

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

DISTRICT LEVEL GOAL COMPLETION REPORT

2017-2018 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.*

2017-2018 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 adopted a new elementary math program aligned with the Pennsylvania Core Standards. This program, *Math in Focus*, has now been successfully implemented in grades K-6. During the 2017-2018 school year, this program will be implemented in seventh grade. Given the adoption of the new Every Student Succeeds Act (ESSA) and the moratorium on Keystone Exams as a graduation requirement until the class of 2019, the District will continue to align courses with the Core Standards and monitor changing assessment, remediation, and graduation requirements as the state implements its plan. The District implemented a program of electronic learning opportunities during the 2015-2016 school year. The District will continue to review the results of the program implementation in order to inform decisions about future offerings. Finally, during the 2016-2017 school year, the District began implementation of the 1:1 initiative with ninth and tenth grade students. In 2017-2018, the 1:1 initiative will continue with eleventh and twelfth grade students. The District will continue to support teachers as they develop meaningful instructional opportunities integrating this technology resource.

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

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

Start: July 2017

Complete: Ongoing

Primary Responsibility: Nancy Adams

Support: Middle School Principals

The *Math in Focus* program for seventh grade was implemented this year. Teachers from both middle schools participated in summer workshops and met throughout the school year to design curriculum and align the new materials with the PA Core Standards. Sixth grade teachers collaborated with seventh grade teachers to ensure curricular alignment and to share instructional strategies and experiences with the curriculum. Seventh grade families with children enrolled in on-level math or pre-algebra received information about the *Math in Focus* program during back to school night. As in all grades, students have access to the online text with its accompanying resources. Teachers are using Schoology to share additional information and resources.

The Math Standing Committee met to receive information from sixth and seventh grade teachers on the benefits of implementing Math in Focus in grade 8 pre-algebra. Eighth grade math teachers met with seventh grade teachers during the February inservice to discuss how they might begin to migrate towards *Math in Focus* in eighth grade pre-algebra and subsequent changes needed in algebra 1. The Math Standing Committee and eighth grade math teachers expressed support for migrating to *Math in Focus* Middle School Course 3 for eighth grade pre-algebra.

Eighth grade math teachers met during May and June to begin the transition to *Math In Focus* Middle School Math Course 3. They will continue their work during summer workshop time.

Objective 1.2 To review and continue the implementation of an electronic learning program aligned with strategic planning initiatives.

Start: July 2017

Complete: June 2018

Primary Responsibility: Mike Szymendera

Support: Curriculum Supervisors

The distance e-learning program, which began at Conestoga High School in the 2015-2016 school year, gives students 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 distance e-learning program are available exclusively online and 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 2017-2018 school year, seven Conestoga High School students participated in the distance e-learning program. Students registered for American Sign Language, Japanese and Chinese.

Objective 1.3 To continue to review and implement opportunities for integration of STEAM (Science, Technology, Engineering, Arts, Math) throughout the curriculum.

Start: July 2017

Complete: Ongoing

Primary Responsibility: Wendy Towle

Support: Nancy Adams, Mike Szymendera,
Jacqui Rothera, Principals

Integration of STEAM continued throughout the 2017-2018 school year at all levels. In a broad sense, teachers and curriculum supervisors worked together to find ways to integrate opportunities into existing curriculum and activities. More specifically, there were several direct applications of STEAM in new and innovative ways. At the elementary level, teachers incorporated interactive science notebooks in the classroom as a new means for students to engage in an inquiry-based approach to the scientific process. The redesign of the elementary libraries included a focus on makerspaces, expanding the pilots at Devon and Hillside to full integration at all five elementary schools. The physical redesign combined with the development of new lessons and learning activities allowed for the elementary libraries to include spaces for playing, tinkering, making, collaborating, discussing, researching and reflecting. At the middle school level, teachers developed and implemented a revised series of Advisory Initiative units

this year, with a specific focus on STEAM experiences. Examples of new initiative topics include Computational Thinking and Coding, Robotics, Creativity and Design Thinking, and Global Awareness. During this school year, a curriculum supervisor and high school engineering teacher made a site visit to an innovative STEAM-focused high school in North Carolina. The experiences from this visit helped to inform decisions about both the use of space and the curricular offerings at the high school moving forward. By way of example, following the site visit, teachers and curriculum supervisors worked together to develop additional learning opportunities incorporating STEAM skills and topics. The series of engineering courses available to students was reviewed and redesigned for implementation in 2018-2019 to provide a more meaningful sequence of study. Likewise, art classes were redesigned to enhance the learning experiences for students. Finally, teachers at all levels provided workshops for their colleagues with a focus on STEAM during the November *Artistry of Teaching* professional development day. Some of the workshop topics included Curriculum Integration with Virtual Reality, Using iMovie, Capturing Ideas Like a Scientist, Art and Music in the Humanities Classroom, and The Lightboard: A Tool for Successful Blended Learning.

Objective 1.4 To continue to examine world languages curricular scope and sequence at the middle school and high school level.

Start:	September 2017
Complete:	June 2018
Primary Responsibility:	Oscar Torres
Support:	Wendy Towle

The middle school world language teachers met throughout the year to review the middle school scope and sequence allowing fourth grade students to select French or Spanish as their language of study for fifth grade during the 2018-2019 school year. Curricular adaptations were identified for the fifth grade experience. In the fall of 2017, the administration presented information about the change in the program to the Board Education Committee and to the InterSchool Council. World language teachers, along with fourth grade teachers, developed a fourth grade language introducing students to the French and Spanish languages. The fourth grade world language experience was delivered in the spring to every fourth grade classroom at all five elementary schools. Middle school and high school students accompanied the language teachers as part of the experience. Additionally, middle school and high school language teachers met to continue the work of examining the world languages curricular scope and sequence to identify enhancements to the program. Inservice sessions were developed from this review.

Objective 1.5 To support the implementation of Technology Advisory Initiatives in seventh and eighth grades and review technology education in grades K-6.

