Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

February 12, 2026
7:00 p.m.
TEAO, Meeting Room 200

Agenda

I. Review of January 2026 Minutes

II. Full Day Kindergarten Update

III. Public Comment

Next meeting: **March 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

January 21, 2026

Tredyffrin/Easttown Administrative Offices, Room 200

7:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Roberta Hotinski (Chair), Nicole Scherer – by phone, Rachel Weil

Other Board Members: Kenneth Hong, Julie Mesaros, Sue Tiede

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

Community Members: Jean Faber

The meeting was called to order at 7:00 p.m.

Public Comment:

None.

Committee Discussion and Recommendations:

The Committee reviewed the minutes from November 6, 2025.

The Committee received the **Technology Update** from Dr. Mike Szymendera, Director of Educational Program. Dr. Szymendera first shared an artificial intelligence (AI) update, providing background information about generative AI use and performance, as well as the District's emphasis on teaching about AI, teaching for AI, and teaching with AI along with the skills needed for students to make sense of information (information literacy, data literacy), to provide user input (prompt engineering, dialogue, questioning), to evaluate AI output (verification, critical interpretation), and to engage in critical thinking (curiosity, metacognition, cognitive flexibility, ethical reasoning, and self-regulation). Dr. Szymendera explained the District's current Digital Citizenship Curriculum for students in kindergarten through 8th grade, which includes new and future lessons on AI, along with many other areas of appropriate technology use for students. Dr. Szymendera used Bloom's Two Sigma Problem to emphasize that proper use of AI by students provides an opportunity to realize some of the benefits of one-on-one tutoring for students and that Microsoft's Copilot Chat provides a way for T/E students at Conestoga High School to become engaged in using AI safely. Microsoft's Copilot Chat includes the following safety features: age-based access controls that ensure COPPA compliance; maintains Microsoft enterprise-grade security; student data is not used to train AI models; provides a 'walled garden' environment managed by the District. Dr. Szymendera detailed the guidelines for student and staff use of AI in the District, including the following guidelines for students: students are allowed to use generative AI if they choose and high school teachers can direct students to use Microsoft Copilot while they are logged in with their District account, but teachers cannot direct students to use any generative AI other than Microsoft Copilot. Dr. Szymendera shared the draft Levels of Acceptable Use of AI for District Students document, detailing the expectations teachers can establish prior to activities and assignments. Dr. Szymendera explained the Staff Development opportunities that have and continue to be

provided to teachers, and the work of the District's AI Workgroup, including sub-workgroups focused on the international Society for Technology in Education's (ISTE) AI Implementation Pillars (Teaching and Learning: Unlocking AI's Potential, Professional Learning: Building AI Confidence, Guardrails for Responsible Use of AI and, for Administrators, Leadership in the Age of AI). Dr. Szymendera answered questions from Committee members.

Dr. Szymendera explained the District's current rules and procedures for cell phone use by students, along with information about Pennsylvania's Senate Bill 1014 (approved by the Senate Education Committee, but not yet approved by the Pennsylvania General Assembly), which would require the School Board to adopt a policy that would have to prohibit student use of mobile devices and establish the manner in which a student's possession of a mobile device would be restricted during the school day.

Dr. Szymendera reviewed the District's one-to-one technology initiative and the District's implementation of Securly, a web filtering program with three components (Securly Filter for grades K-5, Securly Aware for grades K-12, and Securly Home for grades K-5). Dr. Szymendera explained that the District will continue to expand Securly Home along with the implementation of Chromebooks so it will eventually be available for grades K-8.

Dr. Szymendera answered questions from Committee members.

The meeting was adjourned at 8:33 p.m.

Next meeting: February 12, 2026

Full Day Kindergarten: Update on Program Development

Education Committee:
February 2026

The Committee met twice in the spring of 2025 and three times during this school year. The work during these meetings included:

- Review of research around best practices and models for early childhood education
- Analysis of existing successful full day kindergarten programs
- Training in the Active Playful Learning Framework
- Crafting a statement of what we believe our kindergarten experience ought to be and provide for our students
- Identifying those schedule components that were “must haves” and those that were “nice to haves”
- Development of a schedule for the full day program
- Creating a theme for the kindergarten experience, as well as sub-themes for units of study throughout the year

Schedule Development

The Committee identified a number of goals in building the schedule:

- Daily instructional blocks for both language arts and math
- Alternating science and social studies within the 6 day cycle
- One special area class each day
- Opportunities for both structured and unstructured learning through play
- Twice daily recess
- Timing of subjects that allowed for support services to be scheduled in concert with the other grades

