Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

May 14, 2026
7:00 p.m.
TEAO, Meeting Room 200

Agenda

I. Review of April 2026 Minutes
II. Middle School Schedule Review
III. Strategic Plan Update
IV. Public Comment

Next meeting: **TBD**

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

April 16, 2026

Tredyffrin/Easttown Administrative Offices, Room 200

7:00 p.m.

Attending all or part of the meeting:

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

Other Board Members: Dr. Julie K. Mesaros, Sue Tiede, Dr. Henry Zink

TE School District Representatives: Wendy Towle (Administrative Liaison), Richard Gusick, Patrick Gately, Nicole Roy, Chris Groppe, Mike Szymendera, Lisa Lukens

Community Members: Spoke Reporter

The meeting was called to order at 7:01 p.m.

Public Comment: None.

Committee Discussion and Recommendations:

The Committee reviewed the minutes from March 12, 2026.

The Committee received the **Special Education/Student Services Report** from Dr. Chris Groppe, Director of Safety and Student Services, and Ms. Nicole Roy, Director of Special Education. Dr. Groppe shared an overview of the Student Services continuum of supports and information about regular education pre-referral interventions and the Multi-tiered Intervention Teams at the elementary, middle, and high schools. Dr. Groppe shared the number of secondary students engaged in the multi-tiered intervention process at the middle schools and the high school. Dr. Groppe also shared information about 504 accommodation plans and nursing services across the District. Dr. Groppe explained the role of the School Psychologists, detailing the increase in the number of evaluations completed by the Psychologists, which has risen from 473 in the 2023-25 school year to 528 in the 2024-25 school year to 653 so far in the 2025-26 school year.

Ms. Roy provided an overview of the Special Education program in the District, beginning with information about the percentage of students with IEPs, the total number of students with active IEPs each year since 2025-16, Special Education primary disability categories for 2025-26, and the 10-year growth of Special Education students by disability category. Ms. Roy detailed the state caseload limits for Special Education programs offered in TESD and explained the preschool Special Education (early intervention) program offered in partnership with the Chester County Intermediate Unit, and the number of students in the early intervention program over the past four years. Ms. Roy reviewed the current Special Education staffing numbers, along with the proposed addition of one elementary Special Education Teacher and the reduction of 0.5 FTE in Special Education at the middle school level for 2026-27. Ms. Roy explained the Chester County Intermediate Unit contracted services for TESD students, as well as the number of students in out-of-District programming so far for the 2025-26 school year. Ms. Roy covered the per student expense cost range for the previous two school years, with the new cost categories

for 2024-25, and the number and annual cost range of current Educational Service Agreements. Ms. Roy concluded her report with an explanation of Special Education costs over the past three years, historical Special Education spending at the District level for the past three years, as well as the Conestoga High School class of 2025 outcomes for graduates with IEPs.
Dr. Groppe and Ms. Roy answered questions from Committee and Board members. The Committee recommended that the additional Student Services staffing proposal move forward, pending full School Board approval of the final budget in June.

The Committee received the **1:1 Technology Update** from Dr. Mike Szymendera, Director of Educational Program. Dr. Szymendera relayed information regarding community and teacher concerns about screen time for students at the elementary level, and shared background information about the District's 1:1 Technology Initiative. Dr. Szymendera provided K-4 instructional technology use examples, including the fact that, beginning with this school year, all Pennsylvania school districts are required to administer the Pennsylvania System of School Assessment (PSSA) electronically. Dr. Szymendera proposed the following changes for K-4 for the 2026-27 school year: iPads no longer assigned individually to kindergarten students (iPads will be available in kindergarten classrooms for instructional use at teacher discretion), iPads assigned to all students in grades 1-4 for use only in school meaning devices will not go home with elementary students and will be stored in a central location in each classroom when not in instructional use at teacher discretion. Dr. Szymendera explained the implications of the proposed model, including reduced screen time, no individually assigned iPads for Kindergarten students, device usage focused on times where the use of technology provides instructional benefit, restricted access to devices during student drop-off, dismissal, indoor recess, and other unstructured times, changes to Flexible Instructional Days at the elementary level (see below), and students maintain familiarity with devices in preparation for mandated online PSSAs. Dr. Szymendera detailed the financial considerations, with a net cost to the District for the current model of approximately $30,000 per year and a net cost to the District for the proposed model of approximately $24,000 per year, emphasizing that the change to the proposed model is not a financial decision but an educational and instructional decision.
Dr. Szymendera answered questions from Committee and Board members.

