

ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE WEEKS ENDING 10/27 AND 11/3

Student Engagement Committee

This committee was formed last year by a number of seniors who wanted to meet monthly with the Superintendent to discuss issues that impact the high school experience and to brainstorm ways to foster a stronger sense of community between and amongst students and staff. Dr. Marseille had his first meeting of the year with the High School Student Engagement Committee. The committee is made of up 16 students grades 9-12.

The following items were discussed during the meeting:

- Gym remodeling and reasons for postponement
- Restroom Supplies
- Library renovations and mold
- Communication to families and students
- Alternative locations that can be used instead of the library
- Use of Scholarship
- Upperclassmen outside seating area
- Rigidity of new rules and impact on students (cafeteria, not being allowed to go outside)
- Improvements in Climate and Culture
- Request that a student survey be conducted similar to the teacher survey last year. Concern that rules were implemented solely on teacher's voice.

Industrial Hygienist Consultant

The District has contracted with Perez IH Consulting LLC. Dr. Hernando Perez, an environmental health consultant with extensive experience in the field of indoor air quality and indoor fungal contamination, who will be inspecting the entire high school, room by room, to determine if there needs to be further action in any area of the school, which could include further assessment or further remediation, depending on what the inspections show.

Hernando Perez is owner of Perez IH Consulting. He founded the business in 2012 to apply his expertise and knowledge to the successful resolution of environmental and occupational health issues in industrial, commercial, residential and office environments. Dr. Perez has 14 years of experience in the field of environmental and occupational health. He has been employed as a university professor, professional consultant, and industrial hygienist at both the state and federal levels of government. Hernando earned a PhD in industrial hygiene from Purdue University and an MPH in environmental and occupational Health from Emory University. He is also certified in the comprehensive practice of industrial hygiene (CIH) by the American Board of Industrial Hygiene and in safety (CSP) by the Board of Certified Safety Professionals. Dr. Perez provides a wide range of professional and thorough industrial hygiene and occupational health and safety consulting services in all environments.

Cheltenham Leaders in Equity and Achievement Reform (CLEAR)

Dr. Smith attended the first CLEAR meeting of the year. This student group is led by teacher [Ms. Elizabeth Wawrzyniak](#) and School Psychologist [Dr. Nicole Warren](#). The conversation included student-led discussions about the Quak-



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ertown incident and culturally appropriate school assignments.

This work is aligned with our [*Strategic Plan Pathway 4: Holistic Experiences*](#).

Creation of Innovations Video Series

[Mr. Brandon Lutz](#), Supervisor of Instructional Technology and Data Analysis worked with [Ms. Lisa Rock](#), Technology Staff Developer to create the 7th installment of our video series.

[7th Video Series](#)

This work is aligned with our [*Strategic Plan Pathway 5: Communication & Engagement*](#)

Digital Footprint Conversation and Lesson with Middle School Students

[Mr. Brandon Lutz](#), Supervisor of Instructional Technology and Data Analysis, presented to Ms. Levinson's class on their digital footprint and internet safety. He presented to five of the 7th and 8th grade classes and challenged them to make their own videos on internet safety.

This work is aligned with our [*Strategic Plan Pathway 5: Communication and Engagement*](#).

Algebra II Students Visit Penn

Algebra II students from CHS had an opportunity to sit in on a Calculus class and tour the University of Pennsylvania. Teacher Ms. Ahngelique Davis chaperoned our students as they were received by host faculty member, [Professor Nakia Rimmer](#), Associate Director of Penn Mathematics Undergraduate Program. The students had an authentic experience in a college class to give them an idea of what is expected when they reach the post-secondary level. Students were able to compare what they are expected to do now and what will be expected later. They also discussed what they could do now in their current courses to better prepare them for future educational experiences.

MakerSpaces in Elementary

[Dr. Reilly and Mr. Lutz](#), at the invitation of [Dr. Clark](#), met with the Wyncote Elementary faculty to discuss plans for the creation of a MakerSpace. The Department of Innovation lead the group through a design challenge, and discussed the correlation between a maker culture and 21st century learning. Also presented were examples of some of the equipment and supplies that are available to teachers to experiment with in their classroom to engage students in learning through creating and making.

