

Gifted Education:
An Update on Equity of Access
to Gifted Services

Office of Education
November 2022

Agenda

1

Where We Started

A review of our challenges, and the starting place of our current work

2

Improving Equity of Access

A review of innovations made to our gifted identification process

3

Current Data

A look at where we currently stand, our new key performance indicators, and next steps

**A student
with a
GIEP**

=

1

**outstanding
intellectual
ability**

AND

2

**is in need of
specially
designed
instruction**

Connecting Ability to Curriculum

All Tests and Sub-Tests

Wechsler Intelligence Scale (IQ)

- Verbal Comprehension (VCI)
- Visual Spatial (VSI)
- Fluid Reasoning (FRI)
- Working Memory (WMI)
- Processing Speed Index (PSI)
- Full Scale (FSIQ) – All of the above
- General Abilities (GAI) – The above without PSI
- Naglieri Nonverbal Abilities (NNAT3)
- Torrance Test of Creative Thinking (TTCT)
- Classroom Diagnostic Tool (CDT)
- Wechsler Individualized Achievement (WIAT-III)
- Classroom Performance

Paths of Support

Mathematics

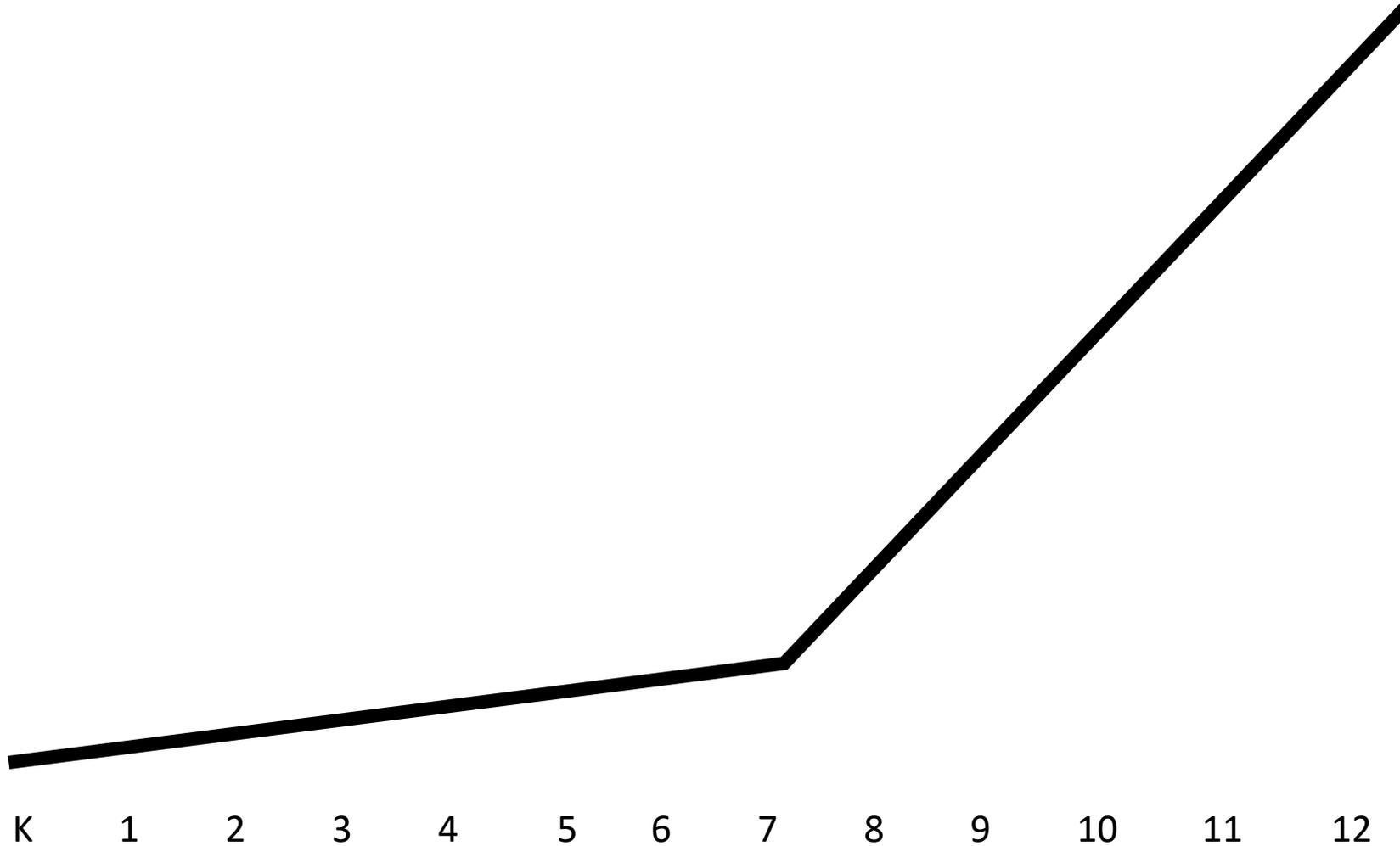
Language

Creativity/Divergent Thinking

Cognitive Ability

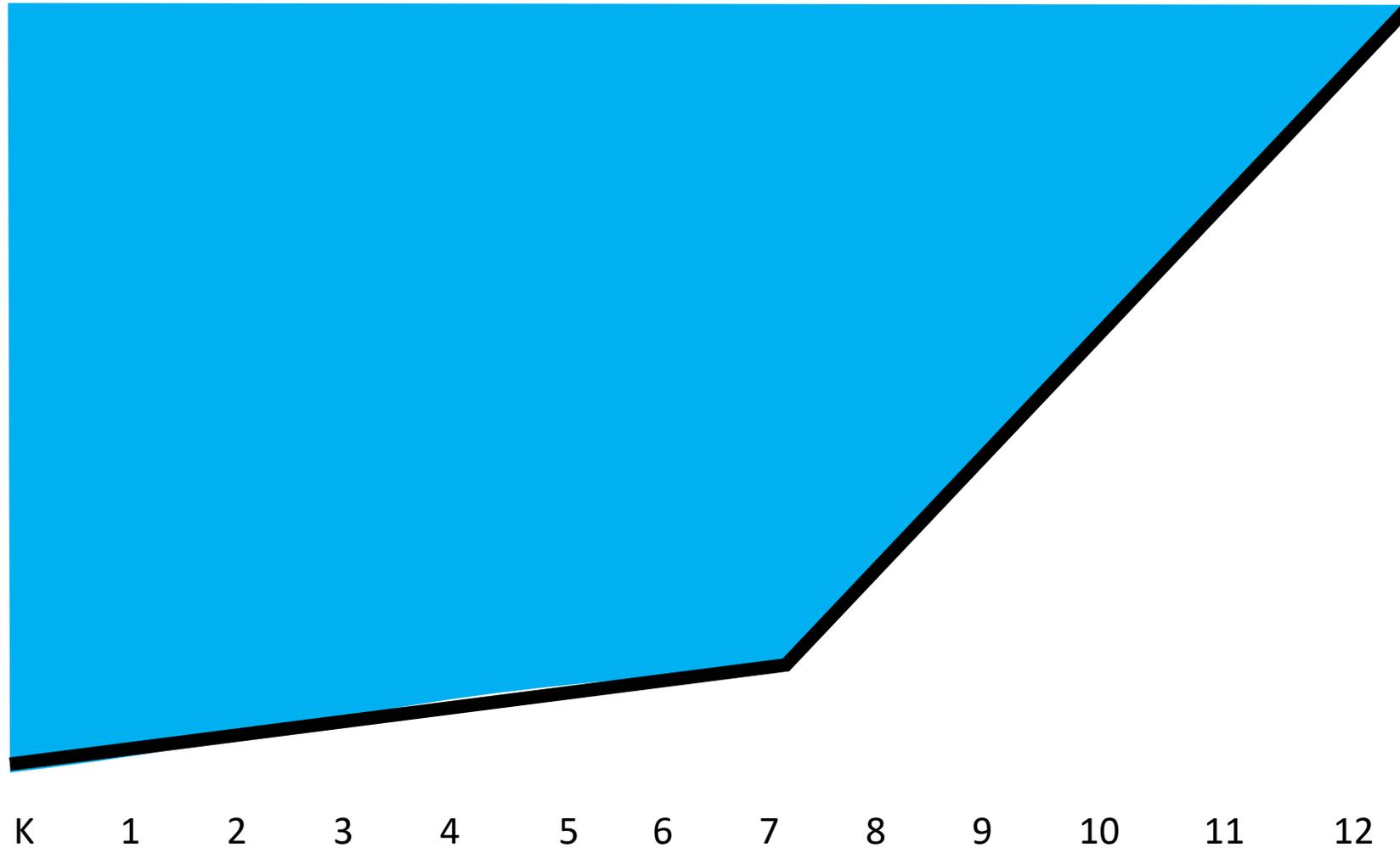
MAXIMUM RIGOR in general education

MAXIMUM RIGOR IN GENERAL EDUCATION



Zone of Needed SDI

MAXIMUM RIGOR IN GENERAL EDUCATION



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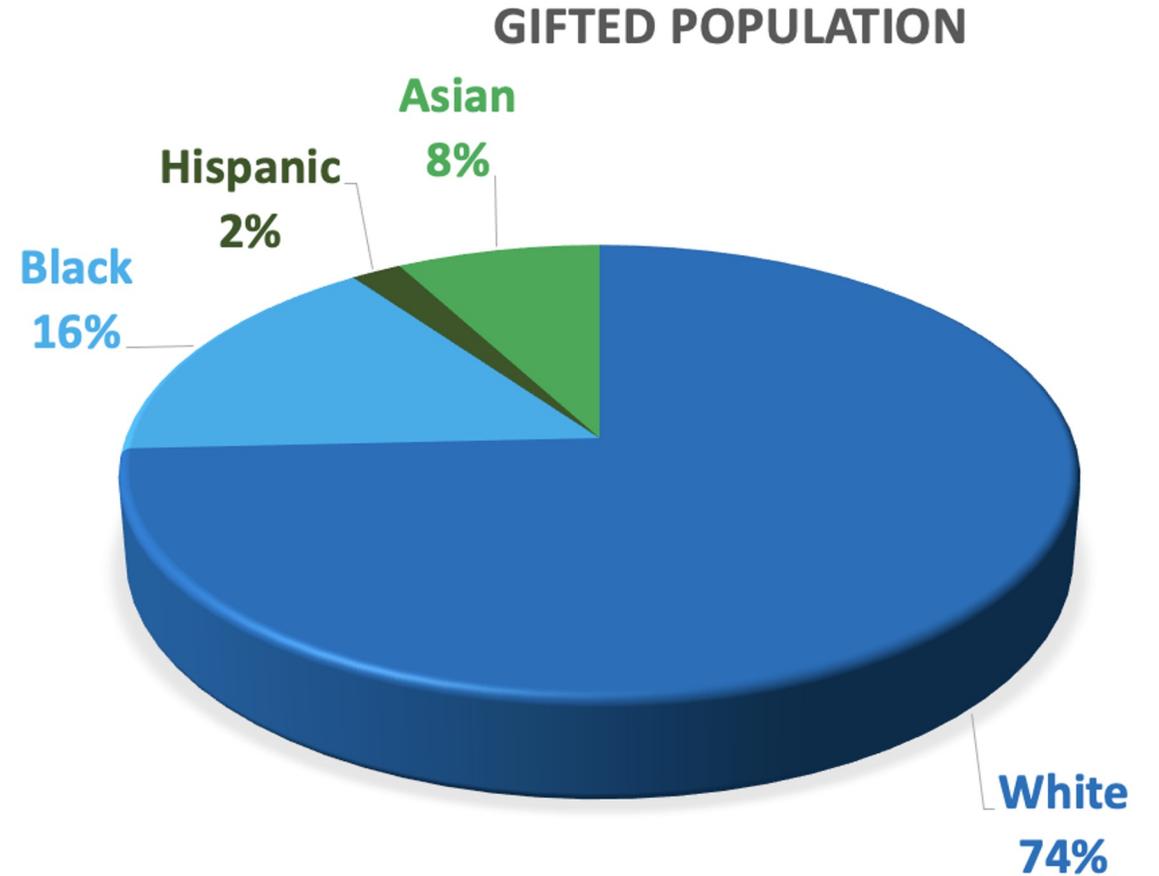
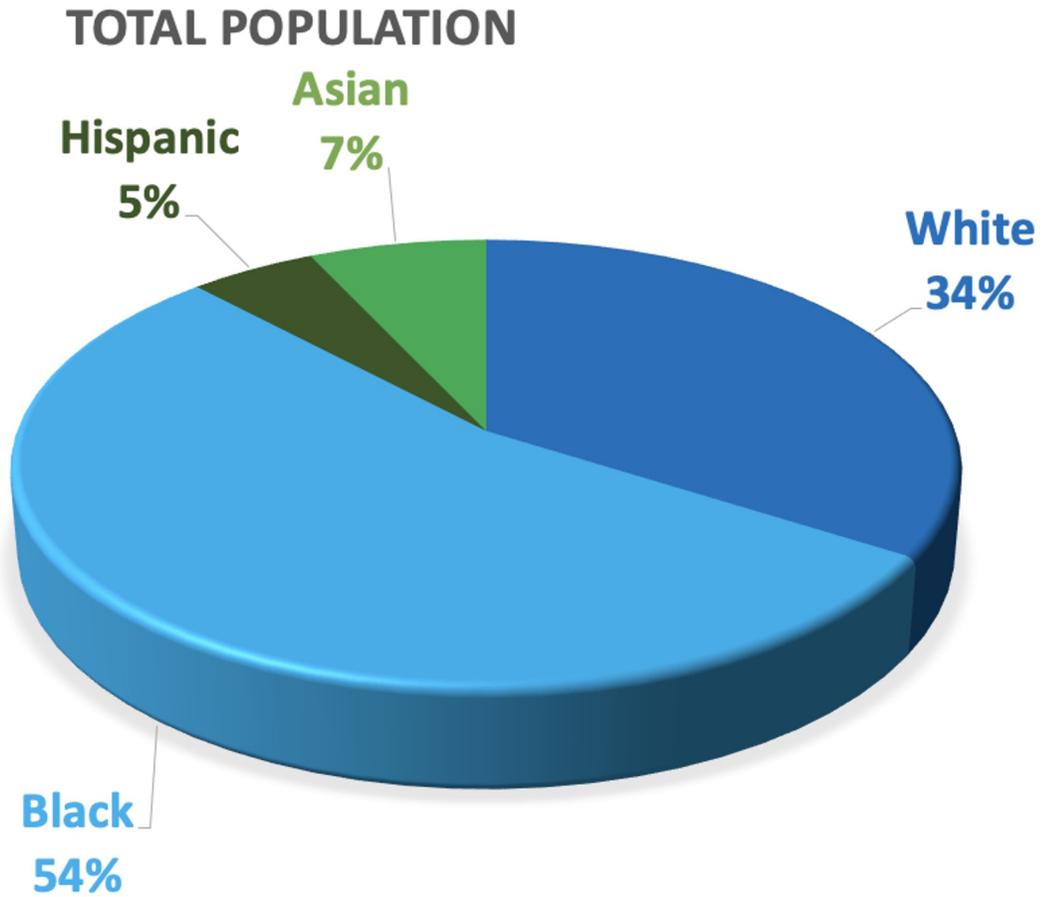
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2017 Total Population vs 2017 Gifted Racial Demographics



