Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

January 21, 2026
7:00 p.m.
TEAO, Meeting Room 200

Agenda

I. Review of November 2025 Minutes

II. Technology Update

III. Public Comment

Next meeting: **February 12, 2026**

Education Committee Goals for 2025-26

1. Receive and review recommended modifications and enhancements to the District's academic program and schedule, including planning for full-day Kindergarten.
2. Receive and review the TESD calendar for the coming year and send to the full Board for approval.
3. Analyze demographic, enrollment and staffing data in order to project the space required for the delivery of the District's educational program.
4. Review enhancements to District curriculum and to instructional practices that advance the District's equity initiative.
5. Review summary data on student progress and District plans to address trends in that data.
6. Receive updates on educational enhancements supporting environmental sustainability.

DRAFT PENDING COMMITTEE APPROVAL

BOARD EDUCATION COMMITTEE MEETING MINUTES

November 6, 2025

Tredyffrin/Easttown Administrative Offices, Room 200

7:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Sue Tiede (Chair), Roberta Hotinski, Robert Singh, Rachel Weil

Other Board Members: Todd Kantorczyk, Maryann Piccioni, Suan Audrain

TE School District Representatives: Wendy Towle (Administrative Liaison), Richard Gusick, Patrick Gately, Mike Szymendera

Community Members: Jean Faber, Helesa Lahey, Nicole Scherer, Mimi Terman

The meeting was called to order at 7:10 p.m.

Public Comment:

None

Committee Discussion and Recommendations:

The Committee reviewed the minutes from October 9, 2025.

The Committee received the **2025 Demographer's Report** from Mr. George Sundell of Sundance Associates. Highlights of the report were discussed. In the last six years, live births averaged 343 annually between a high of 374 and a low of 318. Moreover, the six-year trend is for 1 additional birth per year. In the period from 2010 to 2020, the population in the District grew by 7.8%.

Mr. Sundell shared information about new housing permits and occupancy rates. Permits for residential units have averaged 122 per year over the most recent 6 years. The 6-year average (2020-25) of sales of existing housing, at 556 units, has a stronger impact on enrollment than occupancies for new housing, which for the 6-year period 2019-24 averaged just 122 units per year. Also, future single family housing occupancies are anticipated to be at or below the previous 6-year average and are not yielding above the average new students. The report includes additional information on students from multi-family housing. Mr. Sundell explained that he used the 'Rutgers Multipliers', with adjustments, for multi-family dwellings along with his study of actual student yield from multi-family dwellings in TESD from 2017-22 to calculate the impact of new multi-family dwellings on enrollment. He commented that the reputation of TESD as a "District of Distinction" leads to more families moving into the District with school age students than in other PA municipalities.

Mr. Sundell reviewed TESD enrollment history, noting that over the 20-year period, enrollments have increased as a percentage of population from 13.7% in year 2000 to 16.2% in year 2020. Mr. Sundell reviewed cohort survival rates by grade level, kindergarten to grade 12 replacement, and district enrollments and projections by level and by school, calling attention to the detailed explanations accompanying each enrollment chart and table. In particular, at the elementary level, four years of slight decreases in the actual period are followed by four years of slight increases in the projection period. Mr. Sundell answered questions from Committee members.

After answering questions, Mr. Sundell suggested two items be added to the Demographer's Report as addendum items: first, a projection for Kindergarten to reflect the increased enrollment in that grade level anticipated by the addition of full-day Kindergarten for the 2027-28 school year and, second, the "Cohort Survival Rates by Grade Level" information (contained in the 2024 Demographer's Report on page 13) to illustrate the survival rates from grade-level to grade-level, as well as the trend lines for cohort growth from K-12.

The Committee received the **Environmental Sustainability Update** from Dr. Wendy Towle, Director of Curriculum, Instruction, and Professional Learning. Dr. Towle shared the Environmental Sustainability Educational Enhancements across the District during the 2024-25 school year, including Conestoga's Greening Stoga Task Force's audit at Beaumont Elementary, the creation of outdoor learning spaces at the middle schools, elementary Environmental Literacy and Sustainability Science units, and information about the elementary gardens and expanded rainforest units of study. Dr. Towle shared that the PA Green Schools program, which had previously been federally funded, may now become a state-funded initiative, but that the work of the Green Schools Committee may continue.

The meeting was adjourned at 8:22 p.m.

