



DECEMBER 7, 2017

*The following information has been collected from CSD administrative departments and reflects updates on key programs, priorities and initiatives. Items specifically related to the progress of Cheltenham's strategic plan, Five Pathways, One Destination, are noted along with specific plan pathways. To access the plan and a description of each pathway, [click here](#).*

### **District Wide Professional Learning**

CSD teachers recently participated in a professional learning day that included a half-day of activities and explorations focused on "Race, Equity & Classroom Culture" led by a group of experts including Dr. Howard Stevenson, Dr. Barbara Moore Williams, Dr. Ali Michael, Dr. Rosalie Guzofsky, and Gwendolyn Miller. During the second half of the day, teachers engaged in sessions centered on making use of technology tools to enhance innovative instructional practices. This work follows a recent presentation by [George Couros, author of \*The Innovator's Mindset\*](#), and is intended to specifically support CSD's implementation of a new science pilot program and DreamBox, a math-centered learning application.

This work is aligned with Strategic Plan Pathway 3: Professional Learning.

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### **Association of Middle Level Educators (AMLE) Annual Conference**

Director of Secondary Education Charlene Collins attended the AMLE Annual Conference in Philadelphia last month. The conference kicked off with an inspirational keynote regarding the importance of creating a culture of care in schools. Ms. Collins attended sessions to further CSD's work in the areas of: assessment and grading; neuroscience and the teenage brain; project-based learning; mentorship; maximizing student opportunities through effective scheduling; and the need for using executive function strategies with all students. In addition, Ms. Collins met [Rick Wormeli, author of \*Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom\*](#). Chapters from this text were used during the professional learning strand on Assessment & Grading in the 2016 - 2017 school year. As work continues on developing a new Homework and Grading Policy, CSD will explore engaging Mr. Wormeli for teacher and parent workshops.

This work is aligned with Strategic Plan Pathway 3: Professional Learning.

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### **Amplify Training for Grades 6-8 Science**

Supervisor of STEM Dr. Brian Reilly coordinated staff training for the implementation of [Amplify Science](#). Amplify Science is a curriculum aligned with Next Generation Science Standards and national benchmarks that inspires students to "read, write and argue like scientists to gain a better understanding of the world." A Lawrence Hall trainer presented the program, and how to navigate through various components of a lesson using both hands-on and digital tools. Data integration for Amplify is underway, and science kits have arrived.

This work is aligned with Strategic Plan Pathway 3: Professional Learning.

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## ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

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### **Youth Court**

Youth Court has begun at Cheltenham High School. Students recently worked with Leslie Jones from the Montgomery County Public Defender's Office and Judge Chris Cerski to further develop their questioning techniques. Youth Court is a restorative justice model where students hear and adjudicate actual cases of offenses committed by peers.

This work is aligned with Strategic Plan Pathway 4: Holistic Experiences.

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### **Mentoring**

Cheltenham High School students recently participated in two mentorship programs coordinated by Dr. Howard Peterson from the University of Pennsylvania. Last month, a group of 15 young men from CHS took part in "[Stay Woke: The Inaugural National Black Male Educators Convening](#)" presented by The Fellowship. The students participated in the youth workshop track of the conference, which included Dr. Peterson's session on college completion and "building a legacy." Later in the month, a group of 11 young men and women attended a lively book talk at Penn by professor and media personality Marc Lamont Hill, then took a tour of campus with Dr. Peterson, which included a stop at Penn's Black Cultural Center.

At both events, students spoke openly about the challenges of race, stereotyping and systemic oppression. They also talked about future mentor programming and events, including the desire for more opportunities at Penn and in Cheltenham.

Dr. Peterson plans to schedule another Saturday meeting with students in December and has been coordinating with CHS Vice Principal Dr. Benjamin Hammond and Culture and Climate Administrator Robert Curry. Over the next few weeks, CHS staff and Dr. Peterson will work together to identify and plan additional mentor programming opportunities and integrate Penn students into ongoing mentorship activities.

This work is aligned with Strategic Plan Pathway 4: Holistic Experiences.

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### **National Association for University Women, Suburban Philadelphia Branch**

Assistant Superintendent Dr. Tamara Thomas Smith met with the leadership of the National Association for University Women, Suburban Philadelphia Branch to explore mentoring opportunities for young women at CHS. The mission of the NAUW is to serve women, youth and the disadvantaged in our communities and in developing countries by addressing educational issues, advancing the status of women's issues, and strategically partnering with allied organizations. The current NAUW president, Natasha A. Patterson, is a CHS graduate and current interim dean of allied sciences at Montgomery County Community College. Next steps will be discussed at a follow-up meeting scheduled for this month.