The Committee received information on the **Flexible Instructional Day (FID) Plan 2026-2029** from Dr. Wendy Towle, Director of Curriculum, Instruction, and Professional Learning. Dr. Towle provided background on Flexible Instructional Days and Pennsylvania Department of Education requirements for the updated 3-year FID Plan, including the new opportunity for the District to add a contingency plan to the FID Plan to help with more extreme weather events. Dr. Towle explained that, due to the change in iPads not going home with elementary students, the proposed FID Plan includes an asynchronous component for elementary students with FID materials going home with students ahead of time and support offered to parents and students via the District's phone system. Dr. Towle explained that the proposed FID plan also coincides with Conestoga High School's block days schedule, and that the new contingency plan includes an asynchronous option for middle and high school students. Dr. Towle emphasized the importance of having the FID Plan in place, but that the District does not have to use FIDs for emergency closing purposes and that FIDs do not have to be made up later in the school year.
The Committee recommended the Flexible Instructional Day (FID) Plan 2026-2029 move forward for full School Board approval at the April 27, 2026 TESD School Board meeting.

The meeting was adjourned at 8:54 p.m.

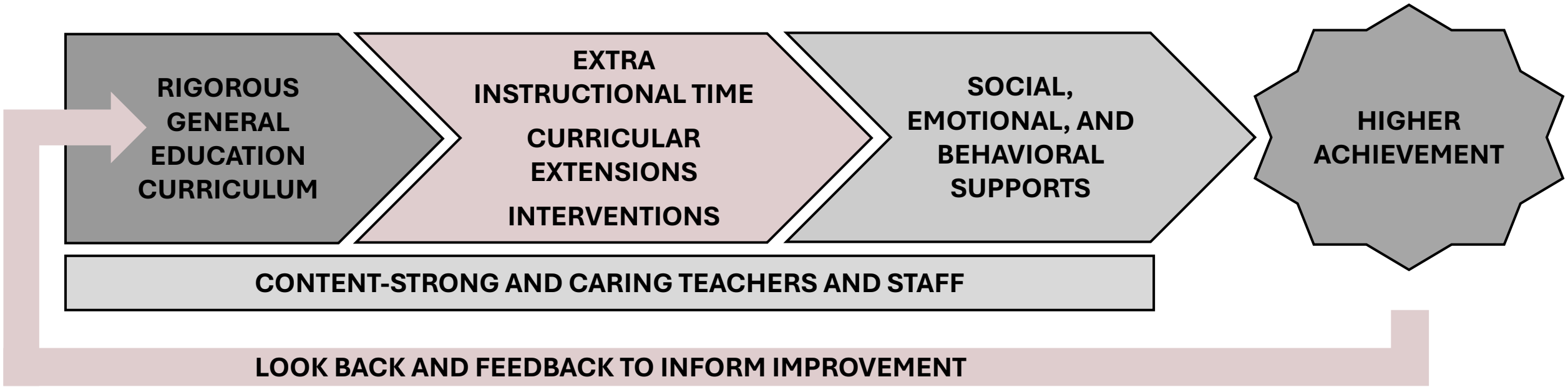
Next meeting: May 14, 2026

Middle School Schedule Update

Education Committee

May 14, 2026

FRAMEWORK FOR IMPROVING
BEST PRACTICES



ADAPTED FROM DISTRICT MANAGEMENT JOURNAL FALL 2023 EDITION
Joseph Costello and Matt Crowell
www.dmgroupK12.com