Current AM Kindergarten Schedule

Day 1 Notes...	Day 2 Notes...	Day 3 Notes...	Day 4 Notes...	Day 5 Notes...	Day 6 Notes...
LA/Opening 09:20 - 09:35	LA/Opening 09:20 - 09:35	LA/Opening 09:20 - 09:35	LA/Opening 09:20 - 09:35	Language Arts 09:20 - 09:35	LA/Opening 09:20 - 09:35
Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50
Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50	Language Arts 09:35 - 10:50
Social Studies, Guidance, Math 10:50 - 11:15	Social Studies, Guidance, Math 10:50 - 11:20	Social Studies, Guidance, Math 10:50 - 11:20	Social Studies, Guidance, Math 10:50 - 11:15	Social Studies, Guidance, Math 10:50 - 11:20	Social Studies, Guidance, Math 10:50 - 11:20
Art 11:15 - 11:50	Music 11:20 - 11:50	Sci. Lab 11:20 - 11:50	STEM 11:15 - 11:50	Library 11:20 - 11:50	Phys.Ed. 11:20 - 11:50
Flex Core/Support 11:50 - 12:05	Flex Core/Support 11:50 - 12:05	Flex Core/Support 11:50 - 12:05	Flex Core/Support 11:50 - 12:05	Flex Core/Support 11:50 - 12:05	Flex Core/Support 11:50 - 12:05

A Day in the Life of Full Day Kindergarten

Day 1 - Sample Schedule
Arrival/Morning Meeting
Language Arts 9:20 - 10:05
Music 10:10 - 10:55
Lunch/Recess 11:00 - 11:40
Read and Recharge 11:45 - 12:05
Language Arts 12:10 - 1:10
Flex Core/Support 1:15 - 1:45
Science 1:45 - 2:15
Snack/Break 2:15 - 2:30
Math 2:30 - 3:15
Active Playful Learning 3:15 - 3:35
3:35 - Pack Up and Dismissal

The committee intentionally designed the daily schedule with a goal of creating a rhythm to the day that allowed for blocks of focused instruction and learning, alternating with time for breaks, more active, hands-on learning, and both structured and unstructured play

Full Day K - Daily Blocks of Time

Language Arts = 1 hour and 45 minutes daily
Math = 45 minutes daily
Science/Social Studies = 30 minutes daily on alternating days
Special Areas = 45 minutes daily (art, music, library, STEM 1x/6-day cycle; PE 2x/6-day cycle)
Flex Core/Support = 30 minutes daily
Lunch and Recess = 40 minutes daily
Read and Recharge (R&R) = 20 minutes daily
Active Playful Learning (APL) = 25 minutes daily
Afternoon Snack and Break = 15 minutes daily

Read and Recharge

A calm mid-day block for listening to stories and settling bodies and minds for afternoon.

Active Playful Learning

Students learn through guided play and exploration, using hands-on experiences to make meaning, build foundational skills, and experience joy as an essential part of learning. Experiences during this block will further the theme-based learning of the overall curriculum.

For example, during a theme focused on Autumn, students might engage in a “Fall Market” where they could:

- Choose items to “buy”
- Carry items from stand → basket → checkout
- Sort items by type, color, or size
- Set up and reset the stand
- Role-play shopper, farmer, or helper (even solo)

Or, after a nature treasure hunt outside, they might participate in something as simple as a leaf exploration and sort activity.

Full Day Kindergarten Schedule - Specials 1

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Notes...	Notes...	Notes...	Notes...	Notes...	Notes...
Arrival/Morning Meeting 09:01 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20
Language Arts 09:20 - 10:05	Language Arts 09:20 - 10:05	Language Arts 09:20 - 10:05	Language Arts 09:20 - 10:05	Language Arts 09:20 - 10:05	Language Arts 09:20 - 10:05
Library 10:10 - 10:55	Phys.Ed. 10:10 - 10:55	Art 10:10 - 10:55	Music 10:10 - 10:55	Phys.Ed. 10:10 - 10:55	STEM 10:10 - 10:55
Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40
Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05
Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10
Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45
Science 13:45 - 14:15	Social Studies 13:45 - 14:15	Science 13:45 - 14:15	Social Studies 13:45 - 14:15	Sci. Lab 13:45 - 14:15	Social Studies 13:45 - 14:15
Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30
Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15
APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35
Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00