Next meeting: January 16, 2026

Technology Update

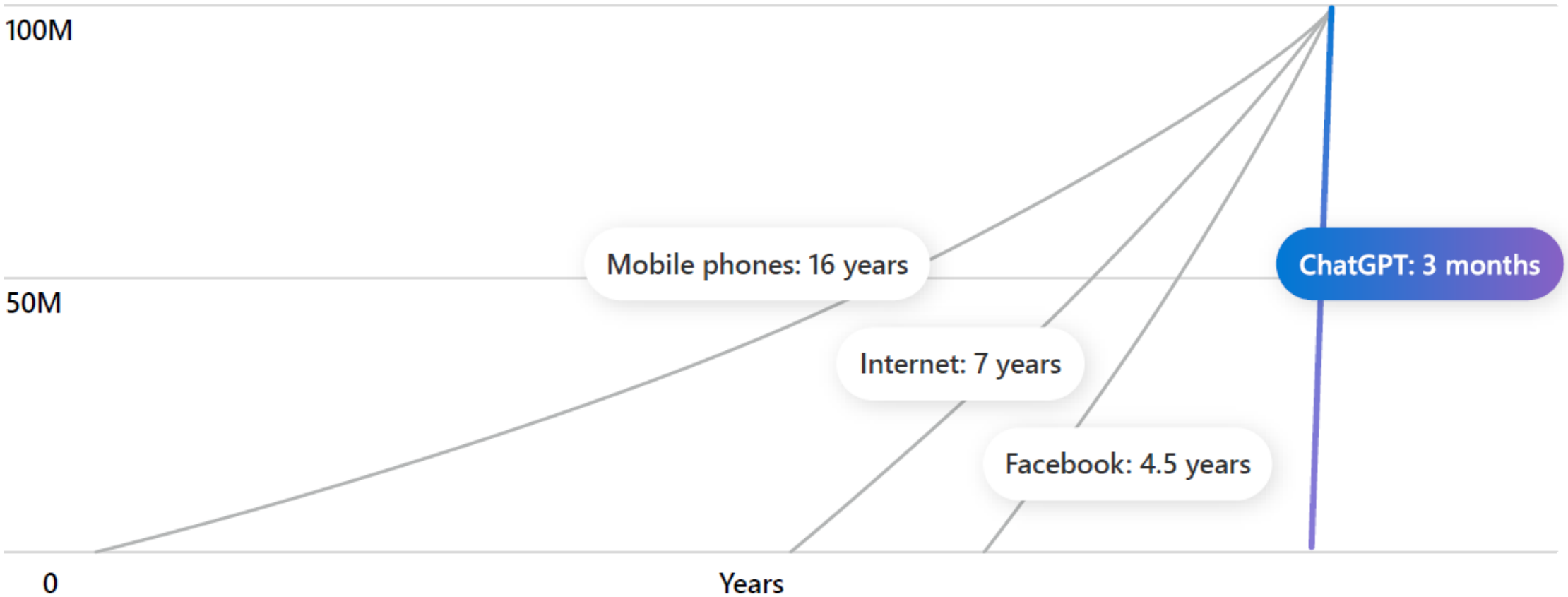
January 2026

1. Artificial Intelligence
2. Cell Phones
3. Student Devices
4. Securly

Our students will never live in a world without AI.