SUMMARY OF THE MODIFICATIONS IN THE NEW SCHEDULE

- STEM Special Area courses in grades 5-8 contributing to implementation of the STEELS Standards
- Redesigned Daily Advisory Period for all grade levels
- Expansion of Regular Education Supports in Language Arts, Math, Executive Functioning, and Well-being
- Family choice of Extensions for additional Art, Music, and PE
- 2.5 FTE additional teachers

2025-2026 MIDDLE SCHOOL SCHEDULE

Grades 5 & 6 Core classes: English, Reading, Math, Science, and Social Studies
Grades 7 & 8 Core classes: English, World Language or Reading, Math, Science, and Social Studies

PERIOD	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	Homeroom	Homeroom	Homeroom	Homeroom
1	Core	Core	Core	Special Areas
2	Core	Special Areas	Core	Core
3	Core	Core	Special Areas	Core
4	Advisory	Core	Activity / Lunch	Lunch / Activity
5	Lunch / Activity	Activity / Lunch	Core	Core
6	Special Areas	Advisory	Core	Core
7	Core	Core	Core or Advisory	Core or Advisory
8	Core	Core	Core or Advisory	Core or Advisory

Grades 5 & 6 Special Areas classes: Art, Music, PE/Wellness, Health, STEM
Grades 7 & 8 Special Areas classes: Art, Music, PE/Wellness, Health, STEM, FCS

DAILY ADVISORY PERIOD
GRADES 5 & 6

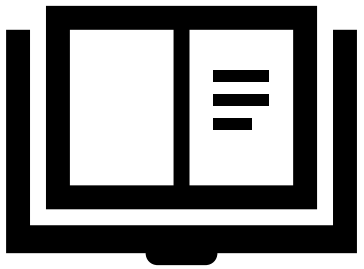
- **Work Completion**: Students start with being scheduled with an advisory period daily to provide opportunities to complete work or to seek extra help. Unless scheduled for special education or structured supports, all students must maintain a minimum of 2 times per 6-day cycle
- **Special Education**: IEP services up to 6 times per 6-day cycle
- **Structured Supports**: school-recommended scheduled supports in Language Arts, Math, Executive Functioning, and Well-being
- **Extensions**: family choices for additional Art and Music
- **World Languages:** family choice of Spanish or French 2 times per 6-day cycle all school year

DAILY ADVISORY PERIOD
GRADES 7 & 8

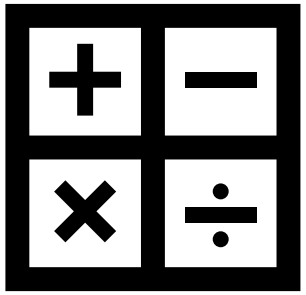
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- **Structured Supports**: school-recommended scheduled supports in Language Arts, Math, Executive Functioning, and Well-being
- **Extensions**: family choices for additional Art, Music, and PE

SCHOOL-RECOMMENDED REGULAR EDUCATION SUPPORTS DURING ADVISORY PERIOD

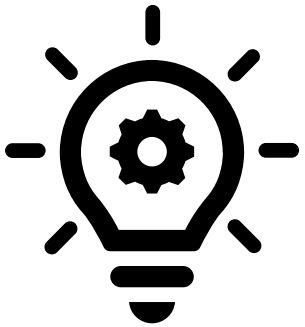
NUMBER OF STUDENTS SCHEDULED 2025-2026



Language Arts
(70)



Math
(139)



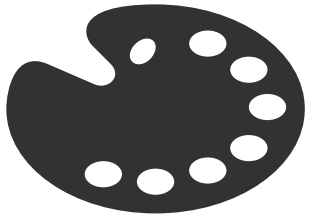
Executive Functioning
(116)



Well-being
(55)