Start:	July 2017
Complete:	Ongoing
Primary Responsibility:	Wendy Towle

Support: Mike Szymendera, Nancy Adams, Principals

Redesign of the Advisory Initiatives began during the summer of 2017. During summer workshops, middle school teachers and curriculum supervisors revised the series of initiatives based on direction from the Board Education Committee and meetings that were held with the middle school teachers and administrators during the spring of 2017. Four initiatives were specifically designated as technology-focused – two in seventh grade and two in eighth grade; however, all initiatives were reviewed and revised and elements of technology skills and technology resources were incorporated into each initiative as appropriate. The seventh grade technology initiatives include computational thinking and coding and social responsibility, research, and design thinking. In eighth grade, the technology initiatives are computational thinking and robotics and global awareness, research and communication. The initiatives were implemented throughout the school year. Teachers assessed and evaluated the success of each initiative in achieving the stated goals. Teachers and curriculum supervisors met during the inservice at the end of the 2017-2018 school year to review the initiatives.

Objective 1.6 To examine the scope and sequence of the business curriculum for grades 9-12, along with individual courses, to look for additional opportunities to include design thinking and innovative curricular programs.

Start: July 2017
Complete: June 2018
Primary Responsibility: Nancy Adams
Support: High school administrators

Throughout the 2017-2018 school year, the District’s existing business curriculum included two levels of accounting, personal finance, business law and ethics, entrepreneurship, and computer application classes (web page design and media presentation). The courses had strong subscription from students, especially personal finance, which serves approximately 350 students each year and the District’s two accounting courses, which serve approximately 100 students each year. To help evaluate the District’s current business program, a team from Conestoga, including the business technology department chair, a business teacher and the Business/Technology Curriculum Supervisor, gathered information from local schools. Teachers examined three areas: goals and actions of the strategic plan, demands of the PA Standards, and advances in technology and its use in the high school. The District’s strategic plan explicates a need for students to be able to use digital tools fluently, understand how to find and select the right tool for a particular use, be financially literate, and use technology to think critically and communicate effectively and creatively.

Teachers compared alignment of the District’s business curriculum to the PA standards. They considered advances in technology use at the high school, including the 1:1 Technology Initiative, robust new computer science offerings and advances in technology itself, integrating computer applications into new course offerings. After working with the high school teacher team, the administration presented the findings to the Board Education Committee and the InterSchool Council. Both the Board and community members expressed interest in the new

course and the Education Committee recommended that the District continue to explore evolving business topics.

As a result of the analysis, the high school added a course to the 2018-2019 Program of Studies named Business Promotion and Marketing, which will cover the fundamentals of business marketing, product promotion and advertising. The course will include some of the topics that are trending and that were found to be missing in current courses, such as social media strategies, sports and entertainment marketing and online analytics.

Objective 1.7 To develop course goals, outline and curriculum for the new College and Career Transition course at Conestoga High School for implementation in the 2018-2019 school year.

Start: July 2017
Complete: June 2018
Primary Responsibility: Mark Cataldi, Misty Whelan

The College and Career Transition (CCT) course was presented to and approved by the Board Education Committee in April 2017 for implementation starting in the 2018-2019 school year. Time was spent during the 2017-2018 school year developing the course and communicating the new graduation requirement to parents/guardians and students. Information about the CCT course was shared in Conestoga High School parent meetings, with students during the course selection process and in the Conestoga High School Program of Studies. An update on the course was provided at the April 2018 Board Education Committee meeting. The course is designed to (1) provide all students with further preparation for post-high school transition; (2) enhance college and career readiness skills and contribute to meeting career readiness requirements; (3) increase students' capacity to maintain healthy and productive responses to challenges; and (4) integrate cohesive learning opportunities to build upon essential skills in resiliency, decision-making and effective communication. The course connects to the District's Strategic Plan by promoting "emotional, mental, social and physical well-being by fostering a culture of acceptance and respect". Topics include digital citizenship, healthy relationships, substance misuse, cultural competencies, financial literacy, goal setting and time management. CCT will culminate with a digital portfolio for use with post-secondary transition. Starting in the 2018-2019 school year all grade 11 students will take the course as part of the graduation requirements. A certified school counselor will teach the course, which will meet two days out of the six day cycle for one semester and will be an exception to the 42 periods per cycle cap.

Objective 1.8 To develop and implement a transition plan for students, families and teachers as an outcome of the Elementary Redistricting Committee's recommendation.

Start: July 2017
Complete: June 2018
Primary Responsibility: Wendy Towle

Support:

Diane Cohle, Stephanie Demming,
Todd Parker

The Elementary Redistricting Committee met throughout the fall of 2017 to develop a plan to adjust the attendance boundaries of Beaumont, Devon and Hillside Elementary Schools. The recommendation from the Elementary Redistricting Committee was accepted by the School Board in January of 2018. Working with the principals of the three schools included in the redistricting, the Director of Curriculum, Instruction, Staff Development and Planning developed a transition plan for students, families and teachers. This plan was presented to the Board Education Committee in February and the plan was implemented throughout the winter and spring of 2018. Included in the transition plan were multiple opportunities for students and families who were moving to interact with members of their new school community. Transition also included a variety of communication strategies and opportunities for families to share input as to specific activities or resources that would be helpful in facilitating the transition. During the spring months, teachers from the sending school had time to meet with teachers of the receiving schools to share pertinent student data and information. Additionally, staffing for the 2018-2019 school year included consideration of the redistricting and its effect on numbers of staff, team make up and use of space in each building.

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 2017
Complete: September 2017
Primary Responsibility: Art McDonnell
Support: David Francella

The administration presented the draft 2018-2019 budget calendar consistent with the guidelines of Act 1 at the September Board Finance Committee Meeting. The 2018-2019 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 2018-2019 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 2, 2018, 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 2018-2019 Preliminary Budget. On January 22, 2018, the Board voted to include the Act 1 index and eligible referendum exceptions tax increases in the 2018-2019 Preliminary Budget. The 2018-2019 Proposed Final Budget was adopted by the Board on April 23, 2018. On June 11, 2018, the Board unanimously approved the 2018-2019 Final Budget.

Objective 2.2 To provide the Board with financial analysis to support the development of a 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 expenditures and/or increasing revenue and the tax rate in adopting a final budget.