Dr. Reilly also met with [Mr. Aungst](#) and the CE MakerSpace team to discuss planning/goals for the upcoming school year. The team is planning an Open House for later in the 2017-2018 school year.

Dr. Reilly also met with Ms. Angie Apperson, Challenge Consultant at Glenside Elementary, to discuss the integration of 3D design and 3D printing at Glenside Elementary. 3D design will be a component of the MakerSpace that is in the planning phase at GE. Also discussed were examples of some of the equipment and supplies that are available for experimentation in the MakerSpace to engage students in learning through creating and making.

Mr. Lutz, Ms. Rock and Dr. Reilly presented to Wyncote staff on what a MakerSpace looks like. The teachers participated in the Marshmallow Challenge to get them thinking about design thinking and Project Based Learning.

This work is aligned with our [*Strategic Plan Pathway 3: Professional Learning*](#).



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Literacy

Dr. Lajara, Director of Elementary Education, along with Ms. Collins, Director of Secondary Education participated in a webinar conducted by Dr. Douglas Reeves (Internationally renowned author and researcher) titled, [Grading and Homework: How to Make a Difference in Student Results Right Now](#). Dr. Reeves provided strategies on how to think differently about student grading and homework. We look forward to a larger conversation about homework with staff, students and families.

This work is aligned with our [Strategic Plan Pathway 1: Curriculum and Instruction](#).

CHS Credit Recovery

[Ms. Collins](#), Director of Secondary Education, met with [Dr. Realdine](#), Supervisor of Counseling, Holistic Supports and K-12 Testing, and [Mike DiPierro](#), CHS Guidance counselor, to discuss alternative options for credit recovery at CHS. Currently, we have a number of overaged, under credited students attending the high school which has a direct impact on CSD's graduation rate. As they develop action plans for these students, they want to identify academic resources to support these students in meeting with success. The team will continue to meet and include Ms. Zubairu, CHS Assistant Principal, who currently oversees the Credit Recovery Program.

This work is aligned with our [Strategic Plan Pathway 2: Student Achievement](#).

Chapter 339

Ms. Collins, Director of Secondary Education; Dr. Realdine; Lori Cohen, CHS Guidance Counselor; and Lauren Fischer, CBK Guidance counselor, attended the second session of the Chapter 339 workshop for developing a K-12 College and Career Readiness Guidance Plan. During this session, the facilitators stated all districts are required to meet and submit evidence supporting 2 benchmarks for students in grades 5, 8, and 12 which align to Pennsylvania Standards for Career Education and Work. Documentation will be included via Pennsylvania Information Management System (PIMS).

This work is aligned with our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

Engineering @ CHS

Dr. Reilly met with teachers [Mr. Desipio](#), [Mr. Lennon](#) and [Mr. Sullivan](#) to begin planning the next two course offerings for Engineering. The two courses are Robotics and Design & Manufacturing. Both courses will serve as an extension of the Foundations of Engineering that launched this year.

This work is aligned to our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

Skills for Life and Emotional Support

Ms. Andrea Consigny, representative from SPIN (<https://spininc.org/>) which is funded through the Office of Vocational Rehabilitation met with [Mr. Gus Ekhardt](#), Transition Coordinator, and special education teachers, [Ms. Sam Sakovics](#), [Ms. Katie Donnelly](#), and [Mr. Philip Cohen](#) to provide information about the services they provide. These services are made possible due to the Workforce and Innovation Opportunity Act.

The Workforce and Innovation Opportunity Act, WIOA, is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. SPIN is a program funded through the Office of Vocational Rehabilitation.



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The curriculum is delivered to the Skills for Life and Emotional Support High School Students multiple learning formats, including direct instruction, role-play, practical exercises, and supported application in community, home or school environments. The curriculum is comprised of three (3) components with ten (10) sessions focusing on the following topics:

Workplace Readiness: Addresses topics that will focus on supporting students to find and maintain community based employment. Contributing to greater independence in the job and search process within the workplace (Welcome to Pre-Employment Transition Services, PETS; Career Mapping; Professionalism; Team Work; Resumes; Applying for Jobs; Interview Prep; Interview Skills; Technology in the Workplace; and Building Resiliency)

