.0 credit course. Classes offered in the electronic learning pilot are available exclusively online and are not available at Conestoga in a face-to-face format. Grades from the online courses do not appear on Conestoga report cards and do not factor into GPA calculations. Credits earned for online courses are listed on the Conestoga transcript under a separate heading. Online credit applies toward the electives category and does not replace required department credits for graduation.

During the 2015-2016 school year, twenty-nine Conestoga High School students participated in the electronic learning pilot program. Most of the courses offered were selected by the curriculum supervisors but several courses were proposed by students and then vetted by supervisors. Students registered for a wide range of courses: American Sign Language, Anthropology, Astronomy Principles, Genes and Disease: Human Genetic Disorders, Japanese, Meteorology, Oceanography: A Virtual Semester at Sea, Programming in Visual Basic, Russian Language and Culture, and Shakespeare in Films.

Objective 1.3 To continue to review and modify supplemental instruction courses, including the delivery of the project-based assessment, for students who do not demonstrate proficiency on the Algebra 1, Biology and Literature Keystone Exams.

Start: July 2015
Complete: June 2016
Primary Responsibility: Nancy Adams, Patrick Gately
Support: Wendy Towle, Mark Cataldi, Amy Meisinger

Curriculum and resources to support the Algebra 1, Biology and Literature Keystone Exams were modified through both inservice and summer workshop time in preparation for the three-week summer remediation courses offered in July 2015. Teachers utilized both textbooks and supportive technology to design and deliver individualized and small group instruction for the summer remediation courses. The Keystone Literature Seminar, designed during summer workshop time, was offered for the first time during the 2015-2016 school

year. Teachers developed supplemental instruction curriculum and resources for this course. Algebra and Biology teachers also reviewed the Seminar curriculum documents and resources for use in both remediation and project completion. Several Algebra 1 and Biology teachers and reading specialists participated in the Chester County Intermediate Unit workshops on Keystone hand-scoring and item writing in order to better design student learning experiences.

Objective 1.4 To review and modify supplemental instruction opportunities for students who do not demonstrate proficiency on the PSSA tests in grades 3-8.

Start:	July 2015
Complete:	June 2016
Primary Responsibility:	Nancy Adams, Patrick Gately
Support:	Wendy Towle, Mark Cataldi, elementary principals

During summer workshop time, teachers in grades 3-8 analyzed results from the spring 2015 PSSA English Language Arts (ELA) and Math and began reviewing and modifying supplemental instructional opportunities. Results of the analysis were shared at the building level to inform both core instruction and supplemental instruction opportunities. The review also included updated training for all District reading specialists and middle school reading teachers on the use of PSSA data available in PerformancePlus to tailor instruction to meet students' individual needs. Middle school teachers continued to incorporate PSSA ELA topics into the existing supplemental instruction curriculum, with particular emphasis on the language of the ELA PSSA and the scaffolding/framework needed to support students' competency with text-dependent analysis and text-dependent questions. Likewise, middle school seminar teachers developed PA Core aligned math curriculum and assessments for supplemental instruction classes and utilized both text and technology to support their instruction.

District reading specialists and math specialists attended winter Chester County Intermediate Unit workshops on PSSA hand-scoring and item writing in order to better design student learning experiences. Information from the workshops on the PSSA ELA was shared with staff and reading paraprofessionals at all tested grade levels. The math content from the workshops was shared with all core teachers in grades 3-4 and with math teachers in grades 5-8. Third and fourth grade teachers and sixth grade math seminar teachers participated in the implementation and review of the PA Classroom Diagnostic Assessments and in the Success for All 4sight test in order to gather information about student needs to support lesson design and instruction.

The topic of PSSA remediation for students who did not achieve proficiency (advanced or proficient) on the PSSA ELA or Math was presented to the Board Education Committee. In keeping with Chapter 4 of PA School Code, the District has provided additional learning opportunities for elementary and middle school students who did not achieve proficiency. Chapter 4 states that students "shall be afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level." No requirement exists

regarding how these instructional opportunities must be structured. In the summer of 2015 the Pennsylvania Department of Education (PDE) changed the cut scores for proficiency on the PSSA ELA and Math, thus creating a significant increase in the number of students considered non-proficient District-wide. The Board Education Committee recommended the District provide additional learning opportunities for elementary and middle school students who do not achieve proficiency on the PSSA ELA and/or Math on an opt-in basis. As has always been the practice, student needs in language arts and math will also continue to be addressed through core classroom instruction and other support services.

Objective 1.5 To monitor and evaluate the implementation of the redesigned PSAT and SAT in order to make any recommendations for current administration practices.

Start:	July 2015
Complete:	June 2016
Primary Responsibility:	Mark Cataldi
Support:	Amy Meisinger, Wendy Towle, Matt Gibson, Andy Phillips

The College Board instituted a revised Suite of Assessments for the 2015-2016 school year, including the newly created 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. The College Board required that the PSAT 8/9 and PSAT/NMSQT be administered during the school day for 2015-2016. Since testing took place during a school day, the District paid for all associated costs. On Wednesday, October 14, 2015, Conestoga administered the PSAT 8/9 and PSAT/NMSQT to 1,495 ninth, tenth and eleventh grade students. Seniors had a modified schedule.

Individual and group results were issued. All students received individual scores in the categories of Evidenced-based Reading and Writing (ERW) and Mathematics. Four hundred fifty-three students took the PSAT 8/9, with nine students opting out of testing and 26 students opting to take the PSAT/NMSQT. One student in grade 8 opted to take the PSAT 8/9. The College Board's concordance tables between mean scores from prior years and the current mean scores indicate similar, high student performance.

The impact of the weekday administration of the PSAT on the academic program at Conestoga High school was discussed at an Education Committee meeting. Factors included the academic impact of students missing instructional time and the facility concerns due to small group accommodations for students. After this consideration, the Committee recommended for the 2016-2017 school year the District move forward with the weekday administration of the PSAT 8/9, as required by the College Board, but that the PSAT/NMSQT be administered on Saturdays as had been the District's previous practice. The Committee also recommended the District once again pay for students to take only the

weekday administration of the PSAT 8/9 and that the District continue to gather data and results to inform the educational value of the school-day administration.

