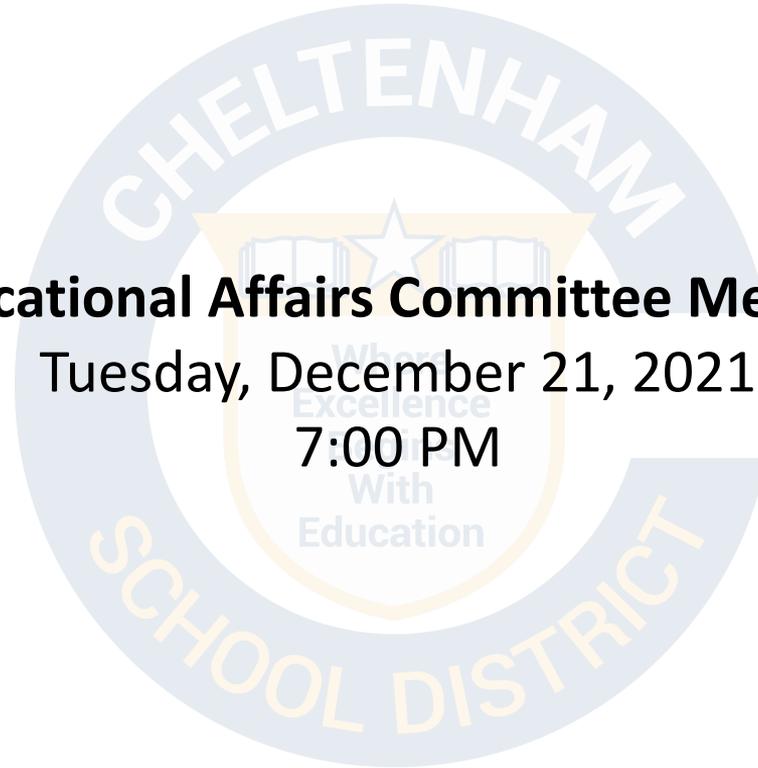


Educational Affairs Committee Meeting

Tuesday, December 21, 2021

7:00 PM



Agenda

1. American Rescue Plan (ARP) ESSER III
2. Cheltenham HS Course Proposals
3. Cheltenham HS Graduation Requirements
4. Social Studies Course Resequencing (Grades 7-12)

Mission Statement

Drawing on its cultural richness, creativity, and tradition of scholastic excellence, the Cheltenham School District strives to nurture each child through a wealth of academic endeavors and community partnerships that provide the skills and vision needed to lead a productive and meaningful life beyond our classroom walls.

Vision Statement

With a clear connection between the classroom and the world, the Cheltenham School District will strive for excellence by:

1. inspiring our students to develop principled and knowledgeable responses to the local, national, and global challenges of the 21st century;
2. actively engaging parents in their children's intellectual, social, and moral education;
3. encouraging faculty and staff to continually broaden the web of connections between their academic disciplines and the world on which they depend;
4. stimulating dynamic leadership of building and district administrators; and
5. creating partnerships with community individuals, institutions, organizations, and businesses that model real-world connections for all students.

American Rescue Plan (ARP) Act of 2021

- Elementary and Secondary School Emergency Relief (**ESSER**) Fund
- The American Rescue Plan Act of 2021 (ESSER III) will provide Pennsylvania with \$5 billion in emergency funding to support the long-term work of education recovery.
- Under the ARP, at least 90 percent, or \$4.5 billion, of the fund will flow to eligible public school districts and charter schools, with each entity receiving an amount proportional to the federal Title I-A funds received in 2020 under the Every Student Succeeds Act.

→ Cheltenham School District Allocation: \$3,930,515

When will eligible school districts and charter schools receive ARP (ESSER) funding?

- After a completed ARP ESSER application is submitted, the district will begin receiving funds. As with all federal funds, PDE will disburse payments on a monthly schedule.

May the Cheltenham School District use ESSER funds for allowable costs incurred prior to receiving grant funds?

- Yes. We may use ESSER funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

What is the allowable period for utilization of ARP ESSER funding?

→ The allowable period is from March 13, 2020, to September 30, 2024.

Must all expenditures occur by the end date of the ARP ESSER grants (e.g., September 30, 2024 for ARP)?

- Obligations must occur by the end date of the grant. Funds must be liquidated (i.e., final payments made) no later than 90 days after the end of the grant period on September 30, 2024.
- For example, if an LEA enters into a contract using ARP ESSER funds, the contract end date cannot extend beyond September 30, 2024; however, the LEA can make payments using ARP ESSER funds up to 90 days after this date.