Dr. Ford

Donna Y Ford, PhD., is a professor at Ohio State University, and formerly Vanderbilt University and one of the leading experts/authorities on gifted Black students, specifically recruitment into gifted programming. She has authored over 150 academic papers, has received numerous awards, and has held leadership positions at the National Association for Gifted Children. She is also the author of three authoritative books on the topic of gifted education and black students:

- *Recruiting and Retaining Culturally Different Students in Gifted Education*
- *Reversing Underachievement Among Gifted Black Students*
- *Multicultural Gifted Education*

Dr. Ford began working with CSD in 2016, and was the lead author on our gifted audit. She has visited CSD on numerous occasions, conducted data reviews, walkthroughs of our gifted classrooms, and presented to the Education Affairs Committee in 2017. Her work, and recommendations, have charted the course CSD has been on since that time.



Dr. Ford's Equity Formula

20% Equity Formula & Minimum Goal

1. Black students = **19% of school district** but 10% of gifted program.
Calculate 20% of the total % of Black students in the school district.
(20% x 19% = 3.8%)



2. Using the percentage from #1, calculate the adjusted target percentage. This will provide the target representation for Black students in the gifted program.
EQUITY GOAL (19% - 3.8% = 15.2%)

The **minimal number/percentage** of Black students who should be identified and served in the school is 15.2%. If the percentage is less than this, then under-representation is unreasonable and discrimination may be at work.

****MUST INCREASE GIFTED REPRESENTATION FROM 10% TO MINIMUM OF 15.2%****

2nd method:

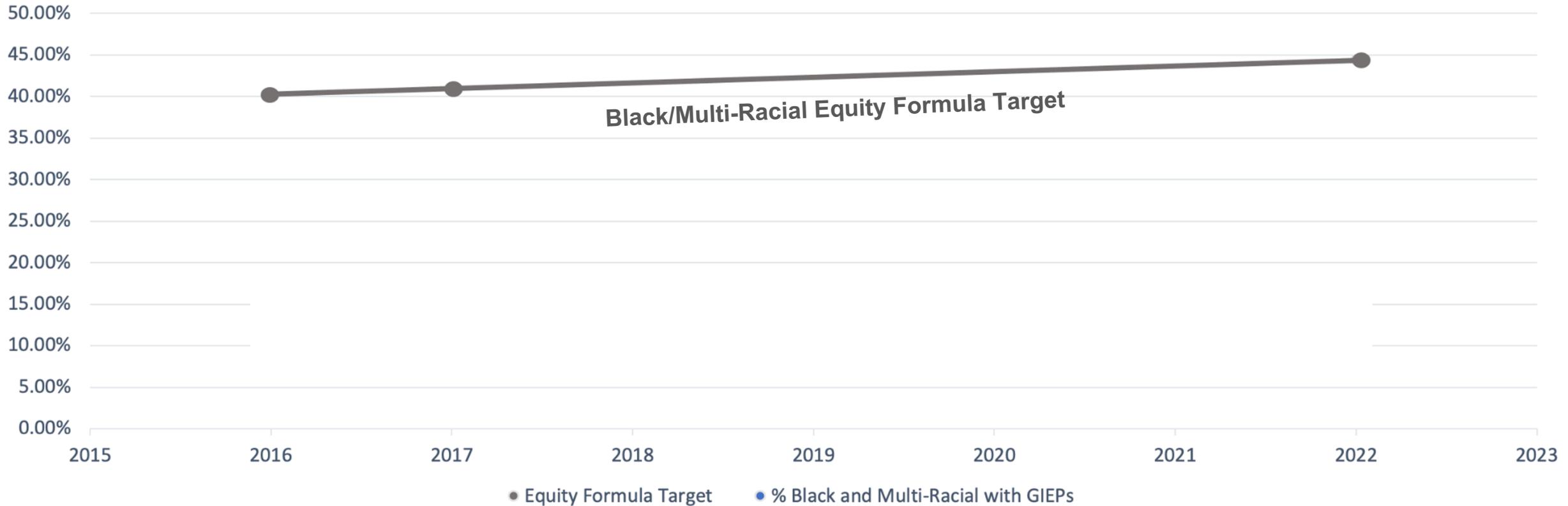
EEOC 80%

80% x Total percent of Black students in district
(.8 x 19 = 15.2)

Ford, D.Y. (2013). *Recruiting and retaining culturally different students in gifted education.*

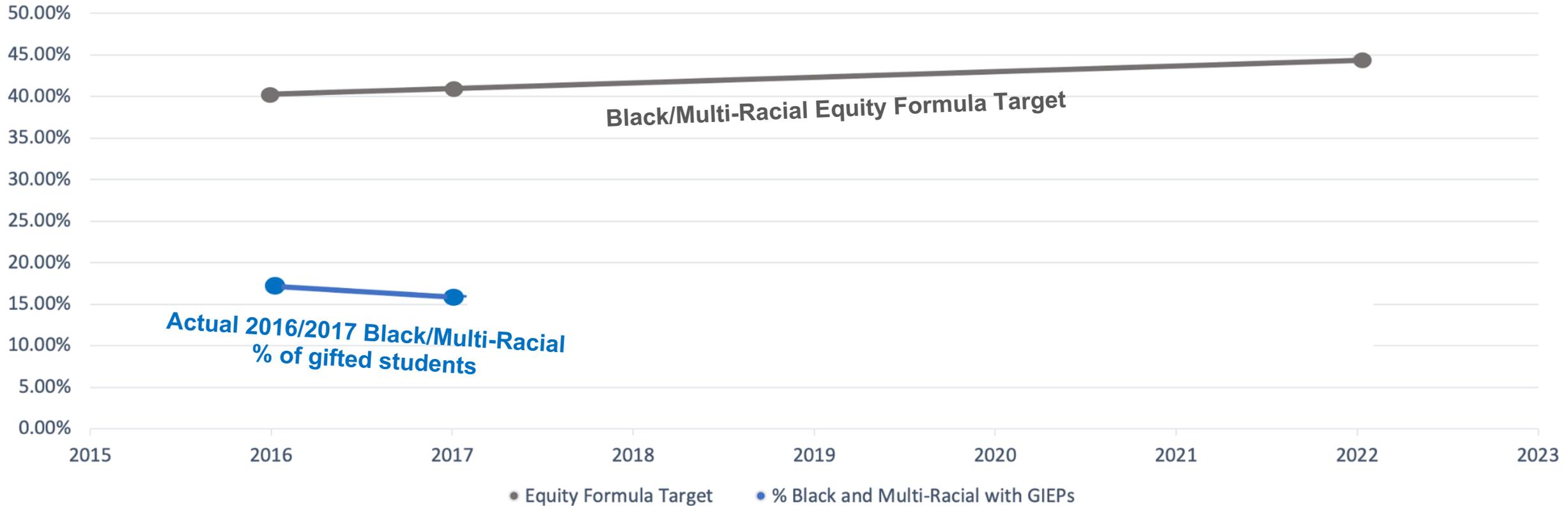
2017 Equity Formula and Projections for Black and Multi-Racial Students

CSD Gifted Education Equity Performance Projections Based on 2017 Data



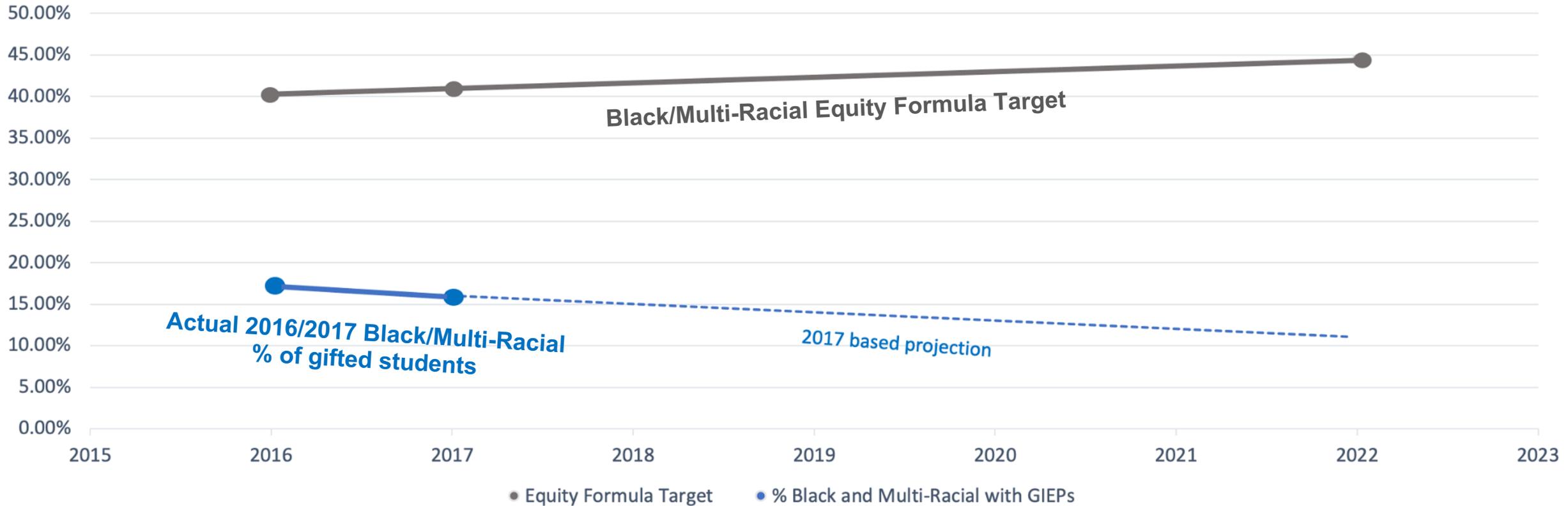
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2017 Equity Formula and Projections for Black and Multi-Racial Students