Independent Living Skills: This 10-session series addresses topics that will enhance independent living skills leading to success, greater independence and greater community inclusion (Defining Independence; Banking Basics; Managing Finances; Budgeting; Internet Safety; Community Safety; Voting; Household Responsibility; Healthy Living / Lifestyles; and Work-Life Balance)

Self-Advocacy: This 10-session series will strengthen self-advocacy skills across different environments (Introduction to Self-Advocacy; Public Speaking; Communication and Conflict Resolution; Confidence and Self-Esteem; Professional Appearance; Identity and Disclosure; Accommodations and Workplace Safety; Social Responsibility; and Building Relationships Planning for the Future)

This work is aligned with our [*Strategic Plan Pathway 1: Curriculum and Instruction and Strategic Plan Pathway 2: Student Achievement*](#)

Early Intervention (EI)

Ms. Christina Lewis, Supervisor of Elementary Special Education, met with Dr. Sarah Lynch, Ms. Rachel Flood, elementary school psychologists, and Ms. Jill Gorsuch, speech therapist, to discuss the coordination process for students transitioning from early intervention for the 2018/2019 school year. The Montgomery County Intermediate Unit (MCIU) notified the District that currently there are 33 students in the Early Intervention (EI) program who anticipate transitioning to the District for the 2018-19 school year.

Transition meetings will be scheduled in December, January and February. The Early Intervention Coordination Team will consist of two elementary school psychologists, one elementary speech therapist, Elementary Special Education Supervisor, preschool case manager from the Montgomery County Intermediate Unit.

This work is aligned with our [*Strategic Plan Pathway 2: Student Achievement*](#)

School Wide Information System (SWIS)

Representatives from the MCIU met with Dr. Smith, Assistant Superintendent, our principals and [*Dr. Horsey*](#), Director of Student Services, to provide guidance on aligning our discipline referral forms with the School-wide Information System (SWIS), the online office discipline referral system. As has been shared previously, SWIS allows staff to enter discipline referrals online. The data is summarized to provide information about individual students, groups of students or the entire student body over any time period. There will be a follow-up meeting scheduled with our principals and teachers, who met this past summer to create and provide input on the discipline referral forms currently utilized for elementary and secondary students, as these forms will need to be aligned with the SWIS system.

This work is aligned with our [*Strategic Plan Pathway 4: Holistic Experiences*](#)



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Advancement Via Individual Determination (AVID)

Several administrators from the Office of Special Education and Curriculum had the opportunity to sit through a short presentation on the AVID program. This is a nationally recognized, researched based set of skills and curriculum that has been proven to significantly reduce the achievement gap when implemented with fidelity. I am excited to continue to explore this opportunity and what it may be able to offer our District. As a person who has gone through the AVID training and taken educators through the training, I can attest to his theories and practices.

We will give our educators throughout the year the opportunity to learn more about this program through conversation at Curriculum, Instruction and Professional Development (CIPD), attendance of AVID professional development, PLC meetings, and faculty meetings.

Montgomery County Intermediate Unit (MCIU) STEM Council

Dr. Reilly, Supervisor of STEM, attended the first STEM Council meeting of the year at MCIU. Three major topics were discussed: STEM Careers, Pathways to Integration, and STEM Professional Development Opportunities. MCIU is now offering an opportunity for school districts to participate in the Carnegie STEM Excellence Pathway. Dr. Reilly will be working to assemble a team to represent the district (K-12) with the anticipation that the MCIU will begin the Carnegie workshops in January 2018.

This work is aligned with our [*Strategic Plan Pathway 3: Professional Learning*](#)

Professional Learning

Dr. Lajara, Director of Elementary Education, conducted a professional learning session for K-12 administrators on providing high-impact feedback to teachers. The goal of this session is for administrators to provide consistent feedback to teachers on how to improve their instructional practices.

This work is aligned with our [*Strategic Plan Pathway 3: Professional Learning*](#)

New PSSA ELA and MATH Assessment for 17-18

Ms. Collins, Director of Secondary Education, attended the Montgomery County Instructional Council meeting. They shared the new blueprint for the PSSA [ELA](#) and [Math](#) for the 2017-2018 exam. The Math test will now have two sections versus three sections. In addition, the Text Dependent Analysis question in grades 4 - 8 ELA PSSA is now worth 25% of the overall PSSA Reading Score.