Can we use ARP ESSER funds for multi-year contracts?

- Yes, but funds must be obligated within the period of availability (March 13, 2020 through September 30, 2024), costs must be allowable, and costs must be allocable and benefit the program during the program period. Contracts supported by ARP ESSER must have an end date on or before September 30, 2024.

Must we reserve a portion of its ARP ESSER allocation to support equitable services for local nonpublic schools?

- No. Like ESSER II, the ARP Act (section 2002) includes a separate program to provide emergency aid to nonpublic schools.

Is stakeholder engagement required?

- Yes. We are required to engage in meaningful consultation with stakeholders.
- We are required to engage with stakeholders in the development of the plan to use ARP ESSER Funds.
- Stakeholders include students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions.
- In addition, civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students will be consulted

How will the CSD engage stakeholders?

- Stakeholder groups will receive invitations to virtual meetings.
 - ◆ Day and evening meetings will be scheduled
 - ◆ Meeting details will be highlighted on our schools' and district websites
 - ◆ Our Communications Director will include meeting information in established electronic newsletters and on social media

- Stakeholder groups will receive a Google form to capture their recommendations and suggestions for utilizing ARP Funds.
 - ◆ Forms will be shared with leadership from respective stakeholder groups

Before making a recommendation/suggestion for using funds, where are the guidelines or requirements?

- Please [click here](#) to review ARP (ESSER III) guidelines. These recommendations will be reviewed during stakeholder meetings.

Approved Usage of Funds include...

- Facilities and Grounds Updates
- Social Emotional Learning, Trauma-Sensitive Schools, Health and Wellness
- Staff Recruitment, Support, and Retention
- Academic Recovery and Acceleration
- Systemic Equity
- Family and Community Partnerships

Next Steps

- The Office of Education will begin reaching out to stakeholders to schedule meetings to begin in January 2022 and conclude no later than February 2022.





CHS Course Proposals

Course Description:

This elective math course is designed for the student who desires a college/workforce preparatory math course for a non-STEM field. Logic and problem solving applications using discrete structures such as matrices, sequences, recurrence relations, probability, linear programming, and data analysis will be emphasized.

Course Prerequisites: Algebra II

Course Credit: 0.5

Staffing Implications: No new teachers are required

Materials/Resources: Textbook - Examples: *For All Practical Purposes*, *Excursions in Modern Mathematics* or *Mathematics All Around*

Projected Cost to District: Cost of textbooks only. The textbook has not yet been chosen, but the maximum estimated cost is ~ \$5900.

Anticipated Costs to Students/Families: No cost

Course Description:

“Neuroscience is relevant to many of the societal institutions that affect our lives, including business, law, education, medicine, and the military. This high school curriculum offers an in-depth focus on neuroscience through the lens of societal issues relevant to older teenagers. From sensing to moving to thinking to feeling, neuroscience explains how we perceive and interact with the world around us. This field provides a rich opportunity for high school students to explore fundamental science, framed within the context of everyday decisions and new challenges they will face as they enter adulthood.”

-taken from [Center for Neuroscience & Society, University of Pennsylvania / Franklin Institute](#)

Course Prerequisites: Biology

Course Credit: 0.5

Materials:

1. curriculum from [Center for Neuroscience & Society, University of Pennsylvania / Franklin Institute](#)
2. internet access/chromebooks
3. [brain model](#) (\$107.00)
4. [sheep brain](#), sagittal section*, 1 per pair of students (\$9.67 ea.) *for observation only, not for dissection

Projected Staffing: No new teachers required

Anticipated Costs to District: approx. \$207.00

- one time cost for reusable materials: brain model & sheep brains

Anticipated Costs to Student/Family: \$ 0

Course Description: Forensic Science is the application of science to the criminal and civil laws enforced in a criminal justice system. Students will be exposed to the following topics through real life case studies, virtual forensic lab experiences and hands-on labs in:

- Crime Laboratories
- Crime Scene techniques, evidence gathering and safety
- Examination of physical evidence
- Death Investigation and the role of the Forensic Pathologist
- Properties of matter and the Forensic analysis of glass
- Forensic drug analysis
- Forensic toxicology

Course Prerequisites: Biology, Chemistry

Course Credit: 0.5

Materials: Chromebook with Pearson Forensic Science ebook with “MyLab Crime”

Projected Staffing: No new teachers are required

Anticipated Costs to District: \$9072.75 for 6 year subscription (75 licenses per semester) to Pearson program ebook with MyLab Crime activities