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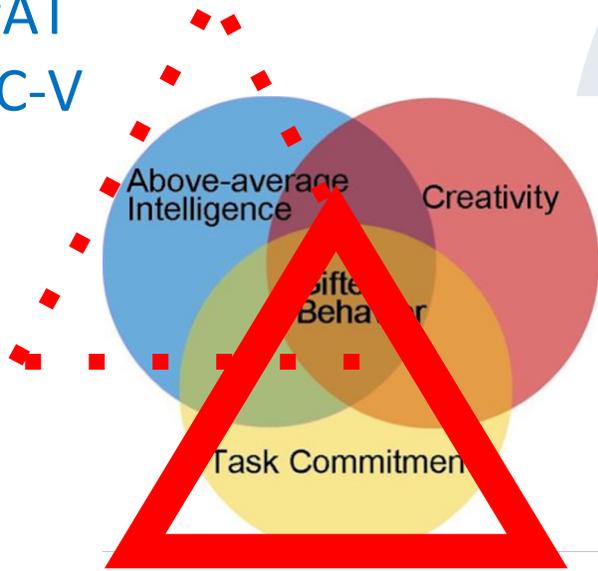
Building the Bridge as We Cross

- Disproportionality is a well documented phenomenon
- There is no currently developed blueprint to solve the issue
- Cheltenham is attempting to solve everyone's problem
- We are taking on an experimental mindset; informed by data we keep what works and discard what does not



Gifted Identification Protocol circa 2017

CogAT
WISC-V



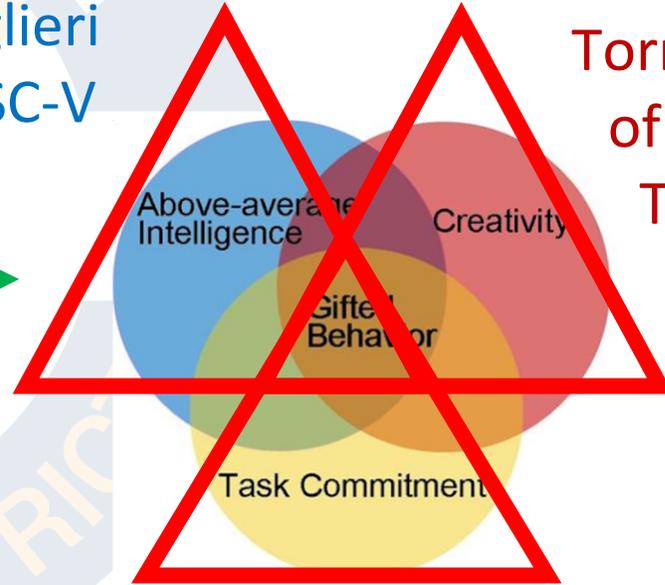
Teacher Recommendations
Report Cards

X



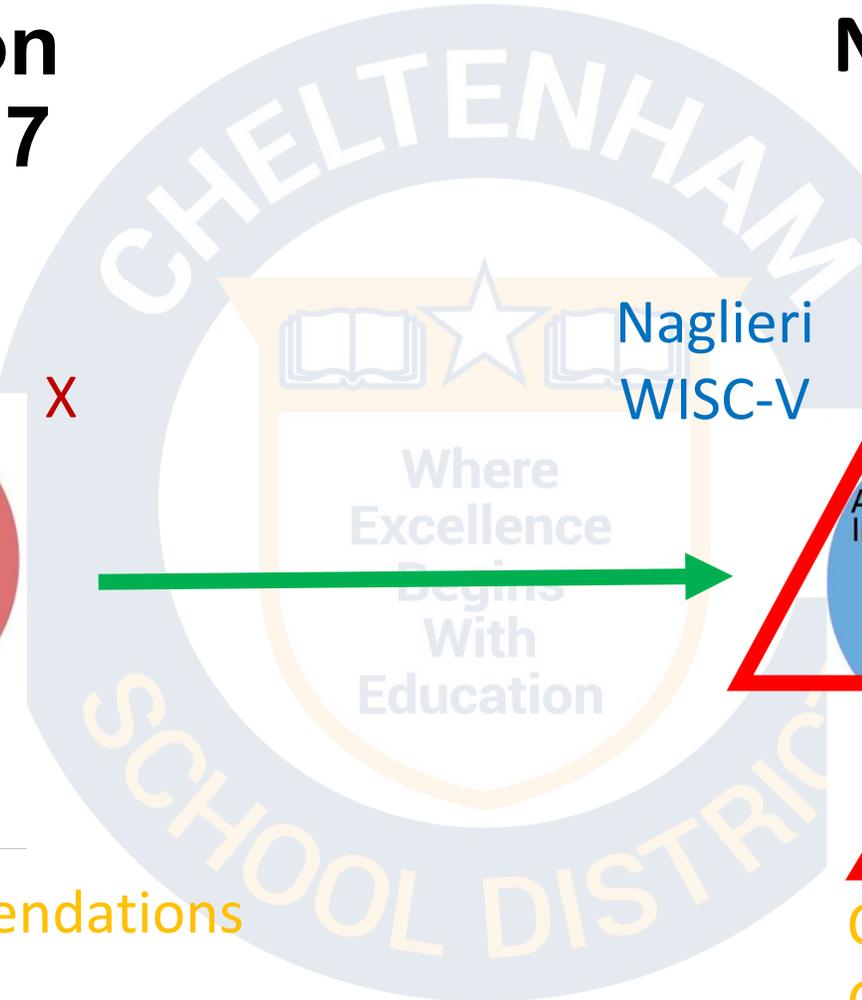
New Gifted Identification Protocol

Naglieri
WISC-V



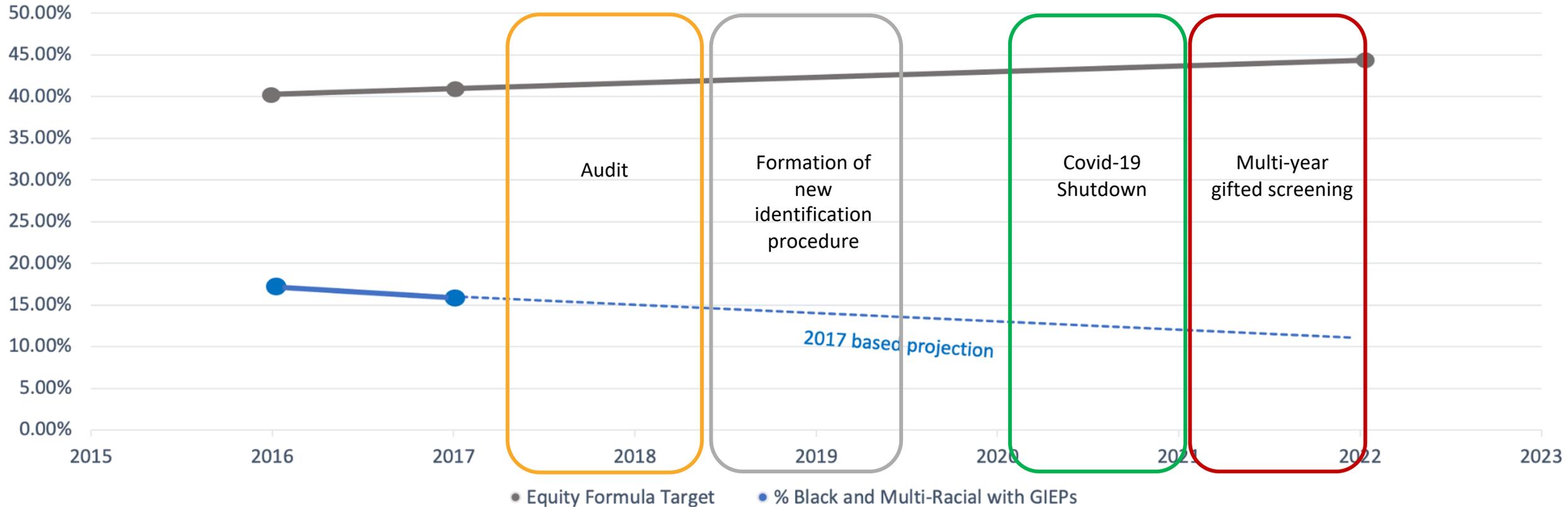
Torrance Test
of Creative
Thinking

Computer Adaptive Tests:
CDT + iXL + MAP



Timeline of Testing and Assessment

CSD Gifted Education Equity Performance Projections Based on 2017 Data



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Where Excellence Begins With Education Improving Equity of Access

A review of innovations made to our gifted identification process

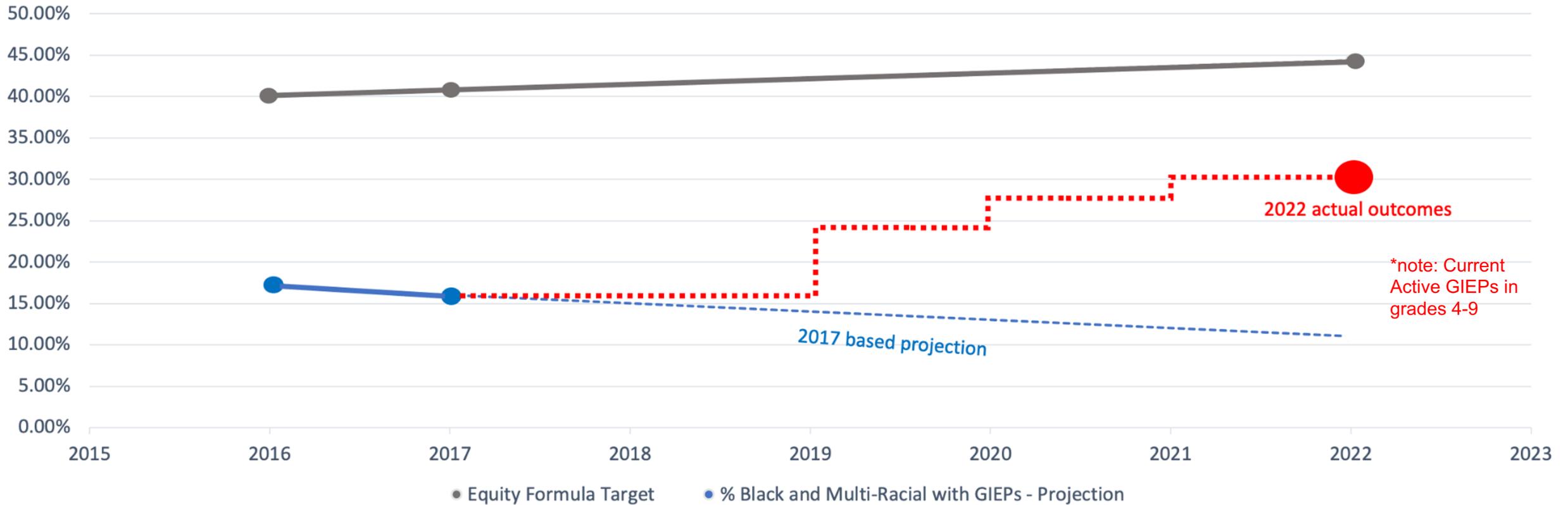
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Current Data