Start:	July 2017
Complete:	June 2018
Primary Responsibility:	Art McDonnell
Support:	David Francella

The 2018-2019 budget was developed and presented to the Board and the community through a series of Board Finance Committee meetings, School Board meetings, budget workshops, 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 2018-2019 Preliminary Budget, approved by the Board on January 2, 2018, showed an operational budget deficit of almost \$9.5 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 2018-2019 Preliminary Budget. Revenue projections from the Act 1 index of 2.4% and referendum exceptions of 0.2% were included in the 2018-2019 Preliminary budget approved by the Board to work to close the projected operational deficit.

The Board approved the 2018-2019 Proposed Final Budget at its April 23, 2018 regular meeting with a tax rate of 2.42%, implementing several budget strategies that effectively reduced the budgeted operational deficit to about \$2.3 million. The 2018-2019 Final Budget was unanimously approved at the June 11, 2018 Regular Board Meeting with a final property tax rate increase of 2.42%, with the balance of the operational deficit of about \$1.45 million being satisfied with existing reserves.

Objective 2.3 To provide the Board with options to manage the use of fund balance, including the development of a capital budgeting plan.

Start:	July 2017
Complete:	June 2018
Primary Responsibility:	Art McDonnell
Support:	David Francella

Fund balance commitments were presented and reviewed by the Board Finance Committee at the November 2017 meeting as part of the review of the 2016-2017 local financial audit report. After that review, the Board approved the 2017-2018 fund balance commitments and continued to discuss options to manage the use of those fund balance commitments. The Board Finance Committee reviewed the long-term capital infrastructure plan in cooperation with Board Facilities Committee to determine an appropriate level of funding and use of fund balance in the form of a Capital Fund transfer to be included in the 2018-2019 Preliminary Budget approved by the Board in January 2018.

The Board-approved 2018-2019 Preliminary Budget included a transfer to the Capital Fund of \$1.2 million. However, facing a budgeted operational deficit of \$9.5 million, the Board decided to move the budgeted transfer of funds from the operational area of the budget into contingency. This budget reduction strategy was carried forward through to the 2018-2019 Final Budget which was unanimously approved by the Board on June 11, 2018.

Objective 2.4 To develop, examine and present budget impact items as part of the 2018-2019 budget development process. As part of this goal, past budget strategies may be examined to determine on-going impact to the development of the current budget.

Start: July 2017
 Complete: June 2018
 Primary Responsibility: Art McDonnell
 Support: All administrators

Budget impact items were presented to the Board Finance Committee and full Board during the development of the 2018-2019 budget. Budget impact items taken in past years were also shared with the Board. The administration reviewed previously-presented budget strategies to determine if any could be considered in the current year’s budget development.

Objective 2.5 To consider strategies to reduce District spending, manage ongoing expenses and create operational efficiencies at all levels.

Start: September 2017
 Complete: Ongoing
 Primary Responsibility: Art McDonnell
 Support: All administrators

Budget impact items were presented to the Board during the development of the 2018-2019 budget. This year, budget impact items considered by the Board included: reduce building and departmental budgets, eliminate transportation for reading camp, increase student parking fees, increase student activity fees, increase facility use fees, charge for PSAT, eliminate PSSA support, charge for in-school music lessons and sectionals, discontinue support of club sports, use vendor-provided substitutes, close offices for one day a week during summer months, increase core class size limit by one student K-8, maintain current high school regular education staffing, eliminate ERB’s, eliminate middle school 1:1 laptop initiative, reduce teacher workshops and conferences, and eliminate technology mentors.

The Board reviewed and implemented several of these budget impact strategies along with adjusting some budget assumptions in revenue and expense to effectively reduce the initial budgeted operational deficit of \$9.5 million to less than \$1.5 million in the 2018-2019 Final Budget approved at the June 11, 2018 Regular Board Meeting.

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 is expanding its 1:1 Technology Initiative to provide laptops to all Conestoga High School students during the 2017-2018 school year 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 access, resources 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, personalized learning and efficiency, and to examine options for standards to measure effectiveness.

Start: September 2017

Complete: May 2018

Primary Responsibility: Mike Szymendera

Support: Wendy Towle

The evaluation of new and existing technology resources continued during the 2017-2018 school year. Tools to support multimedia production were evaluated, piloted, and, in some cases, implemented. Also, adaptive technology resources continued to be evaluated to support instruction in Math and Language Arts at the elementary level.

Objective 3.2 To continue to implement the 1:1 Technology Initiative at Conestoga High School and develop opportunities for meaningful integration of the program into curriculum and instruction for students in grades 9-12.

Start: July 2017

Complete: June 2018

Primary Responsibility: Mike Szymendera

Support: High school administrators

The 1:1 Technology Initiative is now fully implemented at Conestoga High School. Students have the option of using a District-provided device or bringing a family-owned laptop to school each day. Technology integration continued to be a focus of inservice time, as well as informal

drop-in training time. The 1:1 Implementation Team, a group of teachers at CHS, continued to meet to plan and deliver trainings.

Objective 3.3 To enhance Schoology implementation for students at Conestoga High School, Tredyffrin/Easttown Middle School and Valley Forge Middle School.

Start: September 2017
Complete: May 2018
Primary Responsibility: Mike Szymendera
Support: Principals

Schoology was implemented for students, parents, and teachers at the middle schools and high school during the 2016-2017 school year. Training for teachers in 2017-2018 focused on more advanced uses of the learning management system, such as online assessments.

Objective 3.4 To evaluate student access to technology at the elementary and middle school levels.

Start: September 2017
Complete: May 2018
Primary Responsibility: Mike Szymendera
Support: Principals

Student and staff access to technology continued to be assessed. Following Board approval at their April 2018 meeting, an expansion of the 1:1 laptop initiative was planned in order to make District-provided laptops available to all students in grades seven and eight during the 2018-2019 school year. Additionally, during the 2018-19 school year, the District will complete the process of transitioning teachers from desktop to laptop computers at the elementary level.