Anticipated Costs to Student/Family: \$0

Course Description: Forensic Science is the application of science to the criminal and civil laws enforced in a criminal justice system. Students will be exposed to the following topics through real life case studies, virtual forensic lab experiences and hands-on labs in:

- Crime Laboratories
- Crime Scene techniques, evidence gathering and safety
- Examination of physical evidence
- Death Investigation and the role of the Forensic Pathologist
- Properties of matter and the Forensic analysis of glass
- Forensic drug analysis
- Forensic toxicology
- Characterization of bloodstains and blood spatter
- DNA typing

Course Prerequisites: Forensic Science 1

Course Credit: 0.5

Materials: Chromebook with Pearson Forensic Science ebook with “MyLab Crime”

Projected Staffing: No new teachers are required

Anticipated Costs to District: \$9072.75 for 6 year subscription (75 licenses per semester) to Pearson program ebook with MyLab Crime activities

Anticipated Costs to Student/Family: \$0

Course Description:

Latino and African American Literature (LAAL) is a close study of poetry, short stories, plays, novel excerpts, novels, articles, and films that convey the Latino and African American experience. The majority of the readings will be bound together in a Literature Reader divided into two sections: African American Literature and Latino Literature. The two sections are then sub-divided into five major themes: Roots, History and Culture, Family, Identity and Self, and Marginalization. In addition to reading, analyzing, and interpreting the literature of this genre, students will study the historical and cultural events surrounding the time periods of the material read via group discussions, journal reflections and film analyses. Students will concentrate on further developing their writing skills in order to master and excel at the PA performance standards for writing by creating their own portfolio of work.

Course Prerequisites: None**Course Credit:** .5

Staffing Implications: No new teachers are required

Materials/Resources: Text sets

Projected Cost to District: \$5,000

Anticipated Costs to Students/Families: \$0

Course Description:

The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. A Diversified Occupations program may assist the district in maintaining compliance with the Every Student Succeeds Act (ESSA) in providing equal educational opportunities while striving to close the achievement gap. Implementation of a Diversified Occupations program is meant to connect with and lead to postsecondary programs of study or additional training after high school, which may include more specialized technical instruction.

Course Description:

Diversified Occupations curriculum, incorporating and emphasizing the PA Career Standards, will expose more students to Career and Technical Education (CTE) and provide an important pathway to success for high school students. Each enrolled student will be offered opportunities to personalize his or her education based on career interests and unique learning needs. Work-Based Learning (WBL) provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

Course Description:

Students in the Diversified Occupations (DO) program attend the Co-op Seminar/Theory course every day, or for three hours a week, to learn transferable employability skills such as collaboration, critical thinking, and problem-solving skills related to a professional setting. After completing academic courses at CHS during the first half of the school day, DO students are dismissed to leave for approved, paid work. The one-year program will:

- uniquely prepare students to have marketable job skills upon graduation
- provide paid, supported job training opportunities
- increase skills through individual work experiences and class study
- encourage attitudes and habits that meet transferable employment standards
- better prepare students to continue post-secondary education or enter full-time employment upon graduation

Prerequisite: 12th Grade students

Credit: 4.0

Staffing Implications: Teacher needs to be a certified Cooperative Education Teacher/Coordinator. Currently, one of our high school special education teacher's has the required certification. So with adjustment of current staffing, no new teacher will be needed.

Materials/Resources:

- CareerSafe OSHA-10 Training course
- Interview Skills Training site license
- NOCTI exam (pre/post)
- Diversified Occupations CAPS packets

Anticipated Costs to District:

- Photocopying costs for student materials (\$400)
- CareerSafe OSHA Training (\$750)
- Interview Skills Training site license: (\$500)
- NOCTI exam costs (\$200 per enrolled student)
- Mileage reimbursement for worksite visits and employer meetings (\$1,200)

Anticipated Sources of Funding:

- [Supporting Effective Educator Development \(SEED\)](#) grant program
- [PA Labor & Industry workforce development grants](#) including but not limited to Business Education Partnership grant, Teacher in the Workplace grant, PA Strategic Innovations Grant
- State Subsidies as related to a state-approved Diversified Occupations Program
- Grant opportunities through industry including but not limited to: [Bosch](#), [VOYA](#),
- Tuition saved on potential Eastern students who were identified as not anticipated to be program completers (min.10 students x\$15,000= \$150,000)
- CSD Program Funding- TBD

Anticipated Costs to Students/Families: No cost

Course Rationale:

This is essentially an opportunity for students with little or no experience on a woodwind or brass instrument to learn an instrument and become a part of the co-curricular band program at CHS. While many students start playing an instrument at Elkins Park School to become a part of the band program at Cedarbrook and CHS, some either never had that opportunity, are discovering they want to learn an instrument later in their school experience in CSD, or want to relearn an instrument that they stopped playing over a year ago. This will increase access and equity to playing an instrument and being part of a music program in CSD not only by giving students this “second chance” at becoming part of the band program, but also by loaning district-owned instruments to students at no cost.