The SAT continued to be offered on Saturdays. The initial implementation of the redesigned SAT, which included the areas of Mathematics, Evidenced-based Reading and Writing (ERW) and an optional essay, was offered in March 2016 and May 2016. Individual and group results were issued for each administration, with a score range of 200 to 800 on each portion. During the March 2016 administration, 129 students in grade 11 took the SAT and during the May 2016 administration, 109 students in grade 11 took the SAT. Concordance tables are available to convert an individual's scores on the prior SAT to the redesigned SAT. Students continued to display very high performance on the redesigned SAT with mean scores greater than 600 in both ERW and Math.

Objective 1.6	To review opportunities for integration of STEAM (Science, Technology, Engineering, Arts, Math) throughout the curriculum.
Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Nancy Adams, Mike Szymendera, Jacqui Hickey, building principals

During the 2015-2016 school year, a number of initiatives were implemented to continue the exploration of opportunities for integration of STEAM throughout the curriculum. Standing committees of all curricular areas reviewed resources related to STEAM for potential integration into existing curriculum and for consideration for new lessons or units of study. Areas of specific interest included design thinking and coding. Technology integration continued across disciplines and was enhanced by the implementation of the Bring Your Own Device (BYOD) initiative at the high school level.

When considering specifically the arts component of STEAM, the visual arts staff continued to seek opportunities to bring art and design into core subject area settings. For example, as second grade students studied China, classroom teachers worked with art teachers to paint Chinese calligraphy symbols and discussed the silk making process. Fifth grade students read a novel that took place in 12th century Korea. Art vocabulary was defined and ceramic techniques referenced in the novel were specifically demonstrated and incorporated into a classroom project. In Conestoga's Comparative Literature class, students discussed both literature and art of a given era and identified common symbols in both forms of media.

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 be examined and prior year budget strategies monitored.

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.

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

Start:	July 2015
Complete:	September 2015
Primary Responsibility:	Art McDonnell
Support:	David Francella

The administration presented the draft 2016-2017 budget calendar consistent with the guidelines of Act 1 at the September Board Finance Committee Meeting. The 2016-2017 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 2016-2017 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 4, 2016, 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 2016-2017 Preliminary Budget. On January 25, 2016, the Board voted to include the Act 1 index and referendum exceptions for retirement contributions and special education tax increases in the 2016-2017 Preliminary Budget. The 2016-2017 Proposed Final Budget was adopted on April 25, 2016. On June 13, 2016, the 2016-2017 Final Budget was adopted.

Objective 2.2 To provide the Board with financial analysis that supports the development of a budget that addresses District educational goals and informs the Board with information 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 to use fund balance, reduce expenditures and/or increase taxes to adopt a balanced budget.

Start: July 2015
Complete: June 2016
Primary Responsibility: Art McDonnell
Support: David Francella

The 2016-2017 budget was developed and 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 provided opportunities for public comment and Board deliberation regarding the development of the budget. Budget materials were posted on the District website and the public meetings and budget workshops were recorded and broadcast on TETV to the community.

The 2016-2017 Preliminary Budget, approved by the Board on January 4, 2016, showed an operational budget deficit of almost \$4.8 million. Budget impact items were presented and reviewed by the Board Finance Committee and the full Board. Multi-year budget modeling was used to project revenues, expenditures and fund balances in order to determine the impact on the projected 2016-2017 Preliminary Budget. Revenue projections from the Act 1 index of 2.4% and referendum exceptions of 1.9% were included in the 2016-2017 preliminary budget approved by the Board to work to close the operational deficit. The Board approved the 2016-2017 Proposed Final Budget at its April 25, 2016 regular meeting with a tax rate of 3.875%, with the remainder of the budgeted operational deficit addressed from existing reserves. The 2016-2017 Final Budget was approved at the June 13, 2016 regular Board meeting with a final property tax rate of 3.6%, with the balance of the operational deficit being satisfied with existing reserves.

Objective 2.3 To monitor Board-approved prior year budget strategies of cost containment and revenue enhancement.

Start: July 2015
Complete: June 2016
Primary Responsibility: Art McDonnell
Support: David Francella

The Board considered several budget impact items in the development of the 2015-2016 budget. These items included the impact of the Affordable Care Act (ACA), staffing and enrollment projections, capital projects funding, self-funded healthcare projections, the Pennsylvania State Budget and the ACCESS funding appeal.

The Board approved a number of budget impact items for inclusion in the 2015-2016 budget: additions to instructional and support staff, selection of a vendor to employ District aide and paraprofessionals, reduced ACCESS funding, increases to self-funded healthcare and debt service for capital projects funding.

These budgeted impact items will continue to be monitored and reported to the Board.

Objective 2.4 To develop, examine and present budget impact items as part of the 2016-2017 budget development process.

Start: July 2015
Complete: June 2016
Primary Responsibility: Art McDonnell
Support: All administrators

The Board reviewed several budget impact items in the development of the 2016-2017 budget: 2015-2016 Revenue or Expenditure Projections, Secondary Projection for Self-Funded Healthcare Costs, Enrollment and Staffing Projections, State Budget(s), Medical Assistance Reimbursement (ACCESS), Affordable Care Act and the 1:1 Computing Initiative. The impact of these items was discussed and presented publically at budget workshops and Finance Committee meetings with several items included in the development of the 2016-2017 Final Budget approved in June.

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. Network infrastructure improvements and the new wireless network were commissioned during the 2014-2015 school year. The District Technology Committee worked over the past two years to prepare for a Bring Your Own Device (BYOD) initiative at Conestoga High School, which will be implemented at the beginning of the 2015-2016 school year. Additionally, the District is currently in the process of transitioning to cloud computing using Microsoft Office 365. Staff members began using Office 365 at the end of the 2014-2015 school year, and students at Conestoga High School will begin using Office 365 at the beginning of the 2015-2016 school year. 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.