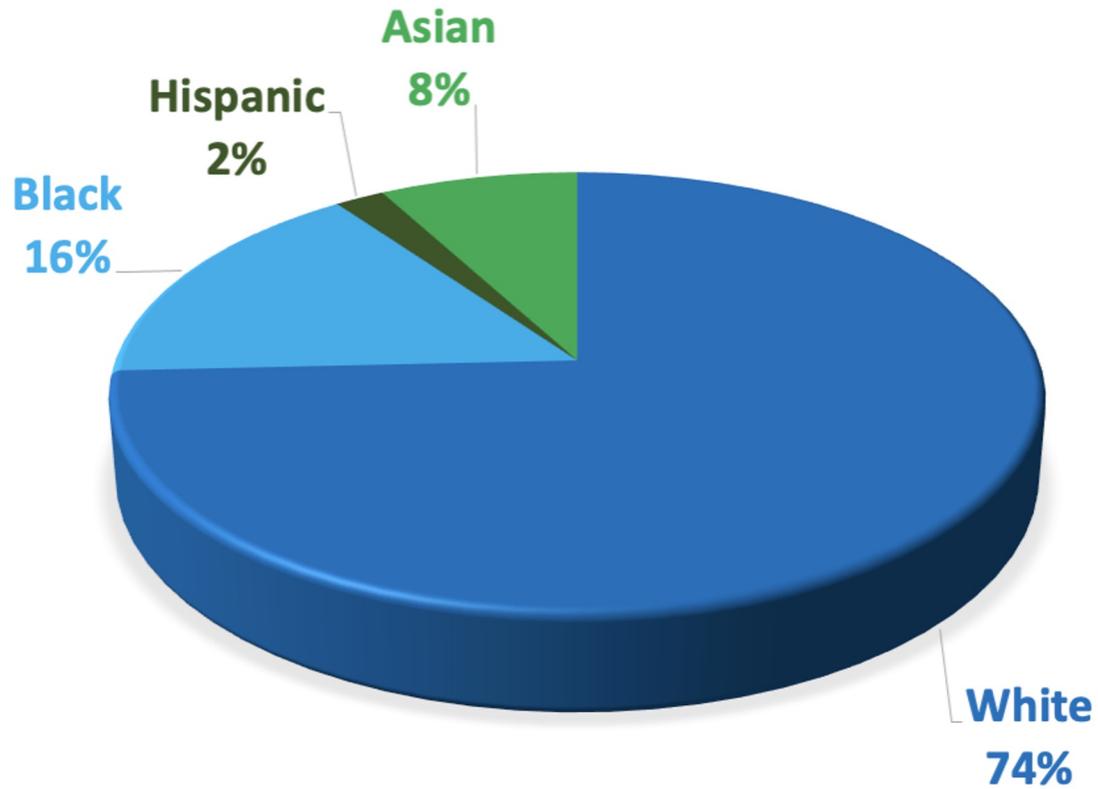
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2022 Actual Data

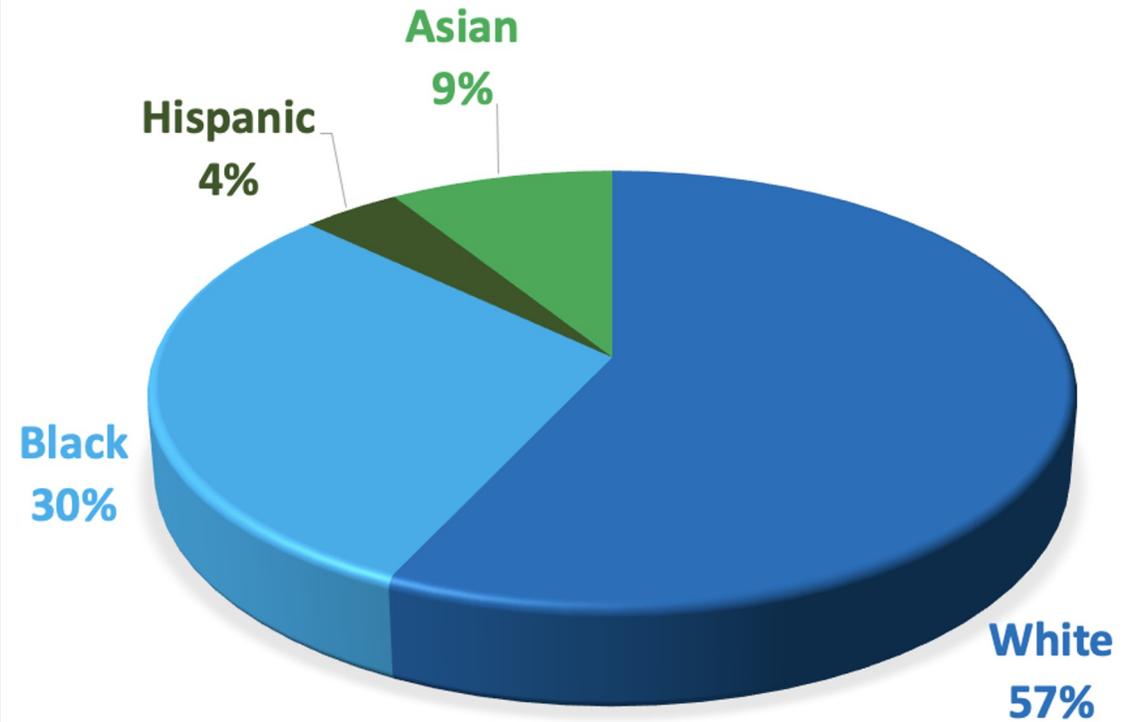
CSD Gifted Education Actual Equity Performance with Current 2022 Data



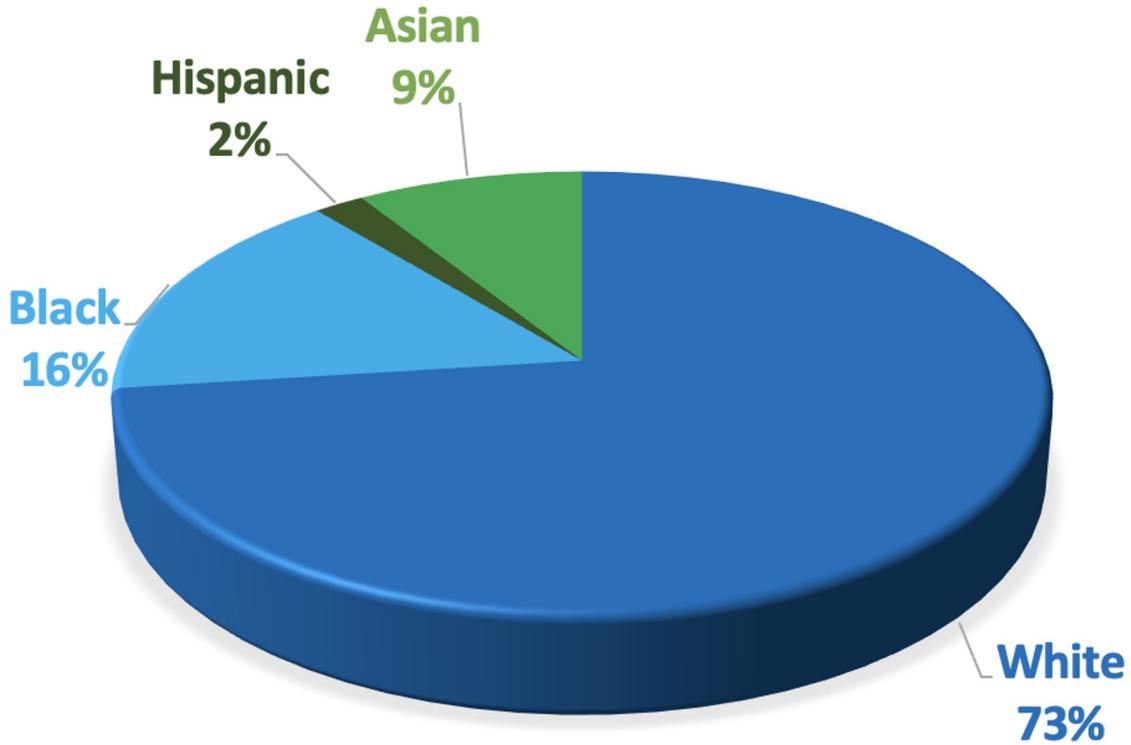
2017
GIFTED POPULATION



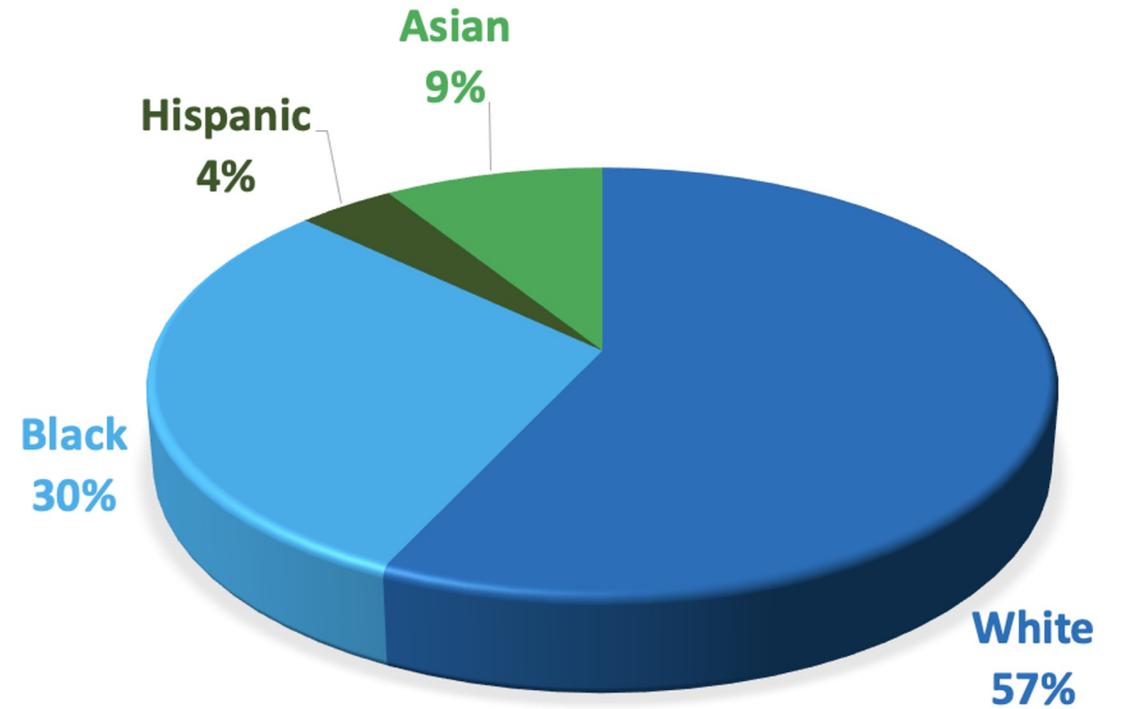
2022 GRADES 4-9 GIFTED



2022 K-3 AND 10-12 GIFTED POPULATION

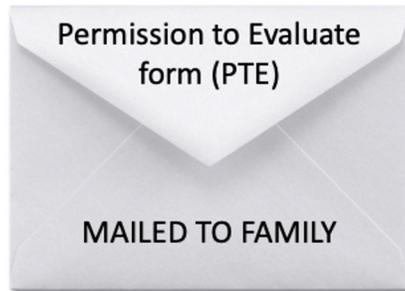


2022 GRADES 4-9 GIFTED



Universal Screening (Naglieri)