Course Credit: 1.0

Course Description:

Beginner Band is a course for all scholars, regardless of experience, to learn a brass or woodwind instrument. Scholars will have the choice of Flute, Clarinet, Saxophone, Trumpet, French Horn, Trombone, or Tuba. The mechanics of playing the instrument, reading music, practicing with purpose, and performing as a group are all a part of this course. The course also affords scholars the opportunity to take part in the Pep Band during the same school year they are enrolled. It also serves as a prerequisite for scholars to continue in the Wind Ensemble course (for experienced instrumentalists) and try the Jazz Band in all of their remaining years at CHS.

Materials: Instruments (provided by already-purchased inventory of the CHS band department)

Projected Staffing: No additional staffing required

Anticipated Costs to District: \$0

Anticipated Costs to Student/Family: No additional cost to families

Course Rationale:

1. This course will provide prerequisites and foundations for 9-11 grade art students interested in pursuing AP 3D Art credit, or to all others (9-12) who have interest in 3D art, regardless of AP goal.
2. The course will broaden the scope of fine art classes offered to all art students at CHS, which are primarily 2D Art (the only 3D art classes offered is limited to ceramics media).

Course Prerequisites: None

Course Credit: .5

Eligible Students: Open to all 9-12 grade students

Course Description:

This multi-medium sculpture course will provide students with the skills needed to create meaningful works of self-expressive 3D art, using the elements and principles of art and design. Students will learn a multitude of 3D hand building techniques, using tools and adhesives to create miniature and large scale sculptures. These works will include; sculpting from observation, planning and creating unique functional and non-functional forms, studying artifacts from art history, movements in sculpture and contemporary environmental artists, analyzing forms and interpreting meaningful works of art as they impact our daily lives.

Course Prerequisites: None**Course Credit:** .5

Materials:

Clay, metal, fibers, found objects, textile, wood, hand tools, adhesives, paint, drawing supplies and paper

Projected Staffing:

No additional staffing required

Anticipated Costs to District: \$0

Anticipated Costs to Student/Family: \$0

Course Description:

This course introduces the principles of yoga for developing fitness in the individual as a whole and for the reduction of stress. The concept of body image and developing the fundamental skills for making yoga a safe, daily practice is included. Physical and psychological preparation and values of the activity are included. This course is designed to provide each student with the skill and knowledge to perform the 6 basic principles that are the core of the Pilates method - Centering, Concentration, Control, Precision, Breathing, and Flowing Movement. Exercises and activities are developed to assist students in strengthening musculature, in spinal alignment and in gaining effective breathing.

Course Prerequisites: N/A**Course Credit:** .5

Materials: Loose fitting clothes, yoga mat

Number of Classes/ Sections Anticipated: Semester

Projected Staffing: No additional staffing required

Anticipated Costs to District: \$0

Anticipated Costs to Student/Family: No additional cost to families

Course Description:

This course introduces students to basic personal aquatic safety skills for the purpose of developing confidence in the water. Physical and psychological preparation and values of participation in the activity are included.

Course Prerequisites: N/A**Course Credit:** .5

Materials: Swimsuit, towel

Projected Staffing: HPE teacher who is lifeguard certified

Cost to the District: Lifeguard certification @ \$200 per teacher

Anticipated Costs to Student/Family: No additional cost to families



CHS Graduation Requirements

Credits	Subjects	Credits	Subjects
4	English	1	PE
3	Math	.5	Health
3	Science	1	World Language
3.5	Social Studies	6	Electives
1	Math/Science		
Total = 23 Credits			

Credits	Subjects	Credits	Subjects
4	English	1	PE
3	Math	.5	Health
3	Science	1	World Language
3.5	Social Studies	8	Electives
1	Math/Science		
Total = 25 Credits			