FAMILY CHOICES FOR EXTENSIONS AND WORLD LANGUAGES DURING ADVISORY PERIOD

BASED ON REQUESTS AND STAFFING AVAILABILITY



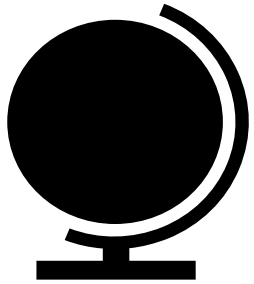
Art
Grades 5-8*



Music
Grades 5-8*^



PE
Grades 7 & 8*



WL
Grades 5 & 6**

*Scheduled during Advisory Period 2 times per 6-day cycle for 1/2 school year

^Band, Orchestra, and Chorus remain as options with ensemble rehearsals before homeroom and sectionals scheduled during the school day

**Scheduled during Advisory Period 2 times per 6-day cycle all school year

FAMILY CHOICES FOR EXTENSIONS AND WORLD LANGUAGES DURING ADVISORY PERIOD

NUMBER OF STUDENTS SCHEDULED 2025-2026

GRADE	ART	MUSIC	PE	WL
5	Drawing (274)	Beginner Band (42) Percussion (38)	---	French 5 (132) Spanish 5 (319)
6	Painting (299)	Electronic Music Production (125)	---	French 6 (110) Spanish 6 (385)
7	Mixed Media (241)	Modern Band (67) Electronic Music Production (30)	Team Sports (255) Lifetime Activities (110)	---
8	Studio Workshop (202)	Modern Band (54) Electronic Music Production (21)	Team Sports (278) Lifetime Activities (78)	---

PERCENTAGE OF STUDENTS SELECTING EXTENSIONS AND WORLD LANGUAGES DURING ADVISORY PERIOD

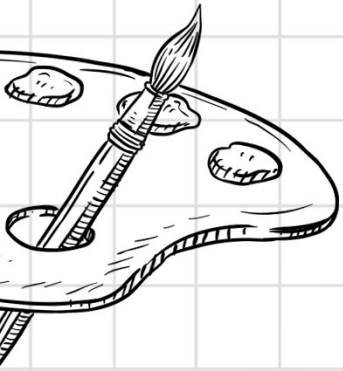
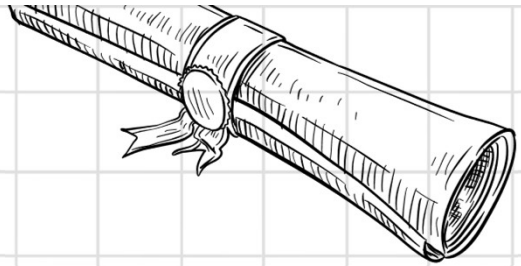
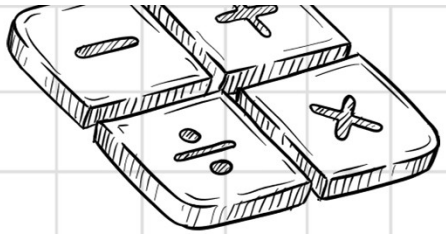
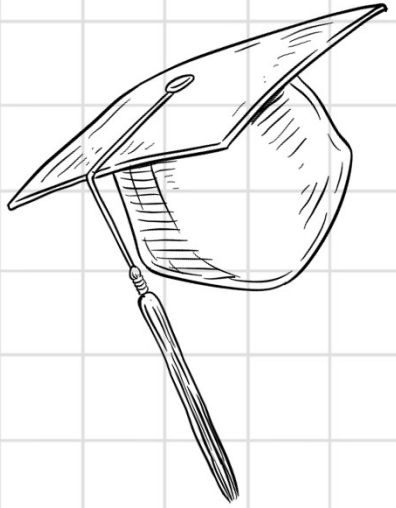
OVERVIEW 2025-2026

GRADE	ONE EXTENSION	MORE THAN ONE EXTENSION	ALL WORK COMPLETION	WL
5	37%	13%	37%*	85%
6	45%	13%	29%*	87%
7	38%	34%	16%	---
8	40%	25%	22%	---