Spring of 2nd Grade



60 Calendar Days



Torrance
CDT
Input Forms
WISC-V



GIEPs

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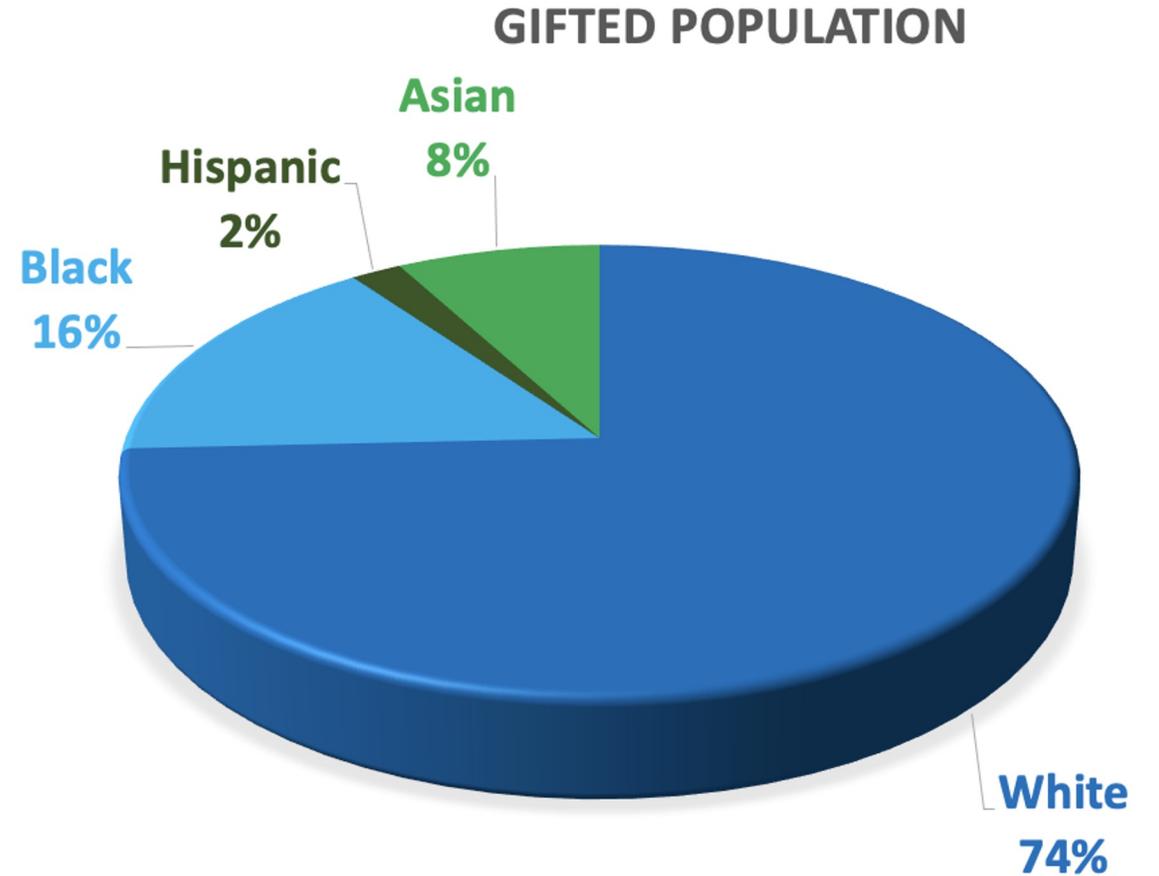
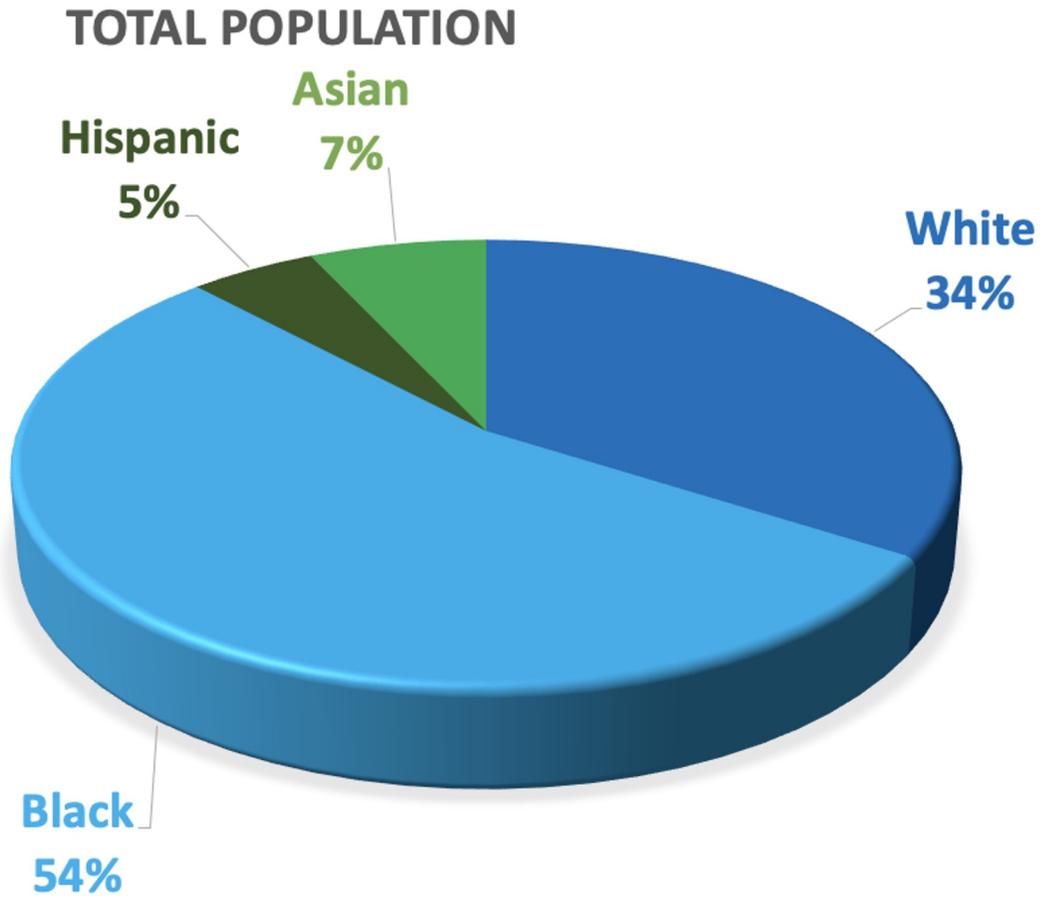
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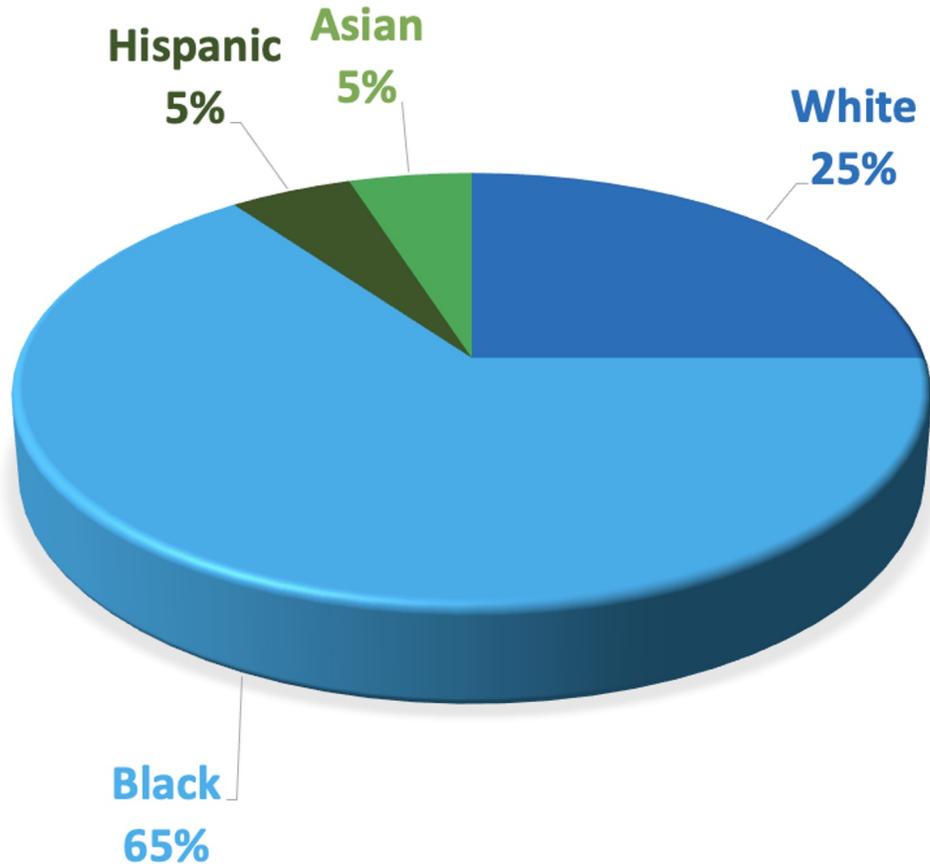
Appendix

2017 Total Population vs 2017 Gifted Racial Demographics

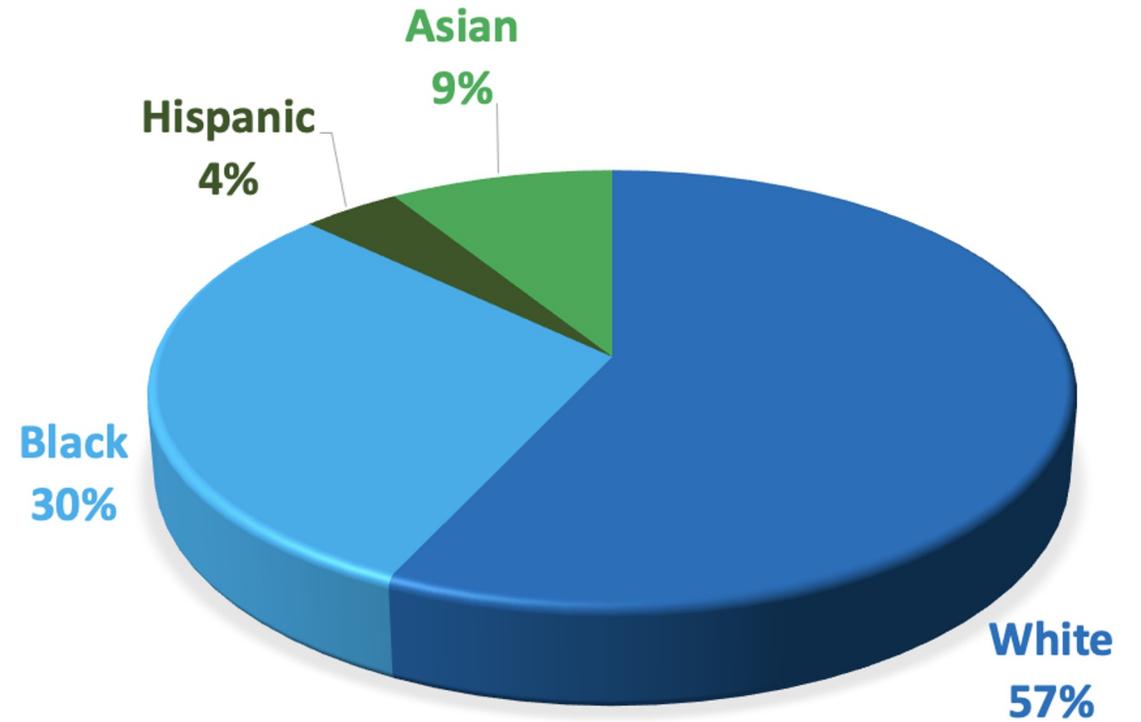


2022 4-9 Total Population vs 2022 Gifted Racial Demographics

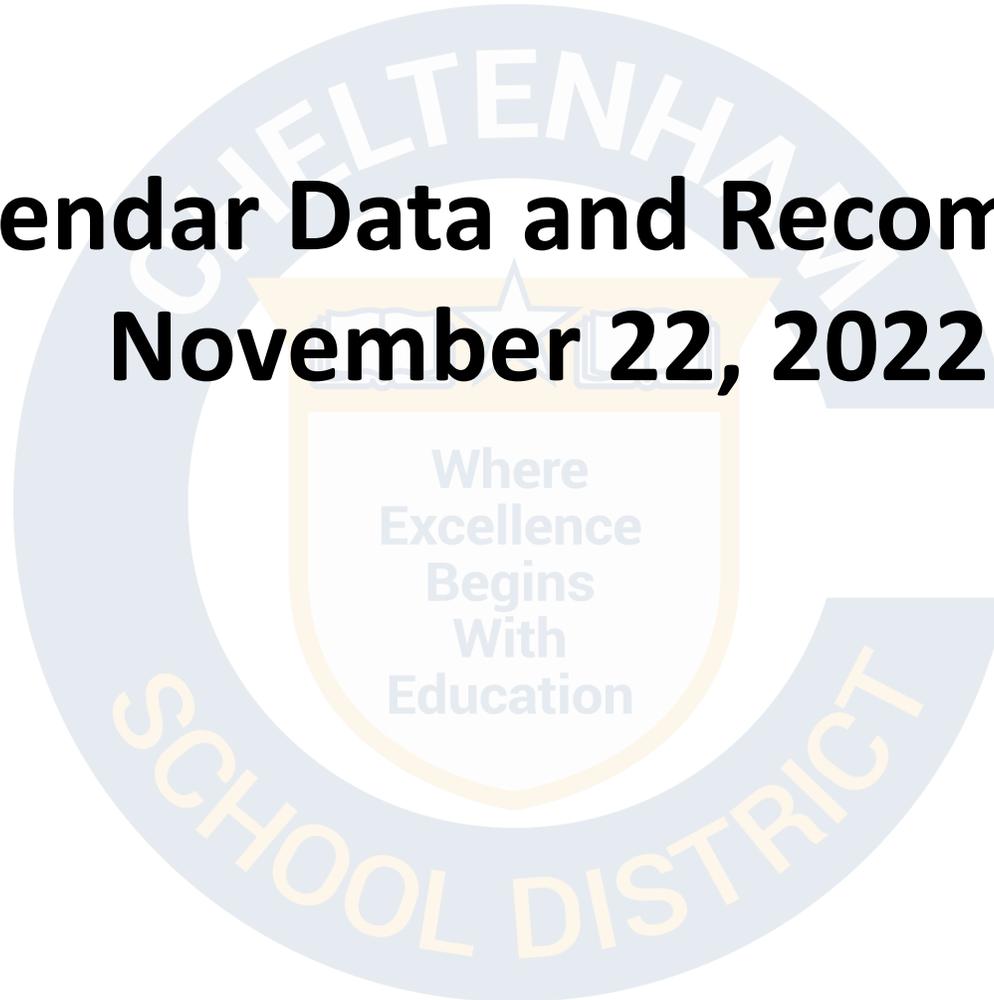
2022 GRADES 4-9 TOTAL POPULATION



2022 GRADES 4-9 GIFTED



School Calendar Data and Recommendations
November 22, 2022



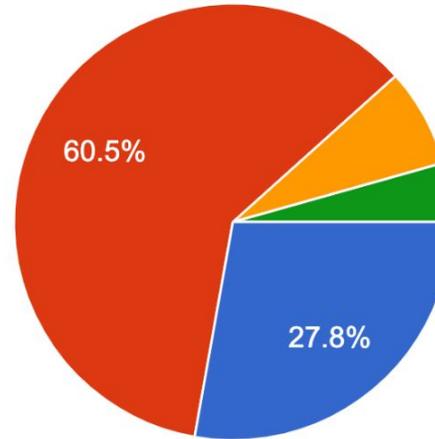
For Consideration

- Rethink Spring Break
 - Current calendar indicates a full week before Easter Sunday
 - Proposed calendar would include Thursday, Friday, and the Monday following Easter