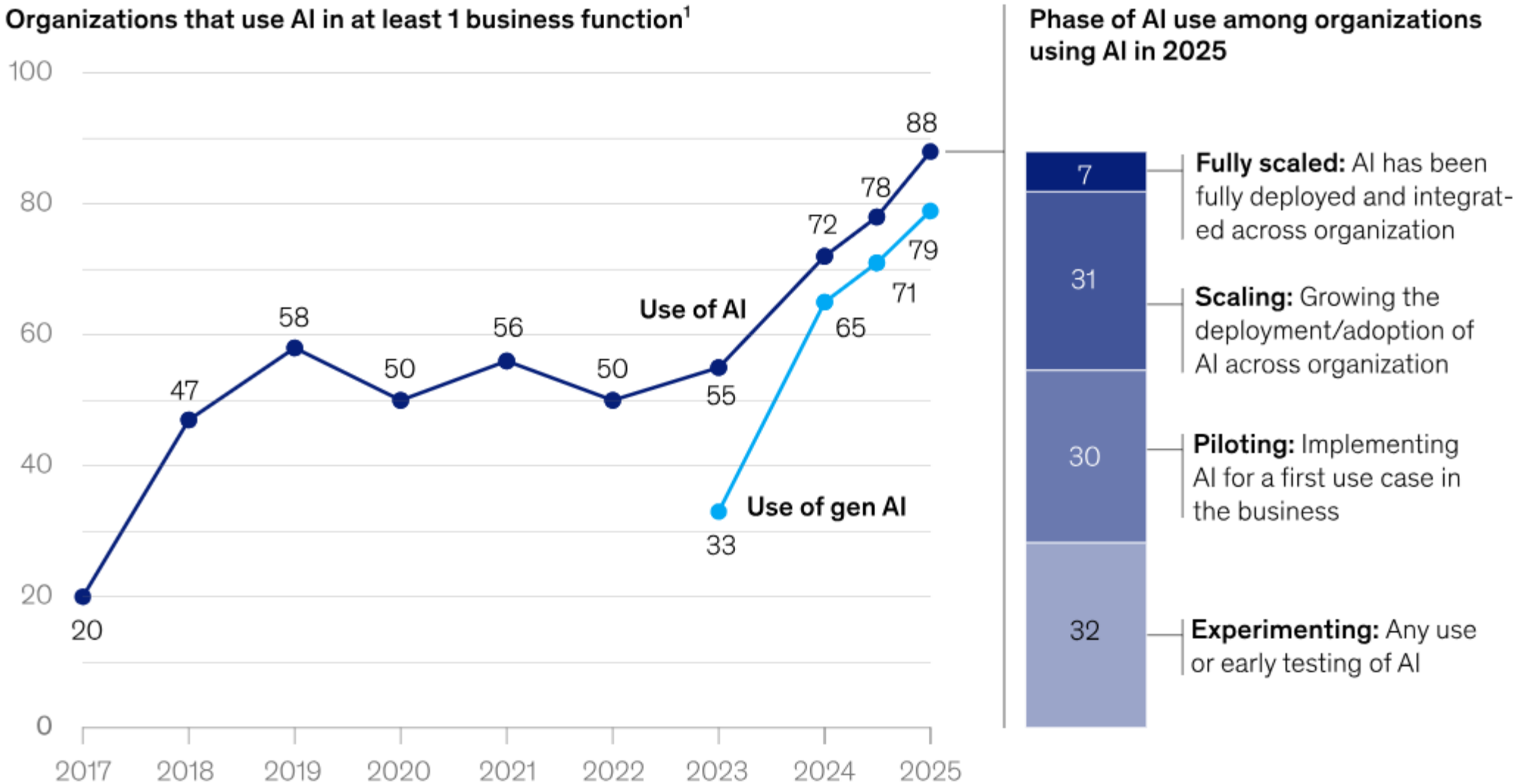
Generative AI technology is here

Time to reach 100M users