Objective 3.5 To identify and address staff training needs pertaining to the 1:1 Technology Initiative, elementary iPad use, Schoology and Microsoft Office 365.

Start: September 2017
Complete: May 2018
Primary Responsibility: Mike Szymendera
Support: Wendy Towle

Staff development related to the 1:1 Technology Initiative, Schoology and Office 365 continued throughout the 2017-2018 school year. In addition to formal sessions, the District's 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 1:1, Schoology and Office 365.

Objective 3.6 To evaluate the findings from the cyber security program assessment and to implement cyber security enhancements where appropriate.

Start: July 2017
Complete: Ongoing
Primary Responsibility: Mike Szymendera
Support: Art McDonnell

Following the completion of a cyber security program assessment in May 2017, the District took internal steps to enhance the security of its network. While the assessment and the follow-up actions are confidential, the work focused on the broad topics of general network security enhancements, password management, firewalls and filters, and log collection/monitoring.

Objective 3.7 To evaluate our current and possible alternative school district management software, including student information software, financial software and student services software.

Start: July 2017
Complete: June 2018
Primary Responsibility: Mike Szymendera
Support: Art McDonnell, Chris Groppe

District management software has three primary components: student information software (student database, report cards, transcripts, etc.), financial software (business office, payroll, etc.), and student services software (IEP, GIEP, 504 management). The sale of the current vendor's parent company necessitated the evaluation of the current and possible alternative district management software. Beginning in August 2017, an internal committee was formed consisting of administrators, business office staff, IT staff and Information Services staff. The committee began by conducting a thorough evaluation of the current software, which included meeting with focus groups of end-users throughout the month of September. During October and November, five vendors gave presentations to the internal committee.

Due to the significant amount of time that is required to successfully migrate any one component of district management software, the committee decided in November to focus on the student services software before considering migrating to a new student information system.

Following an in-depth student services presentation to a large group of District administrators, building administrators, teachers and office staff, it was determined that PowerSchool Special Education would be the best software option for the District. The feedback collected after that meeting was overwhelmingly positive and the group was confident that PowerSchool Special Education would not only meet the District's needs but would be an improvement over the current software solution.

Following the Board's approval of the contract with PowerSchool at its January 22, 2018 meeting, the District began focusing on training and developing a transition plan. The target implementation date for PowerSchool Special Education is July 1, 2018.

STUDENT SERVICES

Context: During the 2017-2018 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.

Objective 4.1 To review enrollment trends of students with intensive needs and identify a plan to address them.

Start: September 2017
Complete: June 2018
Primary Responsibility: Chris Groppe
Support: All administrators

The District reviewed enrollment trends of students with intensive needs and the capacity of its facilities. The District has completed the early intervention transition process of assessing and planning for current pre-school age students who will be in kindergarten in the fall. The District added additional staff to accommodate the needs of increased enrollment of students with intensive learning and behavioral needs. In addition, the District continues to need an elementary cross-District life skills support program. Due to facility constraints, the program will move from New Eagle Elementary to Valley Forge Elementary for the 2018-2019 school year. The District will continue to monitor enrollment needs in order to ensure the appropriate staffing in accordance with all applicable mandates.

Objective 4.2 To ensure student needs are met in the least restrictive environment, special education teachers and regular education teachers will review current practices of curricular modification and instructional accommodations, and make refinements as needed.

Start: September 2017
Complete: June 2018
Primary Responsibility: Chris Groppe
Support: Lisa Snyder

The District has organized a team of special education teachers, regular education teachers and administrators to review how accommodations and modifications are provided for students with Individual Education Plans (IEPs) in the regular education environment. The team provided feedback regarding professional development for teachers and staff.

SCHOOL SAFETY AND CULTURE

Context: To maintain an ongoing dialogue among students, parents, community members, teachers, counselors and administrators about the needs of students, 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 May 2016 the Pennsylvania State Police conducted a Risk & Vulnerability Assessment at Conestoga in response to our 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. A confidential written report was issued to the District. In addition to building security measures, a variety of programs and strategies are in place to promote a safe and supportive school climate including bullying prevention, digital citizenship, child abuse prevention, resiliency lessons, peer mediation and student assistance teams. Resources for these programs are available on the TESD website.

Goal 5: To review the implementation of safe school practices and wellness programs in order to develop new safety initiatives as needed and maintain effective communications.

Objective 5.1 To identify actions the District may take internally or in partnership with community resources that contribute to a positive school culture and support the safety and wellness of students.

Start:	July 2017
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi
Support:	Building principals

All District schools continued to be proactive in fostering a positive school climate through such measures as the Promoting Alternative Thinking Strategies (PATHS) elementary school curriculum, the Olweus Bully Prevention Program (OBPP) at the elementary and middle schools, and social health and schoolwide unity and community connections at Conestoga High School. The District participated in the Pennsylvania Youth Survey (PAYS) again this school year and the results will be presented in the 2018-2019 school year. PAYS data helps to inform the District's efforts regarding bully prevention, deterrence to drug and alcohol use, social/emotional health and protective factors that offer a positive influence and safeguard against the negative influence to engage in detrimental behaviors. In addition, all schools continued to support efforts related to cultural competence, equity and tolerance through in-service programming, curriculum enhancements, schoolwide activities and assembly programs.

Ongoing measures are in effect regarding child abuse prevention and support. Resources for parents and staff are posted on a dedicated webpage on the District website. Supplemental staff training was provided and cyclical, mandated suspected child abuse training was completed throughout the school year. Further revisions to Policy and Regulation 5461: Maintaining Appropriate Boundaries with Students were adopted. Class attendance procedures were

enhanced in conjunction with daily attendance tracking due to changes from the state regarding truancy. Personal safety lessons are integrated into the District curriculum in grades K-4 and in health classes in grades 5, 7 and 9. Healthy relationships and suicide prevention were topics of an assembly program that was presented by the local agency Minding Your Mind for students in grades 11 and 12 and will be part of the curriculum for the new College and Career Transition course starting in the 2018-2019 school year. After applying and being accepted to participate in a grant from Chester County, the District is planning to implement the Safe Touches Program. While details are forthcoming, the grant provides the opportunity to implement the program to students in grade 2 starting in the 2018-2019 school year.