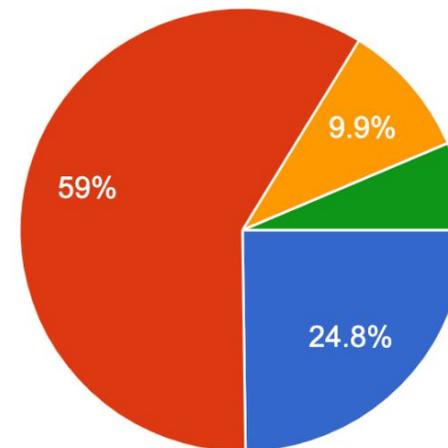
For Consideration

- Half-Day Schedules for Professional Learning
 - Early Dismissal every other Wednesday (twice a month)
 - No impact on transportation options
 - Right at School, Aftercare for Grades K-6 at \$46 per month

If CSD moves to biweekly early dismissals, families will mostly continue with their current afterschool childcare option



Currently, on early dismissal Wednesdays, what does your child do after school?

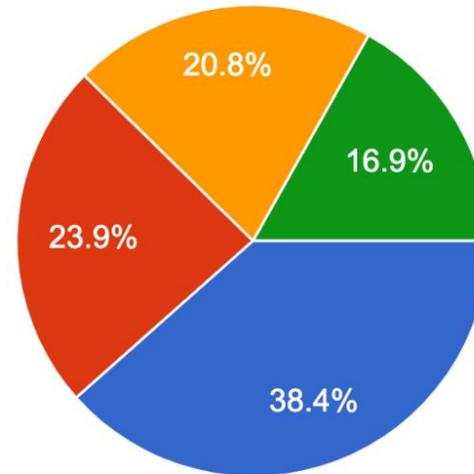


if early dismissal Wednesdays are increased in frequency to every other week, which of the following would you likely utilize as your after-school childcare plan?

- They are picked up from school by car
- They take the bus home
- They attend CSD's sponsored Aftercare program (\$23 per month)
- We have arranged an alternative childcare option

62% of families are positive or neutral about increasing the frequency of early dismissal Wednesdays. 21% feel the change is not needed, and 17% will be negatively impacted.

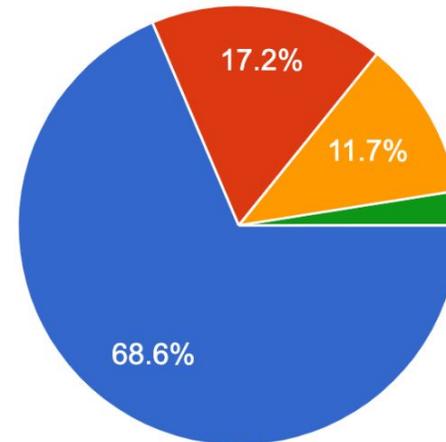
Which of the following statements best captures your thoughts on the increased frequency of early dismissal Wednesdays?



- I think it is great that our teachers will have more time to collaboratively plan and learn together
- I do not have a strong opinion about the increased frequency of early dismissal Wednesdays
- I think this change seems unnecessary
- This change will be a logistical and financial hardship on my family

In comparison, 86% of CEA are positive or neutral about increasing the frequency of early dismissal Wednesdays. 12% feel the change is not needed, and 2% will be negatively impacted.

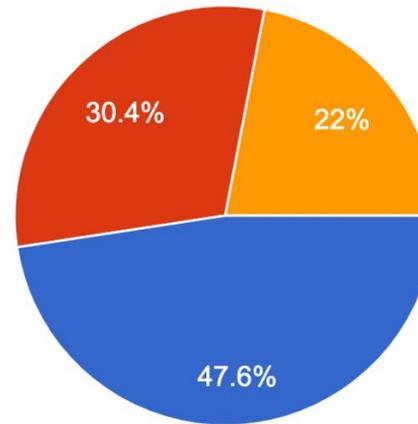
Which of the following statements best captures your thoughts on the increased frequency of early dismissal Wednesdays?



- I think it is great that we will have more time to collaboratively plan and learn together
- I do not have a strong opinion about the increased frequency of early dismissal Wednesdays
- I think this change seems unnecessary
- This change will be a logistical hardship on me

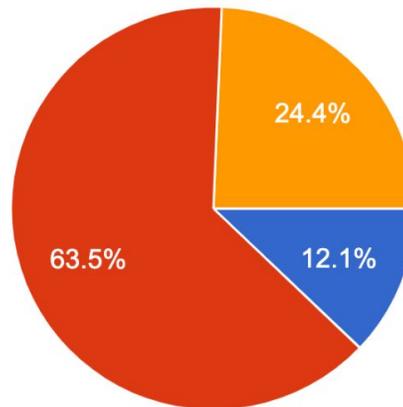
70% of families are positive or neutral about the proposed adjustments to the Spring Break holiday. 30% do not support the change.

If the change were to occur, 88% of families would not be significantly impacted. 12% would have to manage a related hardship.



- Yes
- No
- I don't have a strong opinion

Based on this very brief description, do you think that this would be a positive change to our current academic calendar?

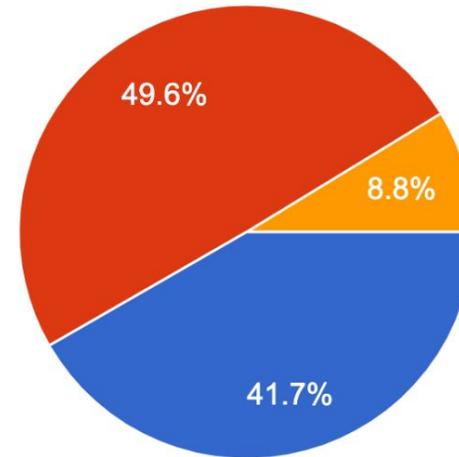


- Yes, this change would create a hardship for my family to manage
- No, this change poses no challenges to our family
- Somewhat, there are some adjustments we would have to make that are largely manageable

Would this change to the calendar present your family with any hardships related to childcare, or other similar challenges?

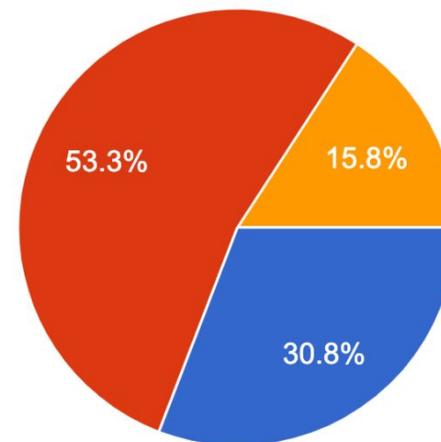
In comparison, 51% of CEA are positive or neutral about the proposed adjustments to the Spring Break holiday. 50% do not support the change.

If the change were to occur, 29% of CEA would not be significantly impacted. 31% would have to manage a related hardship.



- Yes
- No
- I don't have a strong opinion

Based on this very brief description, do you think that this would be a positive change to our current academic calendar?



- Yes, this change would create a hardship for my family to manage
- No, this change poses no challenges to our family
- Somewhat, there are some adjustments we would have to make that are largely manageable

Would this change to the calendar present your family with any hardships related to childcare, or other similar challenges?

CSD CHELTENHAM SCHOOL DISTRICT

2023-2024 Academic Calendar

July 2023

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	★	29	30	31		

September 2023

Su	M	T	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



**Cheltenham School District
2023-2024
Academic Calendar**

July 4 Independence Holiday – Offices Closed
 Aug 14-17 New Teacher Induction
 Aug 22 All Staff – Prof. Development Days #1
 Aug 23 Teachers & Para-professionals Prof. Development Days #2
 Aug 24 In-Service Day #3
 Aug 25 Schools Closed/Offices Open
 Aug 28 1st Day of School
 Sept 1 Schools Closed/Offices Open
 Sept 4 Labor Day – Schools/Offices Closed
 Sept 5 Yom Kippur – Schools/Offices Closed
 Oct 9 Professional Development Day #6
 Nov 7 Professional Development Day #5
 Nov 20 Holiday Dismissal K-8
 Nov 21 *Evening Report Card Conferences
 Parent/Teacher Conferences – No classes K-8
 Nov 22 Parent/Teacher Conferences – No Classes K-12
 Nov 23-24 Thanksgiving – Schools/Offices Closed
 Dec 22 Holiday Dismissal K-12
 Dec 25-26 Winter Break – Schools/Offices Closed
 Dec 27-29 Winter Break – Schools/Offices Open
 Jan 1 Winter Break – Schools/Offices Closed
 Jan 15 MLK Day of Service – Schools/Offices Closed
 Feb 16 Professional Development Day #6
 Feb 19 Presidents’ Day – Schools/Offices Closed
 Mar 12 Holiday Dismissal
 Mar 25-28 Spring Break – Schools Closed/Offices Open
 Mar 29 Spring Break – Schools/Offices Closed
 Apr 23 Professional Development Day #7
 May 27 Memorial Day – Schools/Offices Closed
 CHS Graduation
 Jun 12 Last Student Day (4 snow days included)
 Jun 13 & 14 PD/In-Service Day #8 & #9
 Jun 14 Last Teacher Day (4 snow days included)
 Jun 19 Juneteenth Holiday – Offices Closed

★ First and Last Day of School

Yellow	Schools and Offices Closed
Light Blue	Teacher/Staff Professional Development – No Classes
Red	In-Service – No Classes
Green	Schools Closed/Offices Open
Light Green	No Classes K-8 Parent/Teacher Conferences
Light Purple	No Classes K-12 Parent/Teacher Conferences
Light Blue	CHS Graduation
Light Green	Induction
Light Purple	Administrator Work Day

Act 80 Days (2023) – 8/22, 8/23, 10/9, 11/7, 11/21, 11/22
 Act 80 Days (2024) – 2/15, 4/23
 Student Days: 184 (4 snow days included)
 Teacher Days: 194 (4 snow days included)

Draft A: Weeklong Spring Break

July 2023

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

Su	M	T	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	★	29	30	31	

September 2023

Su	M	T	W	Th	F	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



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 Dec 22 Holiday Dismissal K-12
 Dec 25-26 Winter Break – Schools/Offices Closed
 Dec 27-29 Winter Break – Schools/Offices Open
 Jan 1 Winter Break – Schools/Offices Closed
 Jan 15 MLK Day of Service – Schools/Offices Closed
 Feb 16 Professional Development Day #6
 Feb 19 Presidents’ Day – Schools/Offices Closed
 Mar 12 Holiday Dismissal
 Mar 25-28 Spring Break – Schools Closed/Offices Open
 Mar 29 Spring Break – Schools/Offices Closed
 Apr 23 Professional Development Day #7
 May 27 Memorial Day – Schools/Offices Closed
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Draft B: Shortened Spring Break

October 2023

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

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December 2023

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24	25	26	27	28	29	30
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January 2024

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February 2024

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March 2024

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24	25	26	27	28	29	30
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April 2024

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21	22	23	24	25	26	27
28	29	30				

May 2024

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12	13	14	15	16	17	18
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26	27	28	29	30	31	

June 2024

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23	24	25	26	27	28	29
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October 2023

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024

Su	M	T	W	Th	F	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March 2024

Su	M	T	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
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June 2024

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CSD CHELTHENHAM SCHOOL DISTRICT