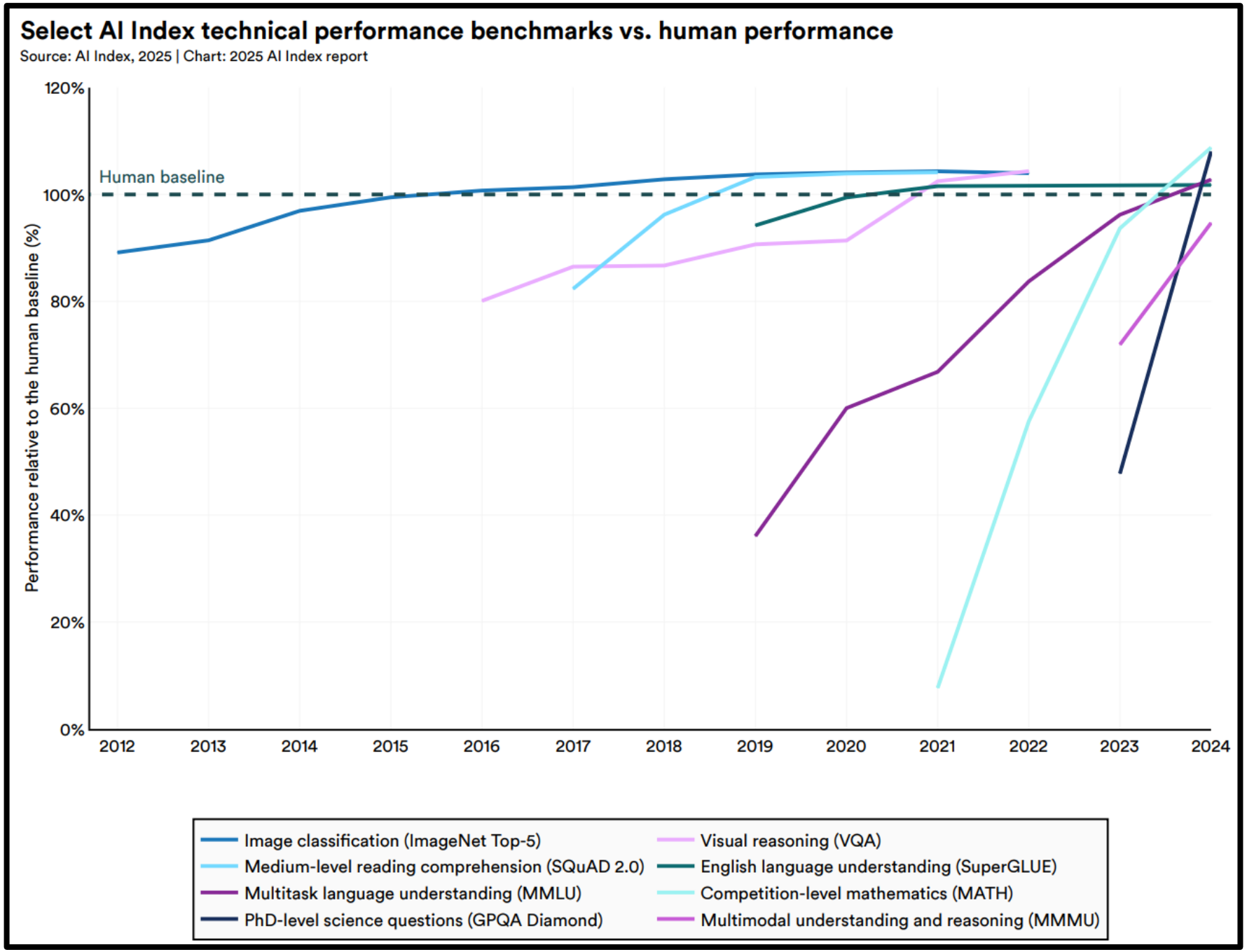
Reported use of AI in at least one business function continues to increase.