Objective 3.1 To evaluate new and existing technology resources, including those related to online learning, blended learning, learning management and efficiency.

Start: September 2015

Complete: May 2016

Primary Responsibility: Mike Szymendera

Support: IT staff and District Technology Committee

The evaluation of new and existing technology resources was ongoing during the 2015-2016 school year. Following an evaluation of Learning Management Systems by the District Technology Committee, Schoology was recommended to become the District's Learning Management System at the secondary level. This recommendation was presented to and approved by the Board Education Committee. Staff training occurred during the year and in summer workshops, with implementation of Schoology in the middle schools and high school planned for the 2016-2017 school year. Teachers in the elementary schools were also provided with training in Schoology, as it can serve as a platform for online collaboration among the staff. Technology resources have also been adopted to promote efficiency, including a new online technology Help Desk ticketing system.

Objective 3.2 To implement the BYOD initiative and Microsoft Office 365 for students at Conestoga High School.

Start: September 2015

Complete: May 2016

Primary Responsibility: Mike Szymendera
Support: IT staff and District Technology Committee

The Bring Your Own Device (BYOD) initiative began at Conestoga High School for students and at all District buildings for teachers during the 2015-2016 school year. Network users now have the opportunity to use privately owned electronic devices (laptops, tablets and mobile devices) to access the District's wireless network during the school day. The implementation of the BYOD initiative was the result of planning and wireless infrastructure improvements dating back to 2009. Microsoft Office 365, the District's cloud storage service, was fully implemented for all students at Conestoga High School, as well as for seventh and eighth grade students at both middle schools. Students were introduced to Office 365 during orientation sessions led by the librarians and the Teacher on Special Assignment for Technology.

Objective 3.3 To evaluate student and staff access to technology.

Start: September 2015
Complete: December 2015
Primary Responsibility: Mike Szymendera
Support: IT staff and District Technology Committee

Student and staff access to technology was evaluated during the 2015-2016 school year through meetings with teachers, parents and students. Findings from these meetings were presented at various Board Education Committee meetings throughout the year. Based on feedback received at the Education Committee meetings, as well as the meetings with teachers, parents and students, a 1:1 laptop initiative was proposed for students in grades 7-12. In March, the Board approved the proposed 1:1 laptop initiative, which will provide laptops to all 9th and 10th grade students during the 2016-2017 school year. Additionally during the 2016-2017 school year, the District will begin the process of transitioning teachers from desktop to laptop computers.

Objective 3.4 To identify and address staff training needs on BYOD and Office 365.

Start: September 2015
Complete: May 2016
Primary Responsibility: Mike Szymendera
Support: IT staff and District Technology Committee

Prior to the start of the 2015-16 school year, staff members were introduced to Office 365 and to the instructional opportunities provided through the BYOD initiative. Staff development related to BYOD and Office 365 continued throughout the school year. In addition to formal sessions, the Teacher on Special Assignment for Technology hosted several drop-in training opportunities for teachers. Additionally, the District Technology Committee continued to identify specific staff training needs related to BYOD and Office 365.

STUDENT SERVICES

Context: During the 2014-2015 school year, the Office of Student Services, in collaboration with the building principals, comprehensively reviewed the student support systems across our District schools. As a result of this review, the administration recommended a multi-tiered intervention (MI) model be utilized to clearly define the District's continued work to provide student support. MI is a systematic, multi-tiered, research-based, data-based instruction and intervention process. This process will provide supports for students in the appropriate Least Restrictive Environment (LRE) and will inform referrals and eligibility for special education services. Multi-tiered intervention teachers (MIT) will work with students requiring supports and collaborate with the administration, professional staff and support staff to proactively address student needs. For the 2015-2016 school year, the District will begin the implementation of Multi-tiered Intervention (MI) at the middle and high school levels.

Goal 4: To address the needs and support the success of all students at their individual skill levels using the District's Multi-tiered Intervention (MI) model.

Objective 4.1 To clearly define and document the District's secondary level MI process including the referral criteria, interventions and assessment tools in each tier of the District's MI model.

Start: September 2015
Complete: June 2016
Primary Responsibility: Andrea Chipego
Support: All District and secondary administrators

Specific referral guidelines were developed for high school and middle school levels and were reviewed with the School Board, administration and staff through committee, department and/or grade level meetings. The referral criteria and process have been structured to be similar between the middle and high school levels, although the interventions and assessment tools are specific to each building's student and staff needs. The MI teachers developed a systematic, tiered framework to assist with identification of individualized strategies and interventions specific to support students' needs.

Objective 4.2 To provide District staff and administrators with professional development on the use of the MI model in support of students.

Start: September 2015
Complete: June 2016
Primary Responsibility: Andrea Chipego
Support: All District and secondary administrators

Prior to the start of the 2015-2016 school year, MI teachers, school psychologists, administrative staff and professional staff at the middle and high school levels participated in an inservice focused on the state-wide Multi-Tiered System of Supports (MTSS) model. Following the initial July inservice, District representatives developed and articulated a multi-tiered system of support that would specifically address the needs of students in the Tredyffrin/Easttown School District. The District-developed model evolved through multiple inservices in July, August and September. The model of intervention and District process were shared with teachers and staff during building inservices prior to the start of the school year. Additional professional development and discussion of the MI process occurred during departmental and grade level meetings throughout the school year.

Objective 4.3 To monitor and evaluate the MI process and modify as needed to align with District and student needs.

Start: September 2015
 Complete: June 2016
 Primary Responsibility: Andrea Chipego
 Support: Principals, assistant principals, MIT

Over the course of this initial year of implementation, ongoing revisions and enhancements to the MI process occurred as a result of building core team meetings, and administrative and teacher input. The electronic student referral form was developed throughout the school year based on staff recommendations. A tier one intervention planning form was developed and distributed to assist teachers with identifying classroom interventions to support students in the least restrictive environment. Secondary MI teachers met regularly as a team and with building and District administrators to share feedback and to reflect on procedures and practices. Data on the MI process was collected and presented to the Board Education Committee for review.