In the spring, parent focus groups were established as a means to receive feedback and suggestions for improvement on current School District practices and responses to threatening behaviors or statements by students. Participants were asked to respond to a series of questions in the overarching areas of procedures and discipline, communication, and supports associated with reported threats. Input gathered from the focus groups, along with information from expert authorities on threat response protocols, will be used in consideration of potential policy enhancements.

Objective 5.2 To continue to evaluate the observations and recommendations from the risk and vulnerability assessment and to prioritize and implement safety enhancements.

Start:	July 2017
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi
Support:	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. 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.

Additional safety enhancements continue to be implemented to reduce the risk of building intruders and to improve emergency response times. These improvements correspond with the District’s emergency exercises and preparedness plans. New door hardware with a quick-locking mechanism from the inside of the classroom/room has now been installed at all schools. As a means to assist emergency responders in streamlined access to District buildings, the local police departments have been given proxy cards, and additional signage on the exterior doors of the schools is being planned. Meetings with each school’s parent group(s), as well as each faculty, were held to share important safety information and to gather input for additional school safety ideas. The District has been evaluating and collecting additional information about these

suggestions. One of the more frequently mentioned items was camera surveillance. The Facilities Committee discussed potential upgrades to the existing camera system, which is nearing the end of its useful life, along with possible expansion of camera surveillance in all District schools. Previously, the District contracted an engineer and consultant to evaluate the current system and future needs in order to develop the scope of the work. At its May 21, 2018 regular meeting, the Board approved a proposal from Teranet for the design, consulting, engineering, construction administration and project management services for three phases of the CCTV Security Project. The Facilities Committee will review any project proposals and the full Board must approve any recommended projects.

Objective 5.3 To review the District’s emergency response exercises from an “all hazards” response perspective.

Start:	August 2017
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi
Support:	Building principals

In preparation for the 2017-2018 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. The District safety brochure was updated, shared with families and posted on the District website. The brochure highlights various safety programs, activities and features throughout the District.

The District continues to participate in ongoing dynamic safety drills, including lockdown drills in response to a variety of threats, with changing conditions. The procedures for an internal lockdown exercise were enhanced throughout the District. In accordance with the Run-Hide-Defend model for responding to school intruders, students and staff practiced moving to a safe zone while in class. After being in hide mode, staff presented further instruction to students about remaining quiet and listening to the adult in charge while in a lockdown. Depending upon the circumstances, the adult may instruct students to hide or run. Defend is used as a last resort response. Students were also informed about what to do under other circumstances, such as being in the hallway, cafeteria or outside when a lockdown is initiated. Throughout the remainder of the day of the drill and into the following schools day, if needed, each teacher indicated the area in the room designated for being in hide mode. Email communication about the planned safety drill was sent to parents/guardians to keep them informed.

As part of the District’s partnership with local emergency responders and police, the Berwyn Fire Company planned an emergency preparedness exercise at Conestoga. The drill was focused on a mass casualty incident following an active shooter event. An incident command center was established as police and emergency responders from the local area simulated tactical entry into the building. Emergency responders were presented with various levels of patient conditions in order to practice establishing a rapid treatment triage plan. The police and District representatives reviewed evacuation and relocation procedures. In addition, police officers were on site at each of the schools as they practiced an interior lockdown drill to observe the

procedures and share suggestions for enhancements. The District will continue to involve police and emergency personnel in future safety drills.

STRATEGIC PLANNING

Context: The District has adopted a strategic plan effective for the years 2014-2020. During the 2017-2018 school year, the District will continue to communicate the plan to the school community and continue to implement all facets of the plan.

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

Objective 6.1 To provide opportunities to further explore instructional strategies that can support the dispositions identified as leading to artistry in teaching.

Start: July 2017

Complete: Ongoing

Primary Responsibility: Wendy Towle

Support: Curriculum supervisors

For the second consecutive year, the November professional development day consisted of a series of over 20 workshops all designed to foster both professional and personal growth. In December, outcomes from this day were presented to the Strategic Planning Committee. Established last year, the District Artistry of Teaching Committee met two times during this current year and continued to explore ways to further support and enhance the Artistry initiative. Using a Design Thinking framework, members of the Committee identified a number of professional resources and specific activities they believe will continue to foster the artistry of the faculty. These resources and activities were shared with the Staff Development Advisory Committee and considered for implementation as part of the broader program of professional development in the District.

Objective 6.2 To develop a revised District Comprehensive Plan, consistent with current regulations.

Start: September 2017

Complete: June 2018

Primary Responsibility: Oscar Torres

Support: Curriculum supervisors

A revision of the District Comprehensive Plan, consistent with current regulations, began in the fall with a presentation and discussion at the Strategic Planning Committee. The work on the revision of the plan was conducted at multiple Staff Development Advisory Committee meetings. The Committee agreed to the continuation of the current plan along with an addition of a strategy to support the resilience of the District's teaching staff. The Staff Development Advisory Committee also developed the actions steps for implementing this strategy. Results of this work were shared with the Strategic Planning Committee in the spring 2018 and review will

conclude during the September 2018 Strategic Planning Committee Meeting. The final plan will be available for a 28-day public review period prior to the full School Board's approval.

Objective 6.3 To develop and submit a revised Chapter 14 Special Education plan, consistent with current regulations.

Start: September 2017

Complete: June 2018

Primary Responsibility: Chris Groppe

Support: Nicole Roy, Lisa Snyder, Kate Parker

The District developed all the components of the Chapter 14 Special Education plan, consistent with current regulations. The completed Special Education Plan was submitted on time and approved by PDE on June 7, 2018. The approved plan has been published on the District's website.

Objective 6.4 To continue implementing a framework for delivering Resiliency Strategies to all students, with the addition of the elementary level, in collaboration with faculty and staff.