Use of AI by respondents' organizations, % of respondents

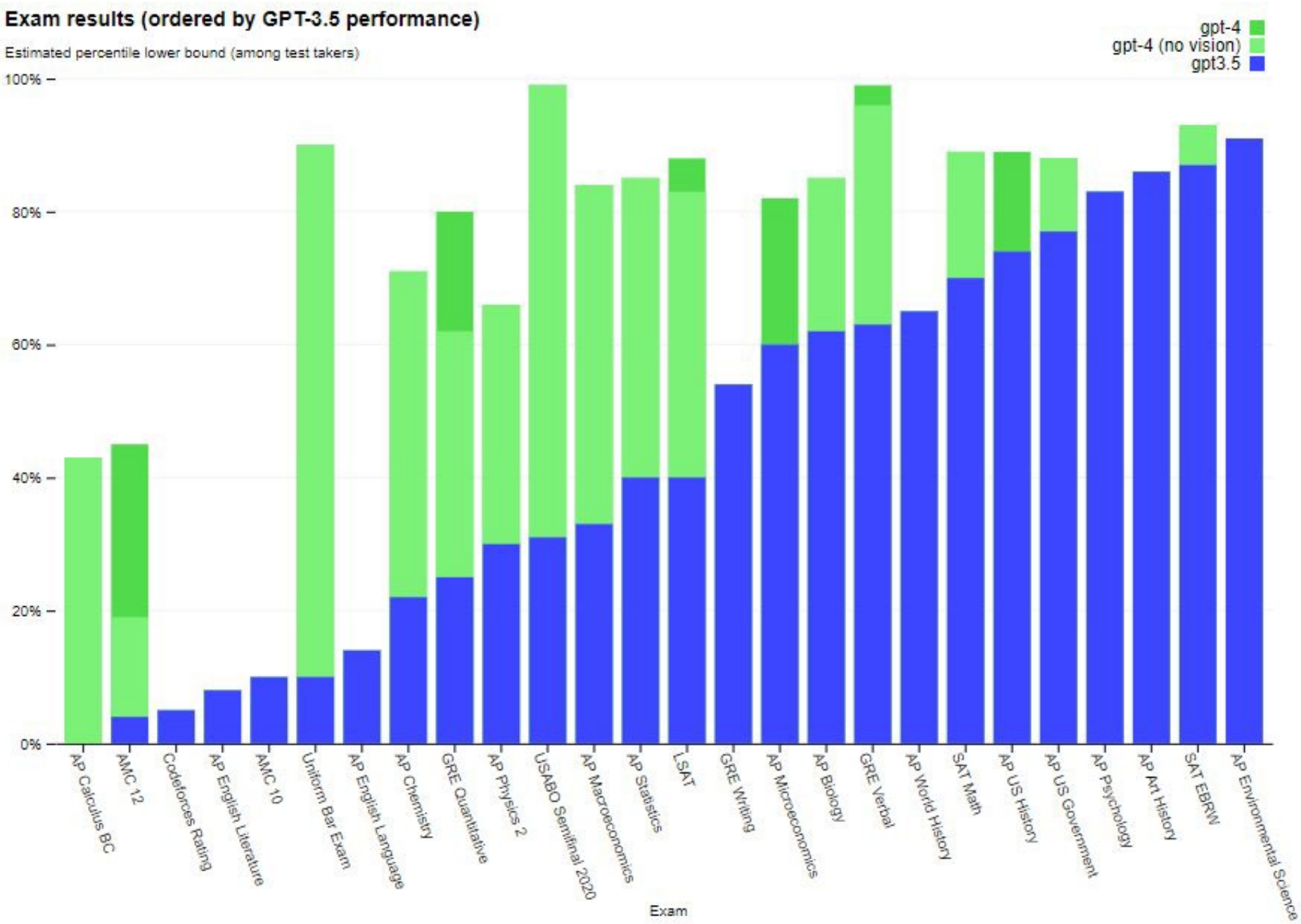


[1]In 2017, the definition for AI use was using AI in a core part of the organization's business or at scale. In 2018–19, the definition was embedding at least 1 AI capability in business processes or products. From 2020, the definition was that the organization has adopted AI in at least 1 function, and in 2025, the definition was regular use of AI in at least 1 function.
Source: McKinsey Global Surveys on the state of AI, 2017–25

Our students are currently using the worst AI they will ever use.



Nestor Maslej, Loredana Fattorini, Raymond Perrault, Yolanda Gil, Vanessa Parli, Njenga Kariuki, Emily Capstick, Anka Reuel, Erik Brynjolfsson, John Etchemendy, Katrina Ligett, Terah Lyons, James Manyika, Juan Carlos Niebles, Yoav Shoham, Russell Wald, Toby Walsh, Armin Hamrah, Lapo Santarlasci, Julia Betts Lotufo, Alexandra Rome, Andrew Shi, Sukrut Oak. "The AI Index 2025 Annual Report," AI Index Steering Committee, Institute for Human-Centered AI, Stanford University, Stanford, CA, April 2025. https://doi.org/10.48550/arXiv.2504.07139


Exam results (ordered by GPT-3.5 performance)
Estimated percentile lower bound (among test takers)
gpt-4
gpt-4 (no vision)
gpt3.5
100%
80%
60%
40%
20%
0%
AP Calculus BC
AMC 12
Codeforces Rating
AP English Literature
AMC 10
Uniform Bar Exam
AP English Language
AP Chemistry
GRE Quantitative
AP Physics 2
USABO Semifinal 2020
AP Macroeconomics
AP Statistics
LSAT
GRE Writing
AP Microeconomics
AP Biology
GRE Verbal
AP World History
SAT Math
AP US History
AP US Government
AP Psychology
AP Art History
SAT EBRW
AP Environmental Science
Exam

Teaching ***about*** AI

Building students' understanding of how AI works so they can use it ethically & responsibly.

Teaching ***for*** AI

Equipping students with the skills they need to thrive in an AI-influenced world.

Teaching ***with*** AI

Guiding students to use AI tools as partners in thinking, learning, and creating.

Adapted from Fisher, Doug. "AI, Inquiry, and Imagination: Designing Student-Centered Learning Quests." Education Week, November 2025.