This work is aligned with Strategic Plan Pathway 4: Holistic Experiences

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### **SEL (Social & Emotional Learning) Consultation**

Last school year, the District partnered with the Center for Schools and Communities regarding social/emotional programmatic development in support of the CSD Strategic Plan. As previously reported, Dr. Lori Nathanson from the Center facilitated a professional development session for staff members who participated in the Holistic Experiences strand of the Plan. Dr. Nathanson will be working with the Office of Student Services again this school year to conduct a needs assessment, examine past/current social/emotional learning programming and provide guidance on the development of a social/emotional curriculum.

This work is aligned with Strategic Plan Pathway 4: Holistic Experiences

## ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

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### **Transition**

Gus Ekhardt, Transition Coordinator, and Stephanie Russell, Supervisor of Secondary Special Education, held their monthly meeting to discuss a number of topics related to transitional services. Mr. Ekhardt and Ms. Russell identified areas of development for all secondary teachers in an effort to ensure that all teachers are able to:

- Provide an overview of the post-secondary transition planning for each student on his/her caseload
- Maximize tools and resources available for effective transition planning
- Review student schedules to ensure students are placed in correct classrooms according to transition plan and goals
- Describe the function of Office of Vocational Rehabilitation (OVR) Supports Coordination, Pre-Employment Transition Service (PETS), Work Innovation Opportunity Act (WIOA) and Social Security

An overview of each of these supports are as follows:

*Office of Vocational Rehabilitation (OVR)* – provides vocational rehabilitative services to help persons with disabilities prepare for, obtain, or maintain employment.

*Supports Coordination* – supports coordination of services in Montgomery County that locate resources, coordinate services, and monitor service delivery for individuals with Intellectual Disabilities to assist with the transition to post-secondary school.

*Pre-Employment Transition Service (PETS)* – funded through OVR and the Workforce initiative act, provide training in the transition areas of self-advocacy, work-place readiness, and independent living skills. Each component has ten sessions of instruction.

*Work Innovation Opportunity Act (WIOA)* – a landmark legislation designed to strengthen and improve our nation’s public workforce system including youth and those with significant barriers into high quality employment and careers and help employers retain highly skilled workers.

This work is aligned with Strategic Plan Pathway 1: Curriculum & Instruction.

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### **AP Government & Politics**

AP Government at CHS will transition to a full-year A/B course from an A or B schedule option. This will provide the opportunity for a more in-depth curricular focus better aligned with the redesign of the AP Government and Politics Exam for 2018-19.

This work is aligned with Strategic Plan Pathway 1: Curriculum and Instruction.

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### **EnVision Math at CHS**

CHS staff recently met with Dr. Reilly to discuss the progress of utilizing enVision Math for Algebra 1. The meeting was focused on pacing, differences between the 8th grade math experience and enVision, and alignment to the Keystone exam.

Dr. Reilly also researched recent and historical data related to both PSSA and Keystone exams to identify trends in performance on particular anchors to ensure alignment between the new enVision resource and the eligible content with plans to create practice items to be embedded in the math lessons.

This work is aligned with Strategic Plan Pathway 1: Curriculum and Instruction.

## ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

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### **MakerSpaces**

Teacher representatives from all CSD schools participated in a recent MakerSpace workshop at the MCIU. The team includes: Gerald Aungst (Cheltenham Elementary), Amy Flynn (Wyncote Elementary), Angie Epperson (Glenside Elementary), Mimi Rubin (Myers Elementary), Brian Costello (Elkins Park), Jeffrey Hopkins (Cedarbrook MS), and Thomas Cook (Cheltenham HS). The team will continue to meet periodically to establish a consistent plan for designing and implementing makerspace learning throughout the district.

This work is aligned with Strategic Plan Pathway 2: Student Achievement.

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### **At-Risk Seniors**

A team of CHS administration and staff continues to meet to review actions plans put into place for seniors who are not achieving success in core subjects. The team has reviewed each student's needs and determined how to provide support using school-based resources such as responsibility periods.

This work is aligned with Strategic Plan Pathway 2: Student Achievement.