Start: July 2017

Complete: June 2018

Primary Responsibility: Nicole Roy, Oscar Torres

Support: Building principals

The District continues to implement a framework for delivering resiliency strategies to all students in the middle schools and the high school. This past spring, all 9th grade students received a lesson on resiliency prior to exams. At the elementary level, representatives from the elementary school resiliency initiative team met to develop an inservice presentation for all elementary school teachers. Participants attended a workshop which introduced them to the foundations of the District's Resiliency Initiative. This elementary committee of teachers will continue to develop and facilitate experiences for elementary school students.

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 2017-2018 school year, the District will focus on digital communications using its new website and robust mass communication system to enhance electronic communication with parents at the school level.

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

Objective 7.1 To continue the transition to the District’s new website template and to utilize new website features to enhance communications with the school community.

Start:	July 2017
Complete:	June 2018
Primary Responsibility:	Chris Connolly
Support:	Building web team members

The 2017-2018 school year marked the first year for the District’s new website template, which was implemented in July 2017. The website template is mobile-responsive and ADA compliant, provides enhanced functionality, and has a fresh, modern design. A meeting was held with all building web team members in September to review website compliance requirements and to provide an opportunity to practice using the template. All schools are successfully using the template and its features, including the enhanced photo app on each school’s home page.

Beginning in January, District staff began utilizing the on-screen alert feature, which is part of the new website template, when there is an emergency notification such as a weather-related school closing. Parents and staff reported positive feedback on the use of this feature. District staff will continue to monitor new features offered by Blackboard that are compatible with the new website template.

Objective 7.2 To utilize SchoolMessenger, the District’s mass communication system, to enhance email communication with parents at the school level.

Start:	July 2017
Complete:	June 2018
Primary Responsibility:	Chris Connolly
Support:	Mike Szymendera, Building principals

To facilitate quick and efficient communication with parents, the District Communications Office created a user guide and provided individual training to building-level administrators and

office staff on how to send a mass email to parents using SchoolMessenger. Staff at all District schools have been trained and are successfully using the program. The District Communications Specialist will continue to support the schools in using SchoolMessenger in an effort to increase email communication with parents. In addition, central office staff have utilized SchoolMessenger to quickly send email notifications to TESD parents on multiple occasions this school year. Typically, SchoolMessenger is able to send an email message to all 6,900+ District parent email addresses on file within a few minutes.

Objective 7.3 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 2017
 Complete: Ongoing
 Primary Responsibility: Mark Cataldi
 Support: Building principals, Chris Connolly

Beginning last school year, remediation was optional for students in grades 4-8 who did not achieve proficiency on the PSSA English Language Arts (ELA) or Math tests. Families were informed of this option as the District received the preliminary individual results from the state in the summer of 2017. The PSSA remedial courses at the middle school level impact a student’s schedule and a letter was mailed to families explaining the options. Parents/guardians of students in grade 4 who did not achieve proficiency on the grade 3 PSSA testing were contacted to discuss opportunities for support.

Notification was sent to parents/guardians to share information about PSSA testing requirements, the recent changes, schedule and participation. Parents/guardians who chose to opt out of PSSA testing due to religious reasons were required to review the tests and sign a confidentiality statement. The request to opt out of PSSAs needs to be completed in writing, and District Regulation 6138: Nonparticipation in Specific Instruction and State Assessments contains a form for this purpose.

Due to ongoing changes in state requirements for the Keystone Exams, information was updated on the District website. For all students in the classes of 2021 (current 10th graders) and beyond, passing the Keystone Exams in Algebra 1, Literature, and Biology is a state requirement for graduation. Since the inception of Keystone Exams, there have been many changes in testing mandates. Families will continue to be informed as new developments are released.

Objective 7.4 To review the District website for ADA compliance and communicate guidelines to all staff who maintain webpages.

Start: July 2017
 Complete: Ongoing
 Primary Responsibility: Mike Szymendera
 Support: Chris Connolly

Throughout the fall of 2017 the District received updates on legislation regarding forthcoming regulatory changes. As House and Senate Bills were introduced, the District communicated to parents, community members and legislators opportunities and possible unintended consequences that could arise from the emerging legislation. Legislative alerts and Board-approved resolutions were shared with the community through the District's e-newsletter and on the District website. Specifically, information was disseminated on SB 756, HB 1213, SB 2, SB 1095, SB 1145 and HB 564 as well as other emerging legislation on school safety and Keystone Exams. Communication has also occurred regarding the impact of Pennsylvania's Every Student Succeeds Act (ESSA) implementation plan.

STAFF DEVELOPMENT

Context: In December 2015, the Federal Government enacted the new Every Student Succeeds Act (ESSA), replacing the No Child Left Behind Act (NCLB). The ESSA will be effective beginning with the 2017-2018 school year. The District will monitor developments related to the implementation of ESSA and share information with the professional staff members and administrators as appropriate. In addition, staff development initiatives will support the implementation of the 2014-2020 District Strategic Plan.

Goal 8: To monitor developments related to the implementation of ESSA while continuing to support implementation of the 2014-2020 District Strategic Plan.

Objective 8.1 To provide staff and administrators with information regarding the implementation of Pennsylvania’s ESSA Plan as available.

Start: July 2017
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Nancy Adams, Michele Staves, Oscar Torres

Pennsylvania’s ESSA Plan was submitted for federal approval in the fall of 2017. The state received approval for the Plan during the winter of 2018. Throughout the fall, curriculum supervisors and the Directors of Assessment and Accountability, State and Federal Programs, and Curriculum, Instruction, Staff Development and Planning, all reviewed the proposed plan and the implications for students, faculty and the educational program. As specific implications were identified, these were communicated to administrators and faculty through faculty meetings. These implications were also communicated to the School Board and families through committee meetings such as the Board Education Committee and the Inter School Council. It is anticipated there will be further implications identified as the Plan is fully implemented and communication with all appropriate stakeholders will continue.

Objective 8.2 To support the staff in integrating opportunities for students to develop a capacity for innovation, creativity and an entrepreneurial spirit.