* Includes Work Completion 4 times per 6-day rotation for those students who selected WL

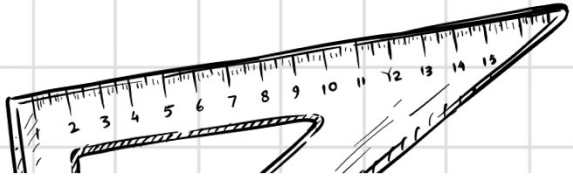
THE PLAN IN PREPARATION FOR THE 2026-2027 SCHOOL YEAR

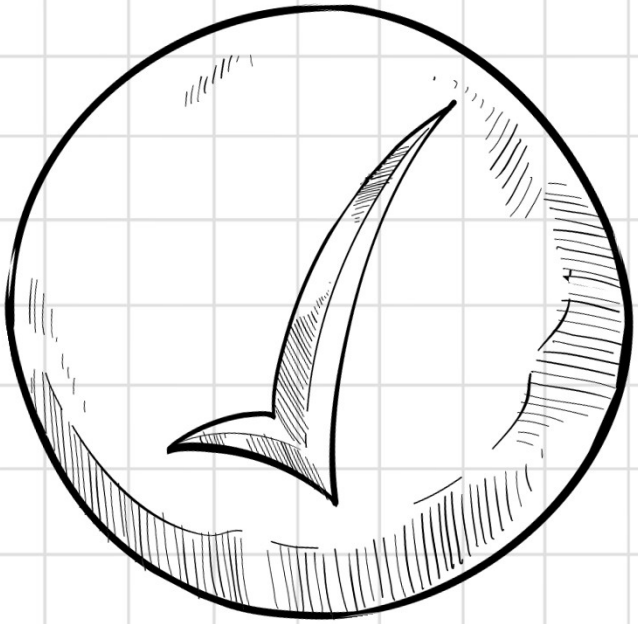
- Continue to enhance the redesigned curriculum
- Continue to offer Regular Education Supports in Language Arts, Math, Executive Functioning, and Well-being
- Continue to offer family choice of Extensions for additional Art, Music, and PE, as well as World Language
- Conduct parent presentations and course selection in April and May
- Evaluate staffing while staying within budgeted amounts