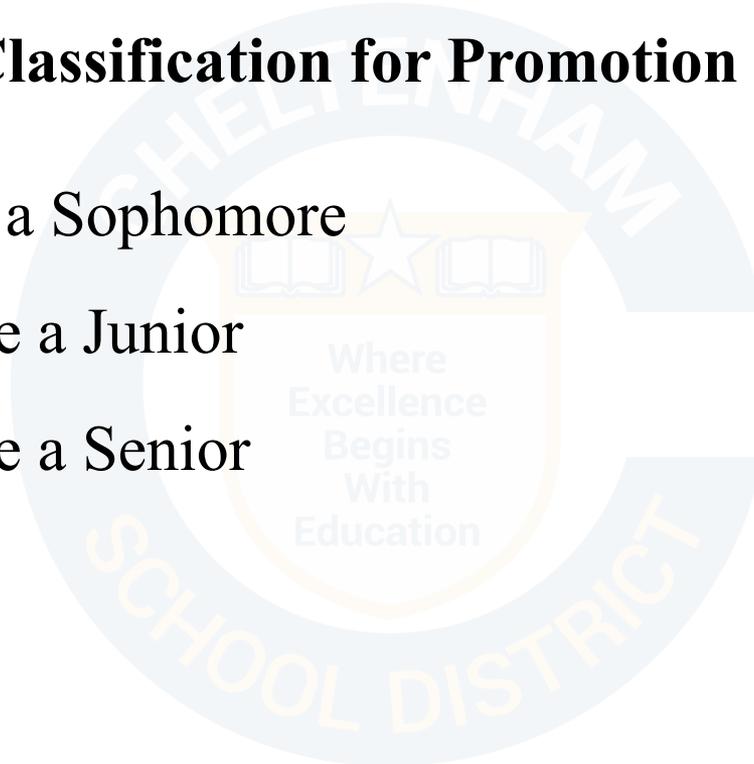
Credits	Subjects	Credits	Subjects
4	English	1	PE
4	Math	.5	Health
4	Science	1	World Language
4	Social Studies	9.5	Electives
Total = 28 Credits			

Classification for Promotion

7 credits to become a Sophomore

14 credits to become a Junior

21 credits to become a Senior



Implementation Timeline

Beginning with the 2022 - 2023 School year

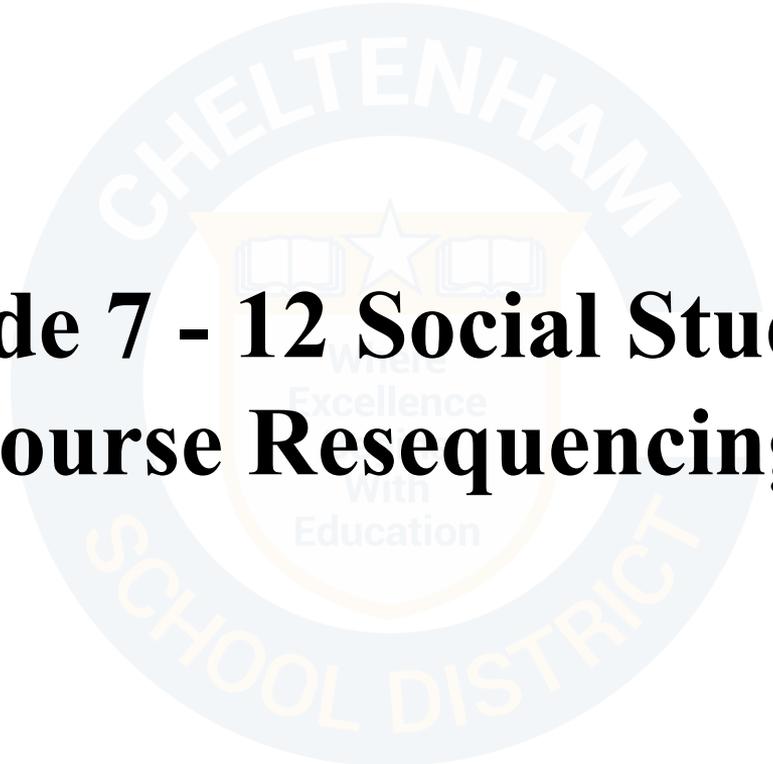
Class of 2023 (25 credits needed to graduate)

- Must meet core requirements for the Class of 2022 plus 2 additional elective credits

Class of 2024 & Beyond

- Must earn 28 credits to graduate





**Grade 7 - 12 Social Studies
Course Resequencing**

Grade	Current Course Sequence	Proposed Course Sequence
7	Geography	World Cultures
8	Intro to Civics: Government in Action	Intro to Civics: Government in Action
9	World Cultures	United States History I
10	World History	United States History II
11	United States History	World History
12	Electives	Electives*
		*Civics & Government (Upon completion of US History II)