Objective 4.4 To continue to support the elementary core teams in enhancing their intervention model through collaboration and participation with the District MI team.

Start: September 2015
 Complete: June 2016
 Primary Responsibility: Andrea Chipego, elementary principals
 Support: MIT, curriculum supervisors, special education supervisors

The full District multi-tiered intervention team (MIT) comprised of elementary core team representatives and the secondary MIT's met in early February to discuss and further develop the Districtwide continuum of multi-tiered intervention services. Recommendations for "next steps" to further develop the continuum were made at this time and resulted in a follow-up meeting in early March. During the March meeting, the electronic elementary

student referral form was developed for use during the 2016-2017 school year. Additional discussion and steps are being taken to develop a common student observation form (electronic version) and database for archiving intervention services provided K-12.

SCHOOL SAFETY

Context: In its ongoing efforts to promote community collaboration in providing a safe and secure environment for all students within the T/E community, the District Safety Committee annually reviews current practices and emerging safety data. During the 2015-2016 school year, the District will review the implementation of safe practices for students to guide emergency preparedness plans.

Goal 5: To evaluate existing systems to ensure safe school practices, maintain effective communications and develop new safety initiatives to address rising needs.

Objective 5.1 To review and adjust current crisis response plans as necessary.

Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi
Support:	District Safety Committee

In preparation for the 2015-2016 school year, an annual review of the District's Emergency Communication Plan was completed. The plan is part of the District's overall Emergency Operations Plan that lists the steps involved, action to be taken and person/s responsible in the event of an emergency. Staff and students continue to participate in ongoing trainings for emergency drills and trainings that require adaptive responses.

Additional safety enhancements were made to reduce the risk of building intruders and to improve emergency response times. These improvements corresponded with the District's emergency exercises and preparedness plans. New door hardware was installed at the high school and the project will continue at the middle and elementary schools. The new door hardware has a quick locking mechanism accessed from the inside of the classroom/room. Door magnets that allow for a quick way to shut and lock a door are still available in all school buildings. The emergency attendance telephone mailbox was changed to a full 10-digit phone number to allow access from any available landline or wireless phone. The emergency attendance mailbox for each school was updated with standardized greetings and access codes in place.

The installation of fencing as a safety measure relates to the principles of environmental design. Perimeter fencing is one component of a comprehensive safety plan as it establishes the District's property lines and defines access points to the schools. In the summer 2014, designated fencing at each of the five elementary schools was installed. As a continuation of the project, the approved replacement and extension of fencing at the Conestoga High School and T/E Middle School was completed during the summer 2015. The final phase of the project was scheduled to be completed in summer 2016 at Valley Forge Middle School.

Governor Tom Wolf, Secretary of Education Pedro Rivera, Secretary of Health Dr. Karen Murphy, and Secretary of the Department of Drug and Alcohol Programs Gary Tennis joined in announcing their support for the use of naloxone in schools across the Commonwealth. Naloxone is an opioid overdose antidote medication. Due to concerns across the country and in Pennsylvania about heroin and prescription opioids overdoses, school districts have been encouraged to store and administer naloxone. Discussion on this topic occurred at several District Safety Committee meetings and ongoing input from the District nurses and administrators supported this initiative. After review by the Policy Committee, a change was made to Administrative Regulation 5406: Administration of Medication to Students, which established the required training of school nurses, and administration and secure storage of naloxone.

Objective 5.2 To identify actions that the District may take in partnership with community resources to positively influence student behaviors.

Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi and Andrea Chipego
Support:	Building principals

In partnership with the PA Commission on Crime and Delinquency, PA Department of Drug and Alcohol Prevention Programs, and PA Department of Education the District administered the 2015 PA Youth Survey (PAYS). PAYS is a voluntary, anonymous and confidential survey that provides information on drug use and access, school climate, home factors and social and emotional health. Students in grades 6, 8, 9, 10 and 12 participated in the PAYS survey. The results were calculated by an independent data group. The report is available online and will be shared in a public presentation in fall 2016.

The District continued its partnership with Area Residents Caring and Helping (ARCH). ARCH, along with Conestoga High School, sponsored programs on mental health education for students. Minding Your Mind (MYM) presented a student assembly and an evening parent meeting on the topics of anxiety, depression, self-harm, substance abuse and the difference between positive and negative coping mechanisms. In addition, an evening program on *Parenting in the Age of Social Media* included a screening of the CNN special *Being13: Inside the Secret World of Teens*, which reveals how kids use social media. The District's curriculum on digital citizenship was presented along with strategies for navigating this topic with children.

The District informed the Chester County Department of Emergency Services (DES) of its acceptance to participate in the testing of first responder radio coverage in each school building. The testing was scheduled to be completed in the summer 2016. Pending results, if the tested coverage is under 90%, then bi-directional amplifiers or other amplification devices will need to be installed at District expense. In addition, the District collaborated with the DES, other Chester County agencies and the American Red Cross to set up and practice a safe shelter exercise at Valley Forge Middle School. This mass care exercise took place during a weekend in June 2016.

Objective 5.3 To expand and evaluate the implementation of the Signs of Suicide (SOS) suicide prevention program.

Start: August 2015
Complete: June 2016
Primary Responsibility: Andrea Chipego
Support: Building principals

The District mental health specialists collaborated with the middle school health teachers to articulate and integrate SOS themes into the existing 5th, 6th and 8th grade LifeSkills Health Curriculum. The lessons were delivered to students in grades 5, 6 and 8 during health class this school year. These additional lessons continued to promote the emotional, mental, social and physical well-being of all students by fostering a culture of acceptance and respect.

To expand mental health awareness to grade 11 and 12 students, the District partnered with the Minding Your Mind (MYM) organization. Two presenters provided a two-hour program about mental health awareness, reducing stigma and accessing supports. Following their presentation, Conestoga mental health specialists reviewed the language of SOS (ACT - Acknowledge, Care, Tell), as well as school and community supports.