Strategic Planning Update

Presented to the Board Education Committee
May 2026

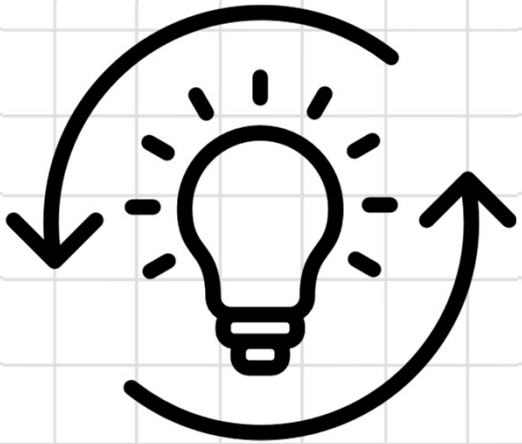



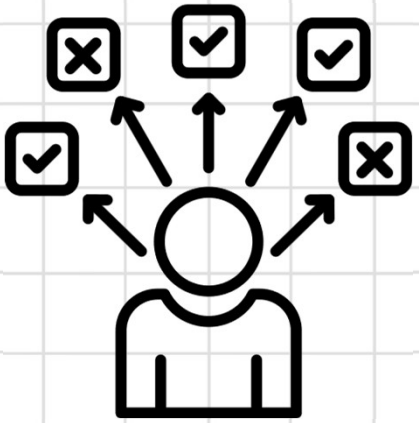



Update and Highlights

Focused on selected strategies and action plans from the TESD Strategic Plan

Change

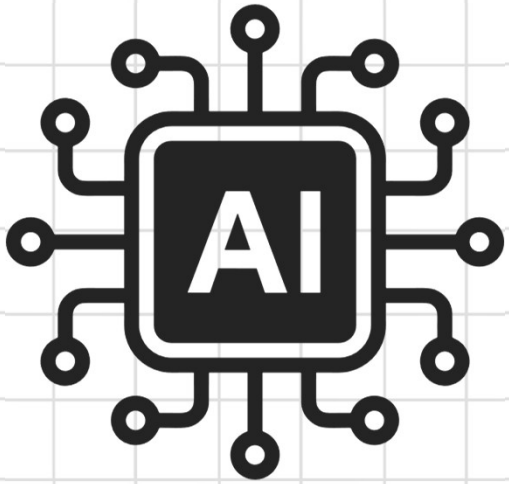




To develop a culture of pioneering that enhances TESD's capacity to anticipate evolutionary or disruptive changes, so that TESD is better able to take advantage of opportunities and minimize negative impacts.

Change

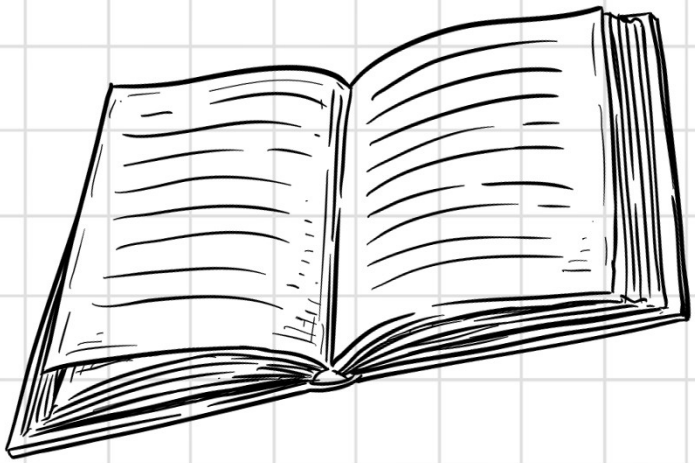
Impacts





- Revisiting the use of technology and devices at the elementary level
- Continuing to navigate the positive and negative effects of AI for both staff and students

Curriculum



Promote a growth-focused instructional model that engages every student.

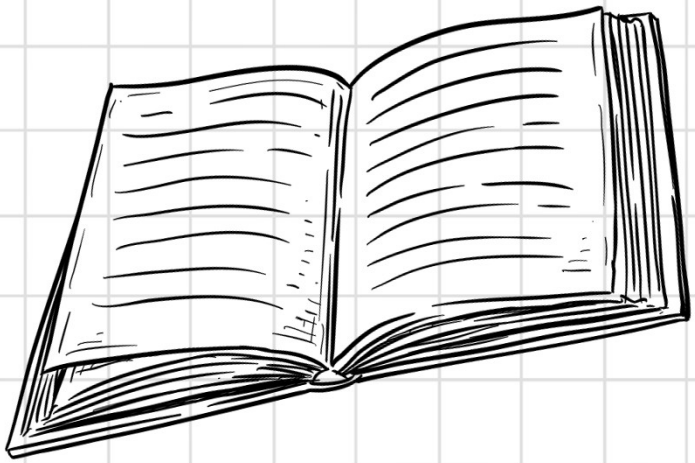
Curriculum

Growth and Engagement



- Development of foundational "We Believe" statements for Kindergarten Program
- Full-Day Kindergarten Program Development (Opening Fall 2027)
- Built from the ground up with:
  - Play-based learning
  - Inquiry-driven instruction
  - Project-based experiences