This work is aligned with our [*Strategic Plan Pathway 1: Curriculum and Instruction*](#)

National Society for Black Engineers (NSBE)

Ms. Collins, Dr. Reilly, and Dr. Hammond, High School Vice Principal, met to discuss the next steps in establishing a NSBE chapter. Dr. Hammond took CHS students to the NSBE conference at Drexel University where they expressed interest in working with the high school. Dr. Reilly had reached out to the local membership chairman who referred him to Temple University. We have not received a response from Temple. Dr. Reilly will now reach out to Drexel University to speak to students at CHS in regards to establishing a chapter. Dr. Hammond will help the team identify a teacher who is willing to serve as a sponsor. The goal is to host the informational session prior to the end of 2017.

This work is aligned with our [*Strategic Plan Pathway 1: Curriculum and Instruction*](#)

Franklin Institute

Dr. Smith, Ms. Collins, Dr. Reilly, and Mr. Pimental met with the [Franklin Institute](#) to explore a possible partnership with the CSD with an emphasis on the Project Based Learning (PBL) program. The Franklin Institute offers a series



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a professional development workshops/educational opportunities which align with the PBL philosophy. The team is working to develop a blended experience for teachers and students. We will work with the Franklin Institute to develop a program to meet the needs of the CSD.

This work is aligned with our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

Effective Strategies for all Teachers of English Learners

Ms. Collins and eight teachers from Cedarbrook and Cheltenham High School attended the first session of Effective Strategies for supporting English Learners at the MCIU. This is a two-part series focused upon providing teachers strategies to support English Learners in their academic classes.

This work is aligned with our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

Department Meetings

Ms. Christina Lewis, Supervisor of Elementary Special Education, held a department meeting with the elementary special education teachers and Ms. Stephanie Russell, Supervisor of Secondary Special Education, held department meetings with the middle school and high school teachers. The following topics were covered: review procedure for adding counseling services as a related service on Individualized Education Plans; review policy for IEP Writing Day; review procedure for revisions to Individualized Education Plans; and other procedural protocols.

This work is aligned with our [Strategic Pathway 3: Professional Learning](#)

Project Base Learning (PBL) Students Visit Microsoft Store

Thirty-five Project-Based Learning (PBL) students participated in a coding and game design workshop at the Microsoft Store in the King of Prussia Mall. Students were prompted to use their creativity and critical thinking skills to generate 3-D game worlds with characters, storytelling, and gameplay. This trip is the first in a series of events outlined in the Pennsylvania Department of Labor and Industry's Career Readiness Mini-grant awarded to our District. The mini-grant supports our career readiness activities by enabling students to engage in a hands-on approach to career development as it relates to the Science, Technology, Engineering and Math (STEM) fields.

This work is aligned with our [Strategic Plan Pathway 2: Student Achievement](#)

School Counselors Meeting

Our School Counselors participated in their monthly district-wide Counselors' meeting. One of the recurring agenda items this school year is the book study. All K-12 School Counselors, Home and School Visitors and Mental Health & Wellness Counselors are participating and one person will present one chapter from the book *The Use of Data in School Counseling* monthly. The anticipated goal for this activity is for all counselors to effectively analyze student academic data and plan counseling programming accordingly based upon that data.

This work is aligned with our [Strategic Plan Pathway 2: Student Achievement](#)

Lakeside Counselors Meeting

Members of the Special Education Department and Office of Student Services met with Student Support Counselors from Lakeside Educational Network to review the counseling services provided to our students and share strategies for ways to further support students receiving special education services. Our Special Education Department and Office of Student Services staff meets with the Student Support Counselors and their Supervisor monthly. The primary function of the Student Support Counselors is to provide counseling support so that students can achieve



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academic success.

Recognizing that students may experience emotional, behavioral and social challenges that impact their ability to learn and function within the school community, the Student Support Counselors renders daily counseling support and consults with teachers and administrators on preventive, proactive strategies to support students' learning and achievement. When students' presenting needs have an excessive impact on their school functioning, the Student Support Counselors work in conjunction with school officials to connect them with additional counseling resources within the community, whether through a public or private service provider.

This work is aligned with our [*Strategic Plan Pathway 4: Holistic Experience*](#)