The SOS program was expanded to further support high school students and parents. In grade 9, the SOS program includes the presence of school counselors/mental health specialists in the classroom to allow for increased discussion. The SOS program was also expanded to include parents at grade level parent meetings. The Conestoga High School mental health specialists presented the language of SOS to parents and provided the opportunity to view the “Training Trusted Adults SOS Gatekeeper” video. Parents were also able to review building and community supports. In addition, the SOS program now includes the training of peer mediators and their parents through the “Training Trusted Adults” video.

During the fall staff inservice, CHS mental health specialists gave a presentation to paraprofessionals and bus drivers on mental health awareness and the SOS program, which included the “Training Trusted Adults SOS Gatekeeper” video. The presentation also reviewed school and community supports as well as mandated reporting policies and regulations.

The District partnered with ARCH to provide a successful presentation for parents and local community members in an evening program. The program included review of signs of suicide, protective factors, warning signs and risk factors associated with suicidal behaviors. The presentation also featured a review of school and community supports.

STRATEGIC PLANNING

Context: The District has adopted a strategic plan effective for the years 2014-2020. During the 2015-2016 school year, the District will continue to communicate the plan to the school community and begin implementation.

Goal 6: To communicate the goals of the new District Strategic Plan, to expand the capacity of teachers to implement strategic initiatives, and to initiate implementation of the plan's strategies.

Objective 6.1 To identify and develop those characteristics that foster the artistry of teaching among the teaching staff.

Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Building principals and curriculum supervisors

Beginning with a summer workshop of the Staff Development Advisory Council (SDAC), the artistry of teaching initiative was an area of focus throughout the school year. Working with the SDAC, the Director of Curriculum, Instruction, Staff Development and Planning designed a professional development program for all members of the faculty. Designed as a half-day workshop, the goal of this program was to reflect on personal experience, as well as research, and to identify those dispositions that lead to artistry in teaching. Additionally, participants identified themes among these dispositions. Finally, reflecting on the dispositions, themes, conversations and research, participants contributed to the development of next steps to continue to move the initiative forward. Recognizing the distinct perspectives of both experienced teachers and newer teachers, separate workshops were held for teachers with five or more years of experience and those with less than five years of experience. By the end of the school year, close to 300 faculty members participated in the workshops. In addition to faculty, a similar program was provided to the Strategic Planning Committee and members of the InterSchool Council in an effort to obtain the broadest range of perspectives for identification of artistry dispositions.

Objective 6.2 To develop a framework for delivering Resiliency Strategies to all middle school students.

Start:	July 2015
Complete:	June 2016
Primary Responsibility:	Nicole Roy, Oscar Torres
Support:	Middle school principals

During the summer of 2015, a group of middle school educators comprised of classroom teachers, a mental health specialist and multi-intervention teachers met to develop the Middle School Resiliency Initiative. Participants received foundational training on the District’s approach to teaching resiliency at the middle school level. The Middle School Resiliency Initiative Group met throughout the year to develop two inservice sessions for all middle school staff. The Group also developed and delivered lessons based on the Penn Resiliency Model to all middle school teachers and then provided guidance to teachers on their independent delivery of the same lessons to all middle school students. Following review of the lesson delivery, participants received a framework for developing follow-up lessons for the next topic in the resiliency sequence. Delivery of the Middle School Resiliency lessons occurred during the spring of 2016. During the summer of 2016, the Middle School Resiliency Initiative Group will meet to develop additional resiliency lessons for all students in grades 5-8 to be delivered during the 2016-2017 school year. In addition to working directly with faculty, the work of the Group was shared with District Committees including Education Committee, InterSchool Council, Safety Committee and Strategic Planning Committee.

Objective 6.3 To expand the committee of teachers designing opportunities for coding literacy for all students.

Start:	July 2015
Complete:	June 2016
Primary Responsibility:	Nancy Adams
Support:	Building principals, Mike Szymendera

The Coding Committee was expanded to include representatives from each of the elementary schools, as well as additional high school representatives. The Teacher on Special Assignment for Technology also joined the Coding Committee. The Committee met two times during the 2015-2016 school year. During the first meeting, plans were developed for Hour of Code opportunities at both the elementary and high school levels. The Hour of Code is a global movement designed to introduce students to coding. During the second meeting, a variety of elementary robotic devices were demonstrated and evaluated for use in the schools. Members of the Committee also evaluated the success of the Hour of Code opportunities and began to identify and scaffold skills and concepts learned by students when participating in coding and robotics.

COMMUNICATIONS

Context: The District continues to utilize an integrated communications network to maximize community awareness of current projects, issues and legislation while promoting the successes of students and staff. In the 2015-2016 school year, the District will maintain its existing paperless communication channels while expanding its presence in print media through participation in a new community magazine. District staff will monitor trends in school communication through membership in state and national school public relations associations with a focus on methods that meet the needs of T/E stakeholders.

Goal 7: To enhance a strong, cost-effective communication program that informs stakeholders and highlights District successes and student achievements.

Objective 7.1 To provide timely content about T/E students, staff, programs and current issues for inclusion in the new quarterly community magazine *In Tredyffrin & Easttown*.

Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Chris Connolly
Support:	All administrators

During the 2014-2015 school year, the District was invited to provide free content for the new community magazine *In Tredyffrin & Easttown*. After discussion with the Ad-Hoc Public Information Committee, the District partnered with the magazine on a trial basis. The District was pleased with the arrangement it had with the magazine and decided to continue providing content about the District and its schools in the magazine's quarterly issues. The magazine is printed in full color and is mailed to over 17,000 postal addresses in Tredyffrin and Easttown townships. The District's participation in the magazine now replaces the District's newsletter, *T/E Insight*, resulting in a significant savings of printing and postage costs.

The District communications specialist provided articles and photographs for all four quarterly issues of the magazine. Each issue included articles about activities taking place in District schools in addition to feature stories on District initiatives, budget development, Conestoga alumni, School Board updates and student and staff achievements. In addition to delivery by U.S. mail, the District's magazine pages are posted on the T/E School District website and are sent electronically to over 10,000 subscribers to the District's e-newsletter, *t/e-news*.