2024-2025 Academic Calendar

July 2024

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

t=7 s=4

August 2024

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	★	27	28	29	30	31

t=7 s=4

September 2024

Su	M	T	W	Th	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

t=20 s=20

October 2024

Su	M	T	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

t=21 s=20

November 2024

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

t=19 s=16/17

December 2024

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

t=15 s=15

January 2025

Su	M	T	W	Th	F	Sa
			1	2	3	4
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t=21 s=21

February 2025

Su	M	T	W	Th	F	Sa
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March 2025

Su	M	T	W	Th	F	Sa
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t=21 s=21

April 2025

Su	M	T	W	Th	F	Sa
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May 2025

Su	M	T	W	Th	F	Sa
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t=21 s=20

June 2025

Su	M	T	W	Th	F	Sa
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15	★	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

t=13 s=11



Cheltenham School District 2024-2025 Academic Calendar

July 4
 Aug 12-15
 Aug 20
 Aug 21
 Aug 22
 Aug 23
 Aug 25
 Aug 30
 Sept 2
 Oct 3-4
 Oct 14
 Nov 5
 Nov 25
 Nov 26
 Nov 27
 Nov 28-29
 Dec 20
 Dec 21-25
 Dec 26-27, 30
 Dec 31-Jan 1
 Jan 20
 Feb 14
 Feb 17
 Apr 11
 Apr 14-17
 Apr 18
 May 20
 May 26
 Jun 10
 Jun 16
 Jun 17 & 18
 Jun 18
 Jun 19

Independence Holiday – Offices Closed
 New Teacher Induction
 All Staff – Prof. Development Days #1
 Teachers & Para-professionals Prof. Development Days #2
 In-Service Day #3
 Schools Closed/Offices Open
 1st Day of School
 Schools Closed/Offices Open
 Labor Day – Schools/Offices Closed
 Rosh Hashanah – Schools/Offices Closed
 Professional Development Day #4
 Professional Development Day #5
 Holiday Dismissal K-8
 *Evening Report Card Conferences
 Parent/Teacher Conferences – No Classes K-8
 Holiday Dismissal
 Parent/Teacher Conferences – No Classes K-12
 Thanksgiving – Schools/Offices Closed
 Holiday Dismissal K-12
 Winter Break – Schools/Offices Closed
 Winter Break – Schools Closed/Offices Open
 Winter Break – Schools/Offices Closed
 MLK Day of Service – Schools/Offices Closed
 Professional Development Day #6
 Presidents' Day – Schools/Offices Closed
 Holiday Dismissal
 Spring Break – Schools Closed/Offices Open
 Spring Break – Schools/Offices Closed
 Professional Development Day #7
 Memorial Day – Schools/Offices Closed
 CHS Graduation
 Last Student Day (4 snow days included)
 PD/In-Service Day #8 & #9
 Last Teacher Day (4 snow days included)
 Juneteenth Holiday – Offices Closed

★ First and Last Day of School

Schools and Offices Closed
Teacher/Staff Professional Development – No Classes
In-Service – No Classes
Schools Closed/Offices Open
No Classes K-8 Parent/Teacher Conferences
No Classes K-12 Parent/Teacher Conferences
CHS Graduation
Induction
Administrator Work Day
Act 80 Days (2023) – 8/20, 8/21, 10/3/4, 11/5, 11/26, 11/27
Act 80 Days (2024) – 2/14, 5/20
Student Days: 184 (4 snow days included)
Teacher Days: 194 (4 snow days included)

Draft A: Weeklong Spring Break

July 2024

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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October 2024

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		1	2	3	4	5
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January 2025

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April 2025

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August 2024

Su	M	T	W	Th	F	Sa
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November 2024

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17	18	19	20	21	22	23
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t=19 s=16/17

February 2025

Su	M	T	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	

t=19 s=18

May 2025

Su	M	T	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

t=21 s=20

September 2024

Su	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

t=20 s=20

December 2024

Su	M	T	W	Th	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

t=15 s=15

March 2025

Su	M	T	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					

t=21 s=21

June 2025

Su	M	T	W	Th	F	Sa
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8	9	10	11	★	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

t=11 s=9



Cheltenham School District 2024-2025 Academic Calendar

July 4
 Aug 12-15
 Aug 20
 Aug 21
 Aug 22
 Aug 23
 Aug 25
 Aug 30
 Sept 2
 Oct 3-4
 Oct 14
 Nov 5
 Nov 25
 Nov 26
 Nov 27
 Nov 28-29
 Dec 20
 Dec 21-25
 Dec 26-27, 30
 Dec 31-Jan 1
 Jan 20
 Feb 14
 Feb 17
 Apr 11
 Apr 14-17
 Apr 18
 May 20
 May 26
 Jun 10
 Jun 12
 Jun 13 & 16
 Jun 16
 Jun 19

Independence Holiday – Offices Closed
 New Teacher Induction
 All Staff – Prof. Development Days #1
 Teachers & Para-professionals Prof. Development Days #2
 In-Service Day #3
 Schools Closed/Offices Open
 1st Day of School
 Schools Closed/Offices Open
 Labor Day – Schools/Offices Closed
 Rosh Hashanah – Schools/Offices Closed
 Professional Development Day #4
 Professional Development Day #5
 Holiday Dismissal K-8
 *Evening Report Card Conferences
 Parent/Teacher Conferences – No Classes K-8
 Holiday Dismissal
 Parent/Teacher Conferences – No Classes K-12
 Thanksgiving – Schools/Offices Closed
 Holiday Dismissal K-12
 Winter Break – Schools/Offices Closed
 Winter Break – Schools Closed/Offices Open
 Winter Break – Schools/Offices Closed
 MLK Day of Service – Schools/Offices Closed
 Professional Development Day #6
 Presidents' Day – Schools/Offices Closed
 Holiday Dismissal
 Spring Break – Schools Closed/Offices Open
 Spring Break – Schools/Offices Closed
 Spring Break – Schools Closed/Offices Open
 Professional Development Day #7
 Memorial Day – Schools/Offices Closed
 CHS Graduation
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 Last Teacher Day (4 snow days included)
 Juneteenth Holiday – Offices Closed

★ First and Last Day of School

Schools and Offices Closed
Teacher/Staff Professional Development – No Classes
In-Service – No Classes
Schools Closed/Offices Open
No Classes K-8 Parent/Teacher Conferences
No Classes K-12 Parent/Teacher Conferences
CHS Graduation
Induction
Administrator Work Day
Act 80 Days (2023) – 8/20, 8/21, 10/9, 11/7, 11/21, 11/22
Act 80 Days (2024) – 2/16, 4/23
Student Days: 184 (4 snow days included)
Teacher Days: 194 (4 snow days included)

Draft B: Shortened Spring Break

Recommendation from the Calendar Committee

- The Calendar Committee supports or is neutral to a new Spring Break schedule.
- The Calendar Committee supports biweekly early dismissals.

Recommendation from the Office of Education

The Office of Education recommends an updated Spring Break and support biweekly early dismissals on Wednesdays.

**Recommendation from the
Curriculum Instruction Professional Development (CIPD)
Committee**

The CIPD recommends an updated Spring Break and supports biweekly early dismissals on Wednesdays.

Biweekly Early Dismissals

	Positive Response	Neutral Response	Does Not Recommend	Indicate a Hardship Associated with this change
CEA	68.6%	17.2%	11.7%	2.5%
CSD Families	38.4%	23.9%	20.8%	16.9%

Modified Spring Break

	Agree	Disagree	Neutral	Indicate a Hardship Associated with this change
CEA	41.7%	17.2%	49.6%	30.8%
CSD Families	47.6%	30.4%	22%	12.1%

Next Steps...

The CSD Board of School Directors will vote and approve the 2023-2024 and 2024-2025 Academic Calendars at the December 2022 Legislative Meeting.

Questions



Innovation Grant:
A Review of CSD's Selection
as a Fluxspace Pandemic Recovery
Fund Grant Partner

Office of Education
November 2022

THE REPORTER 'How big we can dream': Norristown, Cheltenham...

LATEST HEADLINES

'How big we can dream': Norristown, Cheltenham school districts to receive STEM learning spaces

Norristown ed tech consulting firm awarded county COVID-19 grant for initiative



Flexible learning spaces are placed throughout Fluxspace, located at 60 Buttonwood St. in Norristown. (Rachel Ravina — MediaNews Group)

By RACHEL RAVINA | ravina@thereporteronline.com | The Reporter
October 23, 2022 at 5:54 a.m.

NORRISTOWN — Innovation is in sight for two Montgomery County school districts, which will soon revamp its buildings to include modern learning centers.

Fluxspace, a Norristown-based education technology consulting firm, was awarded roughly \$2 million through Montgomery County's Recovery Office. The grant came from the county's portion of American Rescue Plan Act proceeds. The Cheltenham and Norristown Area school districts will be partners in the program.

"It feels great," said Norristown Area School District Superintendent Christopher Dormer. "The community of learning that we're going to bring to bear here is going to be larger than just us going in it ourselves."

The COVID-19 relief dollars will cover furniture and technology, as well as professional development services for a period of five years. Pedagogy (the method and practice of teaching, especially as an academic subject or theoretical concept) expert Julia Skolnik and representatives from the Montgomery County Intermediate Unit will provide assistance.

TRAIL ZEST: NEW TONES ON THE TRAIL
New tones for the trail are here. Same speed, new hues.

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SIGN UP

Follow Us

All the Best Brands for Thanksgiving Day
Set your best T-giving table ever with your favorite brands of linens, flatware & more.

Cheltenham School District will receive over \$635,000 for:

- Project Based Learning
- STEM programming
- Innovative Instructional Practices



Director of Innovation

RYNE ANTHONY

Ryne Anthony is a former eighth grade teacher and educational technology coach. He is passionate about engaging students through hands-on and innovative learning experiences. For the past 7 years, Ryne has helped organizations create 21st-century learning environments through programs and experiences that should take place in them.



Where
excellence
Begins
With
Education

- In 2019 Dr. Reilly connected with Ryne Anthony in the then newly formed fluxspace.
- Since 2019, CSD has been a regular visitor and collaborator with fluxspace around STEM, PBL and gifted education.



The Process

- Following a project scope and application process in the summer of 2022, CSD was selected as a partner to put the Pandemic Recovery Funds to use around innovation in the classroom
- In the early fall of 2022, Dr. Scriven, Dr. Reilly, and Matt Pimental met with Ryne Anthony and Bill Corbett to formally begin our collaboration



transforming education
in Montgomery County

CHELTENHAM SCHOOL DISTRICT



Pandemic Recovery Funds

key objectives

Help LEAs (Montgomery County School Districts) transform the experience of “learning”, by providing more than just an education.

Create student-centered learning environments and the experiences that take place within those environments.

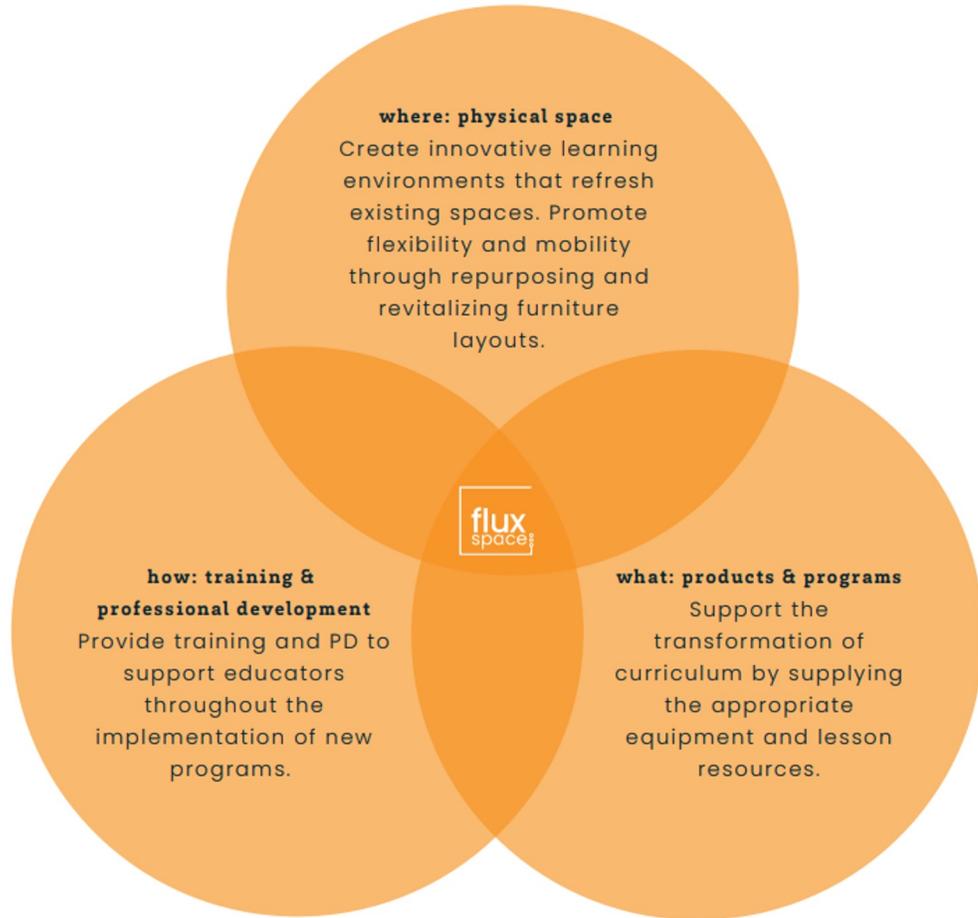
Create innovative and collaborative spaces that excite students about learning and educators about teaching.