Making Sense of Information

Information Literacy, Data Literacy

User Input

Prompt Engineering, Dialogue, Questioning

AI Output

Verification, Critical Interpretation

Critical Thinking

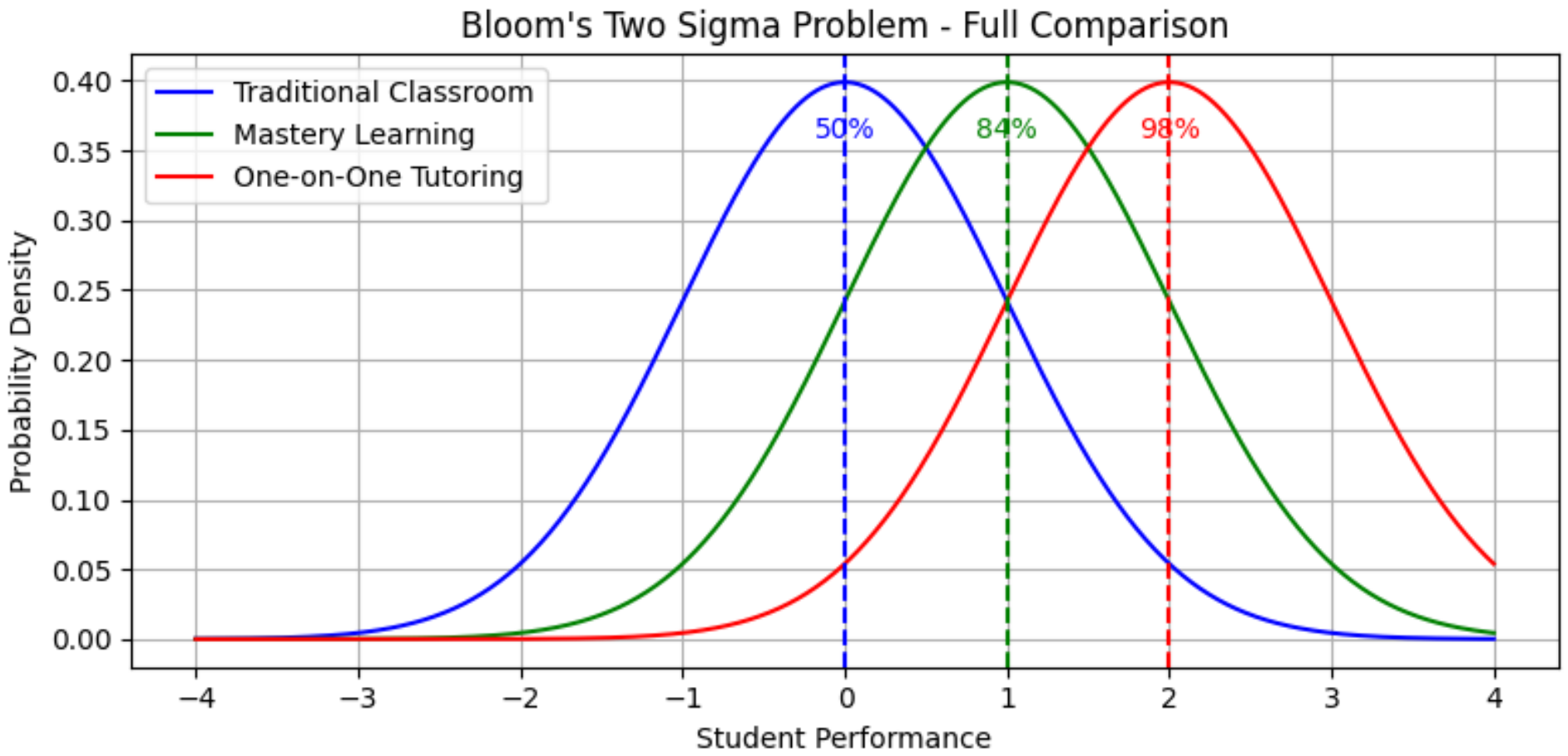
Curiosity, Metacognition, Cognitive Flexibility Ethical Reasoning, Self-Regulation

Adapted from Fisher, Doug. “AI, Inquiry, and Imagination: Designing Student-Centered Learning Quests.” Education Week, November 2025.