Full Day Kindergarten Schedule - Specials 2

Day 1 Notes...	Day 2 Notes...	Day 3 Notes...	Day 4 Notes...	Day 5 Notes...	Day 6 Notes...
Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20	Arrival/Morning Meeting 09:10 - 09:20
Library 09:20 - 10:05	Phys.Ed. 09:20 - 10:05	Art 09:20 - 10:05	Music 09:20 - 10:05	Phys.Ed. 09:20 - 10:05	STEM 09:20 - 10:05
Language Arts 10:10 - 10:55	Language Arts 10:10 - 10:55	Language Arts 10:10 - 10:55	Language Arts 10:10 - 10:55	Language Arts 10:10 - 10:55	Language Arts 10:10 - 10:55
Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40	Lunch/Recess 11:00 - 11:40
Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05	Read and Recharge 11:45 - 12:05
Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10	Language Arts 12:10 - 13:10
Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45	Flex Core/Support 13:15 - 13:45
Science 13:45 - 14:15	Social Studies 13:45 - 14:15	Science 13:45 - 14:15	Social Studies 13:45 - 14:15	Sci. Lab 13:45 - 14:15	Social Studies 13:45 - 14:15
Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30	Snack/Break 14:15 - 14:30
Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15	Math 14:30 - 15:15
APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35	APL 15:15 - 15:35
Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00	Dismissal 15:45 - 16:00

Building Curriculum -Theme-Based Design

A theme-based curriculum aligns with how young children learn—through curiosity, play, and joy. By organizing learning around meaningful themes, students build connections across content areas, deepen engagement, and develop essential skills in age-appropriate ways.

Growing Together

- Amazing Autumn
- Wonderful Winter
- Spectacular Spring
- Sizzling Summer



Curriculum Design

Each theme will include content specific to language arts, math, science and social studies as appropriate and explore interdisciplinary connections through questions aligned with ideas already present in the science and social studies curricula such as:

- What could students learn about growth in people, nature, and communities?
- Where do students notice change or need preparation in daily life, routines, and environments?
- How could students explore cause and effect, movement, relationships, and choices?
- How do small changes affect the world, our relationships, and our environment?
- Where can curiosity, iteration, or problem-solving drive learning across the day?

Next Steps

- The committee members will work during the spring to fully develop a theme unit of study ready to pilot in the fall
- Members of the committee will visit several other full day kindergarten programs in the surrounding area to get a fuller understanding of how each program has approached playful learning and developmentally appropriate practices
- Special areas teachers will collaborate to modify, expand, or revise existing curricula to fit the new timeframe and the chosen themes
- Committee members will develop materials and protocols for introducing families to the new full day program

We Believe Statement for Kindergarten

We believe kindergarten is a transformative year where children embark on their journey as lifelong learners. Our practices reflect what we value: nurturing curiosity, fostering belonging, and building a balanced, inclusive, and joyful experience for every child.

- **Balance of Learning Experiences:** We value a curriculum that blends academic exploration, creative expression, and hands-on activities to nurture the whole child.
- **Movement and Songs:** We believe that movement and music are integral to young children's learning, fostering engagement, memory, and joy.
- **Building Relationships:** We prioritize strong relationships among students, teachers, and families, creating a sense of belonging and trust**.**
- **Knowing Students as Human Beings:** We see each child as a unique individual, celebrating their strengths, interests, and backgrounds and meeting them where they are.
- **Benefits of Play:** We honor the power of play as a critical tool for social, emotional, and cognitive development.
- **Room to Make Mistakes:** We believe that mistakes are valuable opportunities for growth, encouraging resilience and curiosity.
- **Nuturing Growth as People**: We believe kindergarten is where children begin to grow as kind, empathetic, and responsible human beings—learning to care for themselves, others, and their community.
- **Ownership of Their Own Learning:** We empower students to take ownership of their learning, fostering confidence, initiative, and a love for discovery.
- **Fostering Independence:** We encourage children to develop independence and self-regulation, preparing them for future challenges.
- **Community:** We emphasize the importance of children recognizing their role within the community and learning to advocate for themselves, others, and the team as a whole—developing a sense of service and citizenship.
- **Joyful and Positive:** We strive to create an environment filled with joy, positivity, and wonder, making learning an exciting adventure.
- **Culturally Inclusive:** We embrace and celebrate the diversity of our students, integrating culturally inclusive practices into every aspect of our program.

In kindergarten, we cultivate a foundation where children thrive academically, physically, socially, and emotionally, ensuring that their first steps as learners in our TESD community are filled with purpose and delight.