Supply the appropriate technology, learning resources/curricula, equipment, and furniture to support innovative learning experiences.

Provide the necessary amount of support, training and professional development for proper integration, implementation and sustainability.

Place structures of support to ensure true lasting transformations.

Provide students and educators in Montgomery County learning experiences outside of school.



The Three Pillars:

1) Physical Spaces

1) Training and Professional Development

1) Products and Programs

comprehensive plan

01 PHYSICAL SPACE identify, design, create, install COMPLETED BY MAY 2023

i. In collaboration with Corbett Inc. consultant/advisor and design team, transform identified spaces into engaging learning environments. This will be done by conducting consultation with the user groups and following the process below.

phases

one DESIGN, CONSULTATION & SPECIFICATION

- User Consultation Session
- Develop Working Drawings and Renderings
- Specify Product & Finishes
- Ordering & Delivery of Samples
- Review Feedback from the Client
- Project Budgeting
- Finalize Design
- Submit Quote

two ORDER PROCESSING & FULFILLMENT

- Final Review of Drawings and Order
- Prepare Purchase Orders
- Prepare Installation Schedule

three DELIVERY & INSTALLATION

- Track Orders From All Vendors
- Prepare Installation Schedule
- Prepare for Delivery Within 60 Days of the Order Date
- Product Installation

four PROJECT COMPLETION

- Walk-through with Client
- Client sign-off that installation meets expectations

Physical Space Improvements

1) Elementary STEM and Challenge spaces

1) Secondary Challenge and PBL rooms

1) Audit for other space improvements

a) Science rooms

b) Collaborative work spaces

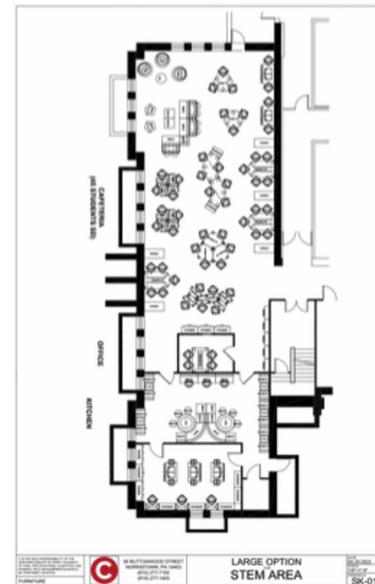
CSD CHELTENHAM SCHOOL DISTRICT



floorplan



renderings



comprehensive plan

02 PRODUCTS & PROGRAMS identify, install, implement

i. Led by Fluxspace, identify the technology needed to create engaging learning experiences. Consultations and demonstrations will be conducted with district personnel and educators (District STEM Team) to help identify solutions that fit the goals and needs.

phases

one CONSULTATION & SPECIFICATION

Selection from following products

- Fork Farms : portable and vertical hydroponic grow systems
- Makey Makey : turn everyday objects into a touchpad
- Strawbees : flexible building kits that help develop complex skills
- Phidgets : enabling software applications to interact with the physical world
- Sams Lab : solutions that integrate STEAM and coding into any school
- Flux Inc. : smart desktop laser cutter for creativity
- Craftbot : 3D printer to bring CAD designs to life
- Edison : a robot designed to bring coding to life
- Clear Touch : interactive display for classrooms
- Lenovo : laptops, chromebooks, and computers
- Interactive Boards, TVs, and Displays

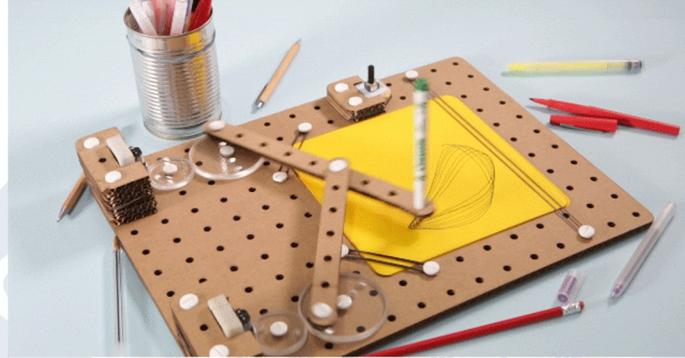
two ORDER PROCESSING & FULFILLMENT

Final Review of Drawings and Order
Prepare Purchase Orders
Prepare Installation Schedule

three DELIVERY & INSTALLATION

Track Orders From All Vendors
Prepare Installation Schedule
Prepare for Delivery Within 60 Days of the Order Date
Product Installation

COMPLETED BY MAY 2023



comprehensive plan cont.

03 TRAINING – PROFESSIONAL DEVELOPMENT – TECH SUPPORT

i. In collaboration with Fluxspace, Montgomery County IU, Personalized Learning Group and participating school districts, create a training and personalized development plan to address various needs and concepts (i.e. the use of STEM technologies, Design Thinking, the Science of Learning, etc.)

The timeline of workshops and professional development sessions will be planned in coordination with the district admin. The following workshops, trainings, and sessions will be scheduled and facilitated as outlined in the following pages:

one FLUXSPACE STEM TRAININGS, WORKSHOPS & BUDGETS

two MCIU OVERVIEW PLAN & BUDGET

three PERSONALIZED LEARNING GROUP PLAN & BUDGET

PROPOSED SERVICES PER SCHOOL DISTRICT

KEYNOTE PRESENTATION FOR ALL STAFF

1-hour session | 400 people total

These interactive sessions introduce foundational science of the brain & learning, including common neuromyths, evolution of human brain, neuroplasticity, what makes learning stick, and role of safety and social-emotional well-being in learning.

SCIENCE OF LEARNING PD SERIES

Two 6-hour sessions per year | New 40 people per year | 160 people total

Each year, a new cohort of K-12 teachers across the district work together to understand current science related to the brain and learning, through our Six Gears for Learning & Leadership™ Framework. This includes the science of trust, agency, passion, as well as how to design memorable, meaningful, and motivational learning using research-based strategies with students of all ages.

SCIENCE OF LEADERSHIP PD SERIES

Two 3-hour sessions per year | 40 people total

K-12 principals and district administrators strengthen their understanding and skills in the science of learning and leadership, to advance use of research-based practices to support a shift in culture, mindset, and practices across the district. Administrators will also learn using the Six Gears for Learning & Leadership™ Framework.

TEACHER LEADER FELLOWSHIP PROGRAM

Year-Long Cohort Program | Three 5-hr sessions & Four 1-hr sessions per year | New 4 people per year | 12 people total

This immersive cohort teacher leadership training program empowers talented teachers and coaches from districts across PA and NJ with the skills, knowledge, and confidence to emerge as leaders in instruction, professional learning, and community-building in their districts. Program includes three full-day sessions in person during the summer, four 1-hour sessions virtually throughout the school year, one book related to the brain and learning.

PLP PARTNER INNOVATION SUMMIT FOR REGIONAL ADMINISTRATORS & TEACHER LEADERS

One 6-hour session per year | 5 people per year | 15 people total

Innovation summit for lead administrators and teacher leaders from network of 13+ partner districts across PA & NJ to collaborate in tackling common challenges and identifying innovative solutions, through the lens of brain science.

STRATEGIC PLANNING MEETINGS

Six 1-hr planning meetings per year with district leaders or collaborative project team

Planning meetings to strategically align the goals of district with professional learning sessions, county-wide program, and partnership progression.

Title	Description
Fluxspace Field Trip: STEM Mindsets: Invent, Make, Create, Play	Provide elementary school students opportunities to master teamwork, learn how to make design modifications, undergo trial and errors, and complete challenges with provided materials. A tinkering day for the students. Provided for all 3rd Graders each year.
Fluxspace Field Trip: Design Thinking Workshop	Provide field trip opportunities for middle school students to practice innovation and creative problem solving: starting from understanding empathy and learning about iteration to creating a prototype and presenting a Shark Tank inspired product pitch. Provided to all 6th Graders each year.
High School Innovators	Identify 15 innovative and entrepreneurial high school freshmen, through an application process or nomination by 8th grade teachers. Provide them with opportunities to work on various projects, explore interests, collaborate with peers and mentors. Students in this program will be given the opportunity to continue their work within the Fluxspace
Cheif Science Officers (CSO)	Led by MCIU, the CSO program is made up of students in 6th-12th grades who are elected or selected by their peers to serve as STEM ambassadors for their communities. CSOs develop their leadership skills, enrich STEM culture at their schools, and participate in conversations about education, current issues, and the future. See more information on the following page.

Proposed Services and Product Offerings

Digital Fabrication - 3D Printing & Laser Cutting

Full-Day | Up to 15 people | 10 sessions per year
Covering how to use 3D Printers and Laser Cutters in the classroom, setup, maintenance, lesson/project resources.

Design Thinking in the Classroom

Full-Day | Up to 15 people | 10 sessions per year
Learn how to incorporate Design Thinking into your class. Helping students think like innovators, collaborate, and build confidence in sharing their ideas.

Coding & Electronics

Full-Day | Up to 15 people | 10 sessions per year
Training on how to use computer science tools such as SAM Labs, Strawbees, Makey Makey, Scratch. Explore lesson/project resources.

Indoor Agriculture - Hydroponics

Full-Day | Up to 15 people | 10 sessions per year
Training on how to use the Fork Farms Flex Farm in the classroom.

PANDEMIC RECOVERY FUND PROJECT SUBMISSION BUDGET

ONE TIME COSTS

Item	Description	# of Schools	Cost Per Calendar Year					Total Cost	Total Cost Ext.
			2022	2023	2024	2025	2026		
Cheltenham SD	Elementary - Furniture	5	\$225,000	-	-	-	-	\$225,000	\$635,500
	Elementary - STEM/ED Tech Equipment	5	\$192,500	-	-	-	-	\$192,500	
	Middle - Furniture	1	\$60,000	-	-	-	-	\$60,000	
	Middle - STEM/ED Tech Equipment	1	\$38,500	-	-	-	-	\$38,500	
	High - Furniture	1	\$80,000	-	-	-	-	\$80,000	
	High - STEM/ED Tech Equipment	1	\$39,500	-	-	-	-	\$39,500	

Topic	Description	QTY	Cost Per Calendar Year					Total Cost	Total Cost Ext.
			2022	2023	2024	2025	2026		
Professional Development	Fluxspace - STEM/ED Tech Trainings and Support	22	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$110,000	\$303,000
Professional Development	MCIU Overview Plan & Budget	-	\$21,000	\$18,000	\$18,000	\$18,000	\$18,000	\$93,000	
Professional Development	Personalized Learning Group/ Plan and Budget	-	-	\$20,950	\$29,850	\$23,850	\$25,350	\$100,000	
Out of School Learning Experiences	All 3rd Graders - STEM Mindsets	-	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800	\$27,200	\$107,400
Out of School Learning Experiences	All 6th Graders - Design Thinking Workshop	-	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800	\$27,200	
Out of School Learning Experiences	High School Innovators Cohort	-	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
Out of School Learning Experiences	Chelf Science Officers (CSO)	-	\$11,250	\$11,250	\$11,250	\$11,250	\$11,250	\$45,000	
Grand Total			\$1,706,872	\$89,823	\$98,724	\$118,055	\$94,226	\$2,045,400	\$2,045,400

Description	Estimated Budget per Building
Elementary Furniture	\$45,000.00
Elementary STEM/Ed Tech	\$38,500.00
Middle Furniture	\$60,000.00
Middle STEM/Ed Tech	\$38,500.00
High School Furniture	\$80,000.00
High School STEM/Ed Tech	\$39,500.00