CORWIN

Digital Citizenship Curriculum (25-26)	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Start of School	iPad Care & Use	iPad Care & Use	iPad Care & Use	iPad Care & Use	iPad Care & Use	COMMUNITY			
Sept/Oct/Nov	*NEW* What is the Internet? & Meet Arms	*NEW* Safety in My Neighborhood & Meet Guts	That's Private!	Talking Safely Online	Your Digital Footprint	Screen Time: How Much is Too Much?	My Digital Life	The Ups and Downs of Digital Life	Digital Media & Your Brain
Dec/Jan	*NEW* Media Balance is Important	*NEW* Internet Traffic Light	Things for Sale	Screen Out the Mean	*NEW* Upstanders – Take Action Against Cyberbullying	PERSPECTIVE			
						Picture Perfect	Uncovering Deepfakes	*NEW* AI Training & Bias	*NEW* AI Training & Bias
Feb/Mar/Apr	*NEW* Pause for People	*NEW* How Technology Makes You Feel	*NEW* Let's Give Credit	Password Safety	Protecting Yourself	EMPATHY			
						Power of Words	Cyber Bullying: Be Upstanding	Pause, Rethink	Bullying – Stop It
May/June			*NEW* Device Free Moments	*NEW* Is Seeing Believing?	*NEW* Media Literacy is Constructed	WELLNESS			
						Chatting Safely Online	My Social Media Life	Design Tricks	Thinking Traps

Digital Citizenship Curriculum (26-27)	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Start of School	iPad Care & Use	iPad Care & Use	iPad Care & Use	iPad Care & Use	iPad Care & Use	COMMUNITY			
Sept/Oct/Nov	*NEW* What is the Internet? & Meet Arms	*NEW* Safety in My Neighborhood & Meet Guts	That's Private!	Talking Safely Online	Your Digital Footprint	Screen Time: How Much is Too Much?	My Digital Life	The Ups and Downs of Digital Life	Digital Media & Your Brain
Dec/Jan	*NEW* Media Balance is Important	*NEW* Internet Traffic Light	Things for Sale	Screen Out the Mean	*NEW* Upstanders – Take Action Against Cyberbullying	PERSPECTIVE			
						Picture Perfect	Uncovering Deepfakes	AI Training & Bias	*NEW* AI: Is it Plagiarism?
Feb/Mar/Apr	*NEW* Pause for People	*NEW* How Technology Makes You Feel	*NEW* Let's Give Credit	Password Safety	Protecting Yourself	EMPATHY			
						Power of Words	Cyber Bullying: Be Upstanding	Pause, Rethink	Bullying – Stop It
May/June			*NEW* Device Free Moments	*NEW* Is Seeing Believing?	*NEW* Media Literacy is Constructed	WELLNESS			
						Chatting Safely Online	My Social Media Life	Design Tricks	Thinking Traps


Bloom's Two Sigma Problem - Full Comparison
Traditional Classroom
Mastery Learning
One-on-One Tutoring
50%
84%
98%
Probability Density
0.40
0.35
0.30
0.25
0.20
0.15
0.10
0.05
0.00
−4
−3
−2
−1
0
1
2
3
4
Student Performance

Microsoft Copilot Chat



- Currently available to Conestoga High School students
- Age-based access controls ensure COPPA compliance
- Maintains Microsoft enterprise-grade security
- Student data not used to train AI models
- “Walled Garden” environment managed by TESD

AI in TESD

The following guidelines pertain to student and staff use of Generative Artificial Intelligence.
It is teacher discretion to allow or not allow students to use AI.

STUDENTS

ALLOW students to use Generative AI if they choose?

K-8	9-12
✓	✓

DIRECT students to use Microsoft Copilot while logged in with TESD account? (office.com)

K-8	9-12
✗	✓

DIRECT students to use any Generative AI tool other than Microsoft Copilot?

K-8	9-12
✗	✗

STAFF

Use Microsoft Copilot while *LOGGED IN* with TESD account? (office.com)

✓

Use Microsoft Copilot while *NOT LOGGED IN* with TESD account?*

✗

Use any Generative AI tools other than Microsoft Copilot?*

✗

**It is recommended to only use Microsoft Copilot (while logged in with your TESD account). Other generative AI tools, including Copilot while not logged in, should not be used in situations that involve TESD data, confidential information, or personally identifiable information.*

REVISED 10/15/2025

AI in TESD

DRAFT

Levels of Acceptable Use for Students

REVISED 12/18/2025

Level	AI Usage	Description
No AI	N/A	AI is not used in any way.
AI Assisted	Planning and Idea Generation	AI may be used as a thought partner for pre-task activities, such as planning, brainstorming, idea development, and initial research. All ideas generated by AI have been developed and refined by the student.
	Editing and Revision	AI may be used to provide feedback about and, as specified by the teacher, improvements to student-created work. Any AI usage to edit or revise student work is transparent to the teacher and appropriately cited.
AI Created	Content Generation	AI may be used to generate content that is included in the final product, as specified by the teacher. Any AI usage is transparent to the teacher and appropriately cited.