Objective 7.2 To communicate with T/E families and the community regarding changes to large-scale standardized tests including PSSAs, PSATs, SATs and Keystone Exams.

Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi
Support:	Building principals, Chris Connolly

Spring 2015 marked the first year of implementation of the revised PSSA tests, which were aligned to the Pennsylvania Core Standards. The new English Language Arts (ELA) and Mathematics tests were administered in grades 3-8. Because the tests were new, the State Board of Education set new cut scores to determine students' scores that fall in the range of advanced, proficient, basic, or below basic. In doing so, the State Board approved proficiency levels that were much harder to achieve than on the former PSSA tests. As a result, according to PDE, thousands more students statewide saw a decline in their individual performance levels when compared to their own experiences with prior PSSA results. PDE also shared that the drop was more pronounced in math than in language arts. Information was provided to parents on the District website as soon as the state shared this news with school districts in the summer 2015. In addition, the schools included this information in the letter to parents along with their child's individual student report.

Summer 2015 was the first time the District offered a remediation opportunity in the summer for those students who did not achieve proficiency on the Keystone Exams. Upon receiving the 2015 Spring Keystones results, families were contacted via telephone and offered summer remediation. Twenty students participated in the remediation class and those students re-tested during the summer administration of the Keystone Exams. One additional student attended the class to complete the Project Based Assessment.

In January 2016 the state passed legislation mandating a two year delay of the implementation of Keystone Exams as a graduation requirement until the class of 2019 (current 9th graders). Students are still required to take the Keystone Exams in Algebra I, Biology, and Literature. Upon sharing the recent legislation to the Board Education Committee it was decided students in grades 10, 11, and 12 were no longer required to complete remediation if they did not achieve proficiency on the Keystone Exams. Students were notified directly by the high school administrators and a parent letter followed.

The College Board implemented the new *Suite of Assessments* beginning in the fall of this school year. One of the changes was that the PSAT/NMSQT and the new PSAT 8/9 had to be administered on a school day. Conestoga adjusted the regular school schedule to administer the PSAT/NMSQT and the PSAT8/9 on Wednesday, October 14, 2015. Seniors had a three-hour delayed schedule while the juniors, sophomores, and freshmen were testing. Procedures were in place for parents who wanted to opt their student out of this testing. Conestoga counselors visited homerooms during the week of September 14 to speak with students about the assessments. A letter to families explaining the changes was sent via postal mail.

Objective 7.3 To review the District’s communication program on an ongoing basis for effectiveness and make recommendations as appropriate.

Start: September 2015
Complete: June 2016
Primary Responsibility: Chris Connolly
Support: Mike Szymendera, All administrators

The District’s communications program is regularly reviewed to ensure the communications tools and methods meet the needs of District stakeholders. In September, a draft community communications survey was developed and discussed with the Ad-Hoc Public Information Committee. The District incorporated feedback on the survey from Board members and community members over the course of the winter and spring to produce the final version of the survey. The District communications specialist launched the survey on May 1, 2016 and it was active for a 30-day period. The survey was available on the District website and paper copies were available at the TEAO, local libraries and Surrey Services for Seniors. The survey was advertised through District print and electronic communication vehicles as well as PTO email communications. Five-hundred forty-four responses to the survey were received. The survey results will be posted on the District website this fall.

While the District maintains an integrated communications network that includes the District website, e-newsletters, e-publications, phone notification system, TV programming, media outreach, print communications and public meetings, feedback received from the survey will provide valuable insight into the communication preferences of the T/E community.

Objective 7.4 To communicate the latest requirements for background clearances for school volunteers and community senior internship sponsors.

Start: July 2015
Complete: June 2016
Primary Responsibility: Jeanne Braun
Support: Chris Connolly, Amy Meisinger

The July 2015 revisions to the PA Child Protective Services Law included information relating both to volunteer clearances as well as clearances for senior internship sponsors. Along with building principals, a comprehensive list of volunteer jobs was compiled and reviewed with respect to which jobs require background clearances based on the revised legislation. This information was communicated via the District website, District e-newsletters, school newsletters, PTO Presidents’ meetings and PTO email communications.

The requirement for senior internship sponsors (employees from organizations participating in the senior internship program who act as a child’s supervisor and are responsible for the child) was communicated to approximately 900 past senior internship sponsors via email and postal mail. In addition, details about the new requirement and information on how to apply for clearances was included in all printed materials relating to the senior internship program as

well as the Conestoga website, letters to parents and Conestoga's electronic communication methods. This communication effort resulted in nearly 100% compliance, so those students requiring a sponsor to have clearances were able to get placement at their first or second choice of internship.

Objective 7.5 To monitor the release of new products and services by Schoolwires and SchoolMessenger that may enhance the District's communications program.

Start: September 2015
Complete: Ongoing
Primary Responsibility: Chris Connolly
Support: Mike Szymendera, Art McDonnell

The District regularly receives marketing information from Schoolwires and SchoolMessenger, vendors of District website software and phone notification services. Schoolwires recently released a video app that would provide new options for hosting videos on the District website. Information about the app and associated costs was shared with the Ad-Hoc Public Information Committee in March 2016. In addition, the District communications specialist piloted a feature provided by Schoolwires that would allow parents and staff members to self-subscribe to receive text messages about emergency closings through the District website.

SchoolMessenger, T/E's vendor for the T/E All-Call Phone Notification System, routinely updates its software and provided webinars and resources related to the Telephone Consumer Protection Act during the 2015-2016 school year. An updated interface will be available to the District which will allow staff to easily search and remove phone numbers called in error.

Objective 7.6 To continue notifying the community of emerging legislation and forthcoming regulatory changes that will impact the District and its students.

Start: August 2015
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Chris Connolly

Throughout the 2015-2016 school year, decisions made by legislators and members of PDE have resulted in changes to student assessments and scoring, teacher evaluations and graduation requirements. In addition, the failure of the legislature to come to consensus resulted in the delay of a State budget until March. Each of these developments was communicated to the community through the use of website updates and presentations to community and parent groups such as the InterSchool Council and the Strategic Planning Committee. In addition, periodic faculty meetings in all schools allowed for the opportunity to share pertinent information directly with the staff, teachers, and administrators.