Start: July 2017
Complete: Ongoing
Primary Responsibility: Wendy Towle
Support: Nancy Adams, Michele Staves, Oscar Torres

Throughout the school year, teachers participated in professional development that supported their ability to engage students in experiences related to innovation, creativity and developing an

entrepreneurial spirit. During the *Artistry of Teaching* professional development day in November, teachers were able to attend workshops such as *Innovate to Learn*, *Creative Thinking*, *Escape the Classroom*, *Empowering Students with Choice and Technology*, and *Literacies for a Digital Culture*. The keynote speaker for this day, Austin Kleon, provided a frame for the day centered on the idea that collaboration and learning from others can unlock our own creativity. As evidenced by the evaluations of the keynote address, Austin’s *Steal Like an Artist* theme inspired many faculty members to look for innovative ways to approach the learning in their classrooms. Standing Committee meetings provided additional opportunities for teachers to explore ways to continue to bring innovation and creativity into their classrooms. Members of the Science Standing Committee worked with an expert in the field of computational thinking. Language Arts Committee members engaged in a workshop with author Beth Kephart, who shared the power of memoir as a tool for learning and self-reflection. Curriculum Supervisors participated in their own professional development and brought new ideas to the faculty in areas of technology, the arts, math and science. Finally, the use of Design Thinking as a framework for encouraging innovation, creativity and an entrepreneurial spirit has proven to be promising. Several curriculum supervisors have received training in Design Thinking and have used the framework successfully with Committee members. Additionally, the Director of Curriculum, Instruction, Staff Development and Planning attended workshops at two universities that are leaders in the field of Design Thinking with the potential goal of establishing a working partnership with one or both organizations to further support the faculty in achieving the District’s strategic goals.

Objective 8.3 To support the staff in collaborating to innovate in the classroom, with the artistry of teaching in mind.

Start: July 2017
 Complete: Ongoing
 Primary Responsibility: Wendy Towle
 Support: Nancy Adams, Michele Staves, Oscar Torres

Opportunities for collaboration for innovation have occurred through a variety of means. Professional development days are designed to foster collaboration among faculty, with the November day having a particular focus on the *Artistry of Teaching*. Standing Committee meetings have also focused on innovation and artistry, as the structure of these meetings has evolved to include more purposeful opportunities for professional development and collaboration. In its second year, the *Artistry of Teaching* Committee has identified specific experiences and resources that could continue to foster the artistry of the faculty. Recommendations from the *Artistry* Committee were shared with the Staff Development Advisory Committee as plans are considered for continued professional development.

Objective 8.4 To support the staff in developing a culture that promotes personal integrity and social responsibility and a culture of acceptance and respect.

Start: July 2017

Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Nancy Adams, Michele Staves, Oscar Torres

Efforts to support staff in continuing to develop a culture of acceptance and respect have included professional development opportunities as well as work at the committee level. During the November *Artistry of Teaching* professional development day, several of the workshops focused on this topic. Relevant examples include sessions such as *Intergroup Relations: Building Bridges by Acknowledging Social Identity, Diversity, Equity and Inclusion in Our Work as Educators Through Dialogue*, presented by one of the District’s school counselors, *Thriving in Loaded Conversations about Race*, presented by educator and author Matt Kay, and *Brain Based Strategies to Maximize Student Engagement*, presented by educator and researcher Shauna King. The District has also continued its membership in the Delaware Valley Consortium for Excellence and Equity which provides opportunities for administrators and faculty to attend a series of workshops on topics related to equity and social responsibility throughout the school year. At the committee level, standing committees continued to address these goals as part of their on-going work. One example of this work was evident during the social studies standing committee where committee members worked with presenters from Stockton College and the organization *Facing History and Ourselves* to explore strategies and dispositions necessary to tackle sensitive topics in the curriculum in a way that encourages mutual respect and integrity.

Objective 8.5 To support staff new to their teaching assignments in delivering high level and innovative core curriculum for all students.

Start:	July 2017
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Nancy Adams, Michele Staves, Oscar Torres

Teachers new to their teaching assignments had the opportunity to meet with Curriculum Supervisors to fully familiarize themselves with the new curriculum. Additionally, these teachers were invited to any summer workshops that were specific to their new area of assignment. Collaboration among team members – both grade level and curricular area – was ongoing throughout the school year. As provided for in the Collective Bargaining Agreement, any teacher assigned to a new area may request a mentor and a number of teachers did so this year. Curriculum Supervisors used both formal and informal observations as another means for providing support. Finally, opportunities for any teacher, but in particular teachers new to their assignments, to engage in a colleague connection to visit another teacher’s classroom are available and were facilitated by request.

FACILITIES

Context: During the 2017-2018 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.

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 as well as changes proposed by the Elementary Redistricting Committee.

Start: September 2017

Complete: December 2018

Primary Responsibility: Wendy Towle

Support: Art McDonnell

Information received from the 2017 Demographic update was used to inform facilities and enrollment projections for the future. These projections were shared with the Board Education and Facilities Committees in the fall. Additionally, the Demographic study formed the foundation of the work done by the Elementary Redistricting Committee. Analysis of the enrollment and facilities projections suggests that in the upcoming five years, space at both T/E Middle and Conestoga High Schools will be at a premium, as student enrollment continues to grow. Conversely, new projections completed after the Board accepted the recommendations of the Elementary Redistricting Committee suggest that the new attendance boundaries will more evenly distribute the student population among the five elementary schools, which in turn will alleviate some of the concerns regarding facilities use at those schools.

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 2017

Complete: December 2017

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 October 2017. The list of prioritized projects from the report were reviewed along with the Capital Sources and Uses

Report and available funds. The Capital Projects Expenditure Plan was coordinated with the availability of capital funds presented to both the Board Finance and Facilities Committees.

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2017-2018 school year and an analysis of the field needs for the opening of the schools in September 2018.

Start:	July 2017
Complete:	June 30, 2018 with carry-over into summer 2018
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 2017-2018 year: renovations and upgrades at Valley Forge Middle School, Hillside Elementary School site and parking improvements, renovations and upgrades at Conestoga High School and Valley Forge Elementary School, and roof top units replacement and upgrades at Conestoga High School, T/E Middle School, Valley Forge Middle School and Valley Forge Elementary School.