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### **Eastern Center for Arts and Technology**

The Eastern Center for Arts and Technology hosted a group of 17 CHS counselors, special educators and teachers for a tour of the facility and an overview of the Center's programs. The tour included an observation of students at work in each of the Center's fourteen programs (Allied Health; Automotive Technology; Business and Technology Professional; Collision Repair Technology; Commercial Art; Computer Network Administration; Construction Technology; Cosmetology; Culinary Arts; Electrical Technology; Heating, Ventilation and Air Conditioning Technology; Protective Services; Veterinary Science; and Welding Technology) and a delicious breakfast prepared by students from the Culinary Arts Program. The tour and information about the programs will help special education teachers participate in more informed career discussions during Individual Educational Program (IEP) meetings.

Eastern Center of Arts and Technology offers high-quality continuously evaluated and updated technical instruction, leadership opportunities and specialized services, and is accredited by the Middle States Association of College and Schools Commission on Secondary Schools. Cheltenham students are eligible to attend Eastern Center of Arts and Technology beginning in 11th grade.

This work is aligned with Strategic Plan Pathways 1 & 2 (Curriculum & Instruction; Student Achievement).

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### **Team Meeting - Emotional Support Teachers K-6**

Supervisor of Elementary Special Education Christina Lewis recently met with K-6 Emotional Support teachers to discuss: social skills instructional groups; implementation of positive support plans; challenges of emotional support programming at Elkins Park School; access of zones of regulations for K-4 students through available apps.

This work is aligned with Strategic Plan Pathway 2: Student Achievement.

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## ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

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### **PBL Students Visit Drexel University**

Dr. Ray Realdine, Supervisor of Counseling, Holistic Supports and K-12 Testing and CHS staff joined 41 PBL (Project-Based Learning) students on a recent visit to Drexel University. The students gained insights about undergraduate engineering experiences, conversed with Drexel staff, toured classrooms, and gained a deeper understanding of the nuances associated with applying to and enrolling in a higher learning institution.

This university visit was another activity associated with the Pennsylvania Department of Labor and Industry's Career Readiness mini-grant awarded to CSD. As previously shared, the mini-grant supports CSD 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. Previous activities have included a visit to the University of Pennsylvania and the Microsoft Store in King of Prussia.

This work is aligned with Strategic Plan Pathway 2: Student Achievement.

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### **Homeless Liaison Meeting**

Director of Student Services Dr. Cheryl Horsey and CSD's Home and School Visitors, Jessica Keene and Jennifer Mosher, attended a regional meeting for District Homeless Liaisons to learn about additional supports for homeless students and details regarding fiscal monitoring by PDE which is scheduled to occur for all districts this school year. CSD has not been provided with a monitoring date yet. Meeting attendees received a copy of the McKinney-Vento Homeless Assistance Act LEA Monitoring Report Form for review.

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### **2017-18 State Budget**

The 2017-18 state budget has been completed and includes a School Code bill which is now Act 55 of 2017. Highlights of key revenue, expenditure and school code components are identified below.

#### *Education Funding Allocations*

- Basic Education Funding increase of \$100,000,000 or 1.7%
- Special Education Funding increase of \$25,000,000 or 2.3%
- Inclusion of Ready to Learn Block Grant funding at status quo

#### *State Revenues*

- Borrow \$1.5 billion of future payments against the Tobacco Settlement Fund
  - \$300 million in one-time transfers
  - \$200+ million in gaming expansion which allows for gaming machines in airports and mini establishments outside of casinos
  - \$3 million in fireworks sales tax
  - \$10 million in sales tax to 3P online vendors
  - \$30 million in capping CNIT net operating losses
  - \$200 million transfer from the PA Professional Liability Joint Underwriting Association
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## ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

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### **Cheltenham Adult School**

High school and central office administration met with the president of the Cheltenham Adult School to identify ways to strengthen the current partnership between CSD and the adult school. Both parties agreed on a set of communication protocols that would enhance the working relationship in an effort to better support and promote the Cheltenham Adult School.

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### **Cheltenham High School Band Room/Orchestra Room**

Excessive heat and moisture in the band and orchestra room are creating uncomfortable playing conditions and impacting the life span of musical instruments and equipment. A new air conditioning and air duct distribution system will be installed and integrated with existing building systems. Existing under-window unit ventilators will be removed.

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### **Cedarbrook Scheduling Committee**

Cedarbrook's scheduling committee is working to develop a new schedule for the 2018 - 2019 school year. The schedule would create equity among elective courses while preserving the WIN period and provide teachers with common planning time for professional learning communities (PLCs) and team meetings.

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