STAFF DEVELOPMENT

Context: In June 2012, the State announced that a new evaluation system would be effective for classroom teachers beginning in 2013-2014 and for educational specialists and administrators in 2014-2015. The implementation by the State of all components of the new system for classroom teachers was complete in 2014-2015. The implementation by the State of all components of the new system for administrators was not complete in 2014-2015, and additional requirements will be in place for the 2015-2016 school year. The District will monitor developments related to the new evaluation system and share information with professional staff members and administrators to support implementation. In addition, staff development initiatives will support the implementation of the 2014-2020 District Strategic Plan.

Goal 8: To monitor information from the Pennsylvania Department of Education (PDE) regarding the new professional evaluation system and to implement the required elements of the new system.

Objective 8.1 To implement the State requirements related to evaluation of District administrators.

Start:	July 2015
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Nancy Adams, Patrick Gately, Oscar Torres

During the administrative workshop held in August 2015, the final components of the administrator evaluation system as mandated by PDE were introduced to all administrators. These components included a reflective analysis component for the 2014-2015 school year, completed with data from teacher Student Learning Objectives (SLOs), observations, School Performance Profiles, and the addition of Student Learning Objectives (SLOs) for principals for the 2015-2016 school year. Shortly after the workshop presentation, PDE announced schools K-8 would not receive School Performance Profiles this year due to the changes in the PSSA and the cut scores. Additional information was then shared with administrators regarding how to modify the analysis requirement using only SLO and observation data.

Objective 8.2 To support the implementation of the 2014-2020 District Strategic Plan in K-12 classrooms, including specific focus on fostering the artistry of teaching.

Start:	September 2015
Complete:	Ongoing
Primary Responsibility:	Wendy Towle

Support: Nancy Adams, Patrick Gately,
Oscar Torres

Professional development opportunities provided the vehicle for the implementation of the artistry of teaching initiative. With input and support from the Staff Development Advisory Committee, workshops were developed to explore the dispositions of artistry and to determine ways in which the District could continue to foster artistry in teaching among the faculty. These workshops were held over the course of the year and were open to all faculty members. Close to 300 members of the faculty participated during the 2015-2016 school year. Further opportunities to implement a focus on teaching artistry occurred during curriculum standing committee meetings, as curriculum supervisors revised the structure of these meetings to be aligned with many of the artistry dispositions faculty identified. The artistry initiative will continue into next year and will include additional professional development opportunities. A number of practices suggested by faculty members will assist in further developing teaching artistry.

Objective 8.3 To provide the teaching staff with resources to support and reinforce Resiliency Strategies for all middle school students.

Start: September 2015
Complete: June 2016
Primary Responsibility: Wendy Towle
Support: Nicole Roy, Oscar Torres

The development of a framework for Resiliency Strategies began during summer 2015 workshops. Teachers from both middle schools were identified to work on this initiative. The group of teachers was led by a curriculum supervisor and a special education supervisor. Building on research previously used to develop a resiliency model for special education students, this group met throughout the fall, engaged in activities and conversation, and ultimately developed a resiliency framework and several lessons to support students' understanding of resiliency strategies. The resiliency group introduced the framework to both middle schools through two inservice days during the school year. Resources were provided to all teachers, including posters and other items that will help to facilitate a social norming campaign around resiliency. Teachers in the middle schools implemented the lessons during the already established HERO (Honesty, Empathy, Respect and Open-Mindedness) meetings in the spring and provided feedback to the group for refinement as necessary.

Objective 8.4 To support the teaching staff in integrating opportunities for students to learn coding skills.

Start: September 2015
Complete: Ongoing
Primary Responsibility: Mike Szymendera
Support: Nancy Adams, Wendy Towle

The Coding Committee, which includes representatives from Conestoga High School and all five elementary schools, met twice during the 2015-2016 school year to support coding initiatives in T/E schools. During the first meeting, the Committee focused on preparing for The Hour of Code, which was successfully implemented at our high school and elementary schools. The Committee focused on robotics during the second meeting. Future meetings will also include representatives from the middle schools as the Committee continues its work of supporting coding for students at all levels.

FACILITIES

Context: During the 2015-2016 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 improvement 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.

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 2015

Complete: December 2016

Primary Responsibility: Wendy Towle

Support: Art McDonnell

During the fall of 2015, the District once again contracted with Sundance Associates for a demographic review. This update was completed and presented to the Board Education Committee in November 2015. Following the presentation, the enrollment coordinator worked with each building principal to review the projections in the demographic report and the space available in each building. Using the demographic study, space utilization was projected out for three years. As a result of this analysis, it was determined each elementary school would be able to accommodate predicted enrollment over the coming three years. However, it was also noted Devon Elementary School continues to have a significantly higher enrollment than the other four elementary schools. Given the projected enrollment at Devon, there is a possibility the two science labs would need to be used as core classrooms, fundamentally changing the delivery of the science curriculum at Devon.

Analysis of space utilization in the middle and high school buildings revealed there were an appropriate number of classrooms to accommodate projected enrollment over the next three years.

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 2015

Complete: December 2015

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 2015. Items from the priority list were consistent with the reduced budget allocation determined by the Facilities Committee through review of the capital sources and uses report and available funds. Annual capital expenditures will continue to be coordinated with the availability of capital funds presented to both the Board Finance and Facilities Committees.

The Facilities Committee recommended, and the Board subsequently approved, bidding a number of capital projects to be completed during the 2016 summer construction period: renovations, replacements and upgrades at Devon and Hillside Elementary Schools; locker replacements at Valley Forge Middle School; renovations, replacements and upgrades at Valley Forge Middle School; renovations, replacements and upgrades at Conestoga High School, Teamer Field and the TEAO; doors and door hardware at Valley Forge Middle School; renovations, replacements and upgrades at New Eagle and Valley Forge Elementary Schools; renovations, replacements and upgrades at T/E Middle School; and VCT floor reconditioning and replacement at Conestoga High School.