Staff Development

Half-day optional sessions

200+ participants so far

Designed to provide general exposure to AI

History of AI

Terminology

Popular Tools

Ethical Considerations

Hands-On Activities

AI Workgroup

Considering the implications of AI for TESD

Sample Topics:

Impact on Teaching and Learning

Responsible Use

Algorithmic Bias

Data Privacy

Transparency

Academic Integrity

ISTE IMPLEMENTATION PILLARS
for AI in K–12 Education



Teaching & Learning: Unlocking AI's Potential

Actions

- Use AI to personalize learning and support creativity
- Encourage critical thinking and ethical use
- Integrate AI into real-world, project-based learning
- Promote student agency and voice

Considerations

- How can AI enhance student learning experiences?
- What skills do students need to use AI responsibly?
- How can we ensure AI supports equity and engagement?

Professional Learning: Building AI Confidence

Actions

- Build foundational AI literacy for educators
- Provide hands-on experiences with AI tools and platforms
- Foster a culture of continuous learning
- Align AI integration with instructional/school goals

Considerations

- What do educators need to feel confident using AI?
- How can we embed AI literacy into staff development?
- How can we support both early adopters and cautious users?

Guardrails for Responsible Use of AI

Actions

- Align AI use with existing district policies
- Define acceptable and unacceptable uses
- Address data privacy, intellectual property, and academic integrity

Considerations

- Data privacy – stick to Copilot (logged in)
- Academic honesty – transparent expectations
- Humans in the loop

Leadership in the Age of AI

Actions

- Set a clear vision for how AI will be leveraged to support teaching, learning, and operations
- Build teacher and staff capacity through professional development
- Model and champion ethical and effective AI use
- Foster an environment of innovation and experimentation

Considerations

- What role should leaders play in shaping AI use?
- How can we model responsible AI use?
- What would a future-ready AI vision look like?

Cell Phones: School Rules and Procedures

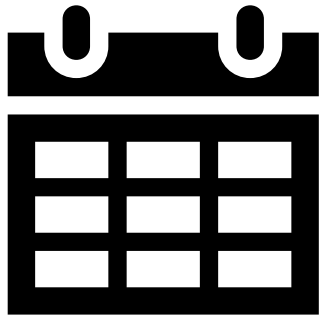
Elementary School	• Students are discouraged from bringing personal electronic devices to school. • Any devices that come to school must remain turned off and away in the student's backpack.
Middle School	• Cell phones must remain turned off and away in the student's locker throughout the school day.
High School	• Students may use muted cell phones in lobbies, hallways, cafeteria, library, atrium, and courtyards. • Use of electronic devices during class or in other locations being used for instructional purposes requires authorization of the teacher. • Electronic devices must be silenced and concealed during class time.

Cell Phones: Senate Bill 1014

Senate Bill 1014: Proposed Bell-to-Bell Phone-Free Policy

- Approved by PA Senate, not yet approved by PA House
- Proposed for 2027-28 school year
- Would require Board to adopt a policy related to student possession and use of mobile devices during the school day while on school property
- Policy would have to prohibit use of devices and establish the manner in which a student's possession of a mobile device would be restricted during the school day

TESD 1:1 Technology Initiative Overview



- 1:1 initiative began at CHS in 2016-17 school year
- Expanded to grades 7-12 pre-Covid
- Expanded to grades K-12 during Covid
- Program changes in 25-26 school year:
  - Introduced Chromebooks in Middle School
  - Ended Bring Your Own Device option for students
  - Implemented Securly for District and families

	Past	Current
K-4	iPads	iPads
5-8	PC Laptops	Transitioning to Chromebooks
9-12	BYOD/PC Laptops	PC Laptops Only

Securly Implementation

1. **Securly Filter (Grades K-5):**
   - Cloud-based filter for on-campus and off-campus
2. **Securly Aware (Grades K-12):**
   - Alerts Admin to concerning activity (e.g. signs of suicide, depression, violence, gun terms, bullying, nudity) in web activity (iPads and Chromebooks only) and email (K-12)



3. **Securly Home (Grades K-5):**
   - Parent engagement app that works with Securly Filter to provide visibility into online activity and customized rules for when devices are outside of school (e.g. pause internet access, schedule offline hours, block sites)
   - 1106 parents registered as of 1/12/26