Curriculum

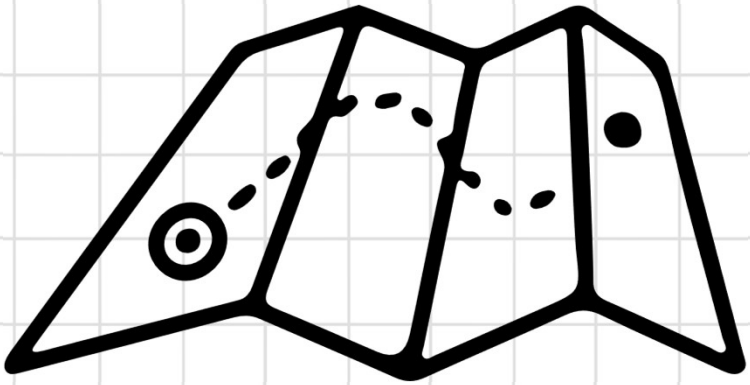




Create a learning environment that exposes students to multiple pathways and encourages them to explore their individual interests and goals.

Curriculum

Pathways



- Curiosity Driven Pathways (High School)embedded in 2026-27 Program of Studies

Allows students to pursue passions across disciplines

- Middle School Extensions (Choice-Based)-Students select additional experiences in:

Art, music, physical education

- Continued work on Program of Studies updates including new graduation requirements (e.g., financial literacy)

Engagement

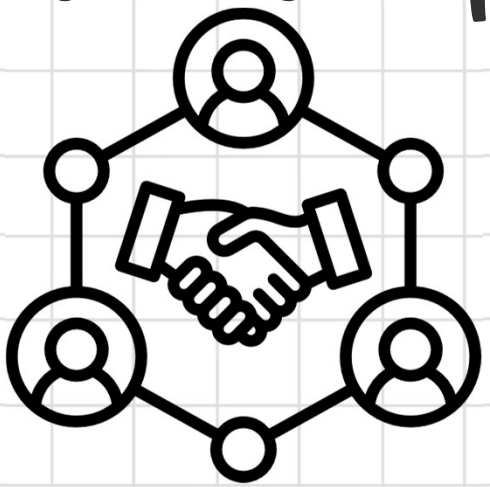




To expand opportunities for stakeholders' engagement

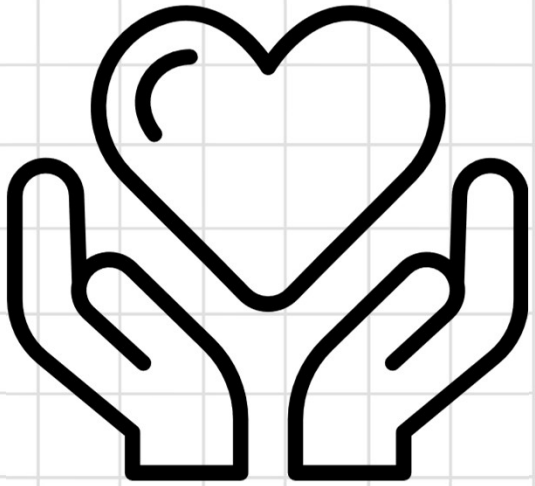
Engagement

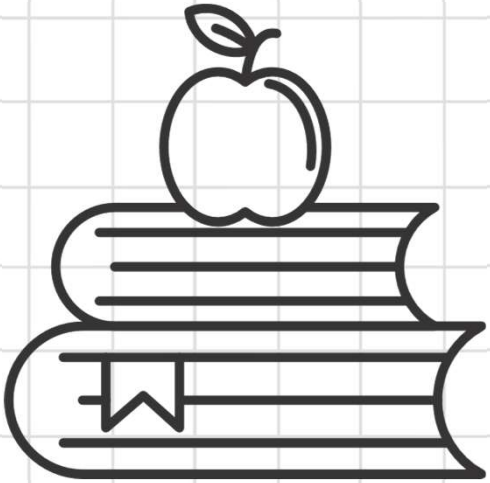
Communication and Partnership



- Expanded community partnerships, including:
  America250 initiatives
  Community mural program
  Local history collaborations
- Creation of public-facing FDK webpage
- Creation of parent volunteer Redistricting Steering Committee

Faculty Support





To provide opportunities