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2015-2016 school year and an analysis of the field needs for the opening of the schools in September 2015.

Start: July 2015
Complete: June 30, 2016 with carry-over into summer 2016
Primary Responsibility: Art McDonnell
Support: Colm Kelly

The Board approved the following capital projects that were bid, awarded and completed in the 2015-2016 school year: replacement of electric road sign at Conestoga High School; site fencing at Conestoga High School and Tredyffrin/Easttown Middle School; door to door hardware at Conestoga High School and Valley Forge Middle School; VCT floor reconditioning at Beaumont Elementary School and Devon Elementary School; scoreboard replacement at Teamer Field; replacements and upgrades at Valley Forge Middle School; replacements and upgrades at Conestoga High School and Tredyffrin/Easttown Middle School; replacements & upgrades at Beaumont and Devon Elementary Schools; sitework renovations, replacements and upgrades at Devon Elementary School; and renovations at Conestoga High School and Valley Forge Elementary School.

Objective 9.4 To complete the Maintenance/Storage/Construction building project as approved by the Board.

Start: July 2015
Complete: June 2016
Primary Responsibility: Art McDonnell

Support: Colm Kelly

The Board approved the new maintenance and storage building project capital project that was bid, awarded and continues to be constructed. The projected completion date is fall 2016.

Objective 9.5 To complete the New Eagle Elementary School classroom addition project as approved by the Board.

Start: July 2015

Complete: June 2016

Primary Responsibility: Art McDonnell

Support: Colm Kelly

The Board approved the classroom addition and interior renovations at New Eagle Elementary School capital project that was bid, awarded and completed during the 2015-2016 school year.

HUMAN RESOURCES

Context: The District is in compliance with the employer mandate portion of the Affordable Care Act (ACA) which requires the District to offer health care coverage to at least seventy (70) percent of full-time employees and their dependents (as defined under the Act) in 2015. Federal mandates require that the District offer health care coverage to ninety five (95) percent of full-time staff and their dependents in 2016. In addition, Act 15 of 2015 mandates new requirements for background clearances for District employees. Employees are now required to obtain a Child Abuse History Clearance, PA State police criminal record check, and a FBI criminal history clearance every sixty (60) months. Employees with clearances older than sixty (60) months or employees who were previously grandfathered from obtaining clearances must submit new clearances by December 31, 2015. Recent revisions to the Pennsylvania Child Protective Services Law require District volunteers who will have regular and repeated contact with students and who are responsible for care, supervision guidance or control of children to obtain a Child Abuse History Clearance, PA State police criminal record check, and a FBI criminal history clearance every sixty (60) months as well.

Goal 10: To ensure District compliance with the employer mandate portions of the Affordable Care Act (ACA) and the new employee and volunteer clearance requirements mandated by Act 15 of 2015.

Objective 10.1 To continue District compliance with the ACA by providing information and guidance to principals and staffing managers.

Start: July 2015
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: All administrators

An informational handbook was created and reviewed with all principals and staffing managers prior to the start of the school year. The handbook provides specific information about staffing guidelines for all part-time and variable hour employee groups.

A web link was created and provided to all principals and staffing managers to access current information about the health benefit eligibility status for any District employee.

Objective 10.2 To communicate new employee clearance requirements mandated by Act 15 of 2015.

Start: Ongoing
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: Principals

In order to establish clearance renewal dates for all employees, the Human Resources staff reviewed personnel files for all employees. This information was entered into the eFinance database to make the information accessible to individual employees through the Employee Access Center (EAC).

All employees received notifications from the Human Resources staff related to the new employee clearance requirements under Act 15. Most employees needed to renew one or more of their clearances by December 31, 2015. All employees and their supervisors received regular updates regarding their individual clearance expiration dates. Assistance was available to employees throughout the process of renewing the three required clearances.

The Human Resources staff worked collaboratively with the Information Services staff to generate letters to employees informing them of their clearance expiration dates. These letters were provided to employees four months prior to the expiration of any clearance. The Human Resources staff will continue to monitor the clearance renewals and provide employee notifications as needed.

Objective 10.3 To assist volunteers in obtaining background clearances required by Act 15 of 2015.

Start: Ongoing
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: Human Resources Department,
Jeanne Braun

The Human Resources staff has regularly responded to requests from volunteers who require assistance in obtaining any of the three required background clearances. A dedicated email address was created to enable individuals to submit their clearances and questions directly to the Human Resources staff. To date, over 625 volunteers have successfully submitted all three required clearances.

The deadline to enforce the volunteer clearance requirements was recently changed to July 1, 2016. District staff will continue to work with individuals to ensure proper submission of necessary paperwork prior to volunteering with the District.

Objective 10.4 To create a database of volunteer clearance expiration dates which interfaces with the electronic volunteer management system.

Start: Ongoing
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: Human Resources Department, IT and IS
Departments, Jeanne Braun

A database was created and made available to individuals responsible for admitting volunteers to District school buildings. A handbook explaining the volunteer sign-in process was created and also made available to principals and individuals responsible for monitoring volunteer access to buildings and school activities. Training sessions for utilizing the Volunteer Management Database and adhering to the new volunteer clearance requirements have been scheduled to occur during the summer of 2016.

Objective 10.5 To oversee implementation of building use of the electronic volunteer management system.

Start: TBD

Complete: TBD

Primary Responsibility: Jeanne Pocalyko

Support: Human Resources Department, IT & IS Departments, principals, Jeanne Braun

Due to changes to Act 15 of 2015, this will now become an objective for the 2016-2017 school year.

Objective 10.6 To monitor services provided by CCRES and Delta-T to ensure that student needs are met.

Start: September 2015

Complete: Ongoing

Primary Responsibility: Jeanne Pocalyko, Andrea Chipego

Support: Building principals, special education supervisors

The Human Resources staff receives regular feedback from principals related to vendor-provided aides and paraprofessionals. The Human Resources staff consistently works with vendor representatives to communicate procedures, questions and any student or staffing concerns on behalf of the District.