The Facilities Committee approved sending the lowest responsible bidders for all of the above projects to the Board for approval. The Board subsequently approved the renovations and upgrades at Valley Forge Middle School, renovations and upgrades at Conestoga High School and Valley Forge Elementary, and roof top units replacement and upgrades at Conestoga High School, T/E Middle School, Valley Forge Middle School and Valley Forge Elementary School. The Board did not approve the Hillside Elementary School site and parking improvements project.

Objective 9.4 To identify and highlight near-term opportunities as well as a long-term plan to promote a sustainable environment and to incorporate additional energy-efficient practices.

Start:	September 2017
Complete:	June 2018
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

The Facilities Committee continued to work with District consultants to evaluate approved construction projects regarding environmental impact, energy consumption and use of environmentally-friendly materials.

Significant energy efficiencies are anticipated through the replacement of univentilators, boilers, and roof-top units in the infrastructure projects approved by the Board. In addition to more energy-efficient equipment, the work completed during the renovation and installation of this

building service equipment will enhance the building envelope, thus reducing heating and cooling losses and energy usage.

HUMAN RESOURCES

Context: The Tredyffrin/Easttown Education Association (TEEA) and the Tredyffrin/Easttown Non-Instructional Group (TENIG) collective bargaining agreements expired on June 30, 2017. The Board approved a new collective bargaining agreement with TENIG on August 7, 2017. The negotiations process with TEEA is continuing. In addition, Act 126 of the Pennsylvania Child Protective Services Law requires all District employees to complete a minimum of three (3) hours of training every five (5) years. All employees were trained in 2013 and training for new employees has been ongoing, however, a large number of District employees will need to be retrained during the 2017-18 school year. Lastly, the District seeks to continue to explore opportunities to staff positions while maintaining compliance with the employer mandate portion of the Affordable Care Act (ACA).

Goal 10: To continue to engage in the negotiations process with TEEA; finalize, implement and communicate information about the new collective bargaining agreements with TENIG and TEEA upon Board approval; maintain compliance with Act 126 of the Pennsylvania Child Protective Services Law; and explore staffing options which allow the District to continue to provide appropriate staffing while adhering to the employer mandate portions of the Affordable Care Act (ACA).

Objective 10.1 To continue to engage in the collective bargaining process with the Tredyffrin/Easttown Education Association (TEEA).

Start: July 2017
Complete: June 2018
Primary Responsibility: Jeanne Pocalyko
Support: Art McDonnell

Negotiations with the TEEA continued over the summer of 2017 and into the early part of the 2017-2018 school year. The parties went to fact finding in October 2017. The District and the TEEA rejected the fact finder's report in order to approve a tentative agreement between the District and TEEA in November 2017.

Objective 10.2 To create and implement revised procedures related to health care, salary and other compensation and benefits changes which may occur as a result of new collective bargaining agreements with TEEA and TENIG.

Start: July 2017
Complete: June 2018
Primary Responsibility: Jeanne Pocalyko
Support: Art McDonnell

Procedures for TENIG health care spousal eligibility were implemented prior to the January 1, 2018 effective date. Procedures for TEEA health care offerings and employee contributions to the prescription plan were implemented prior to open enrollment in May 2018. This also created the need for changes to the Act 93 and supervisory/confidential employee health care offerings. Wage adjustments were processed for all groups TEEA, TENIG, Act 93 and supervisory/confidential employees upon contract ratification or Board approval of the Compensation Plan. Processes for changes to the approval of TEEA restricted leave were implemented upon ratification.

Objective 10.3 To communicate changes in processes and procedures resulting from renewed collective bargaining agreements with TEEA and TENIG.

Start: July 2017
 Complete: June 2018
 Primary Responsibility: Jeanne Pocalyko
 Support: Building principals

TENIG health care changes were communicated to all affected employees prior to the January 1, 2018 effective date. Due to the introduction of a high deductible health care (HDHC) plan and also a fourth health care option for TEEA, all TEEA members, Act 93 and supervisory/confidential employees were scheduled to attend a presentation and question and answer session about the new plans. Additionally, an evening presentation was held for employees and spouses of eligible employees, and a follow-up meeting was scheduled to discuss next steps in the HDHC process. Representatives from IBC and SwiftMD have been available to answer employees' questions. Numerous meetings and discussions also took place with the change in dental care providers. Communications will continue throughout the summer of 2018 to continue to provide employees with information about their options under the new HDHC plan.

Objective 10.4 To offer PA Department of Education-approved child abuse recognition and reporting training to all employees in compliance with Act 126 of the Pennsylvania Child Protective Services Law.

Start: July 2017
 Complete: June 2018
 Primary Responsibility: Jeanne Pocalyko
 Support: Building principals

The vast majority of District employees required training this year based upon the mandate to train every five years. Numerous letters and emails were sent in order to schedule all employees for training, and 18 training sessions were held. The District is in compliance with the state mandate and the Human Resources Department continues to monitor ongoing compliance.

Objective 10.5 To explore additional staffing opportunities which allow the District to continue to provide appropriate staffing within ACA guidelines.

Start:	July 2017
Complete:	Ongoing
Primary Responsibility:	Jeanne Pocalyko
Support:	Chris Groppe

The District continues to review opportunities to contract with staffing vendors to increase options for staffing within ACA guidelines. Additional aide/paraprofessional providers were secured to optimize aide staffing. The District also met with several substitute teacher vendors in order to explore the possibility of increasing the daily fill rate, which is often limited by ACA hours restrictions. Vendor proposals were considered, and the District verified references for each company. Educational Staffing Services (ESS) presented to the Board and the public during the May 2018 Finance Committee Meeting and the Board approved securing ESS as the District's substitute teacher provider beginning July 1, 2018.

Objective 10.6 To monitor employee attendance on a monthly basis and continue to offer health care coverage to at least (95) ninety-five percent of full-time employees and their dependents (as defined under the ACA) in order to maintain District compliance with the ACA.

Start:	July 2017
Complete:	Ongoing
Primary Responsibility:	Jeanne Pocalyko
Support:	Art McDonnell

A report of employees' hours worked is reviewed weekly, and the District remains in compliance with the ACA mandate to offer health care coverage to at least 95% of full-time employees and their dependents as defined under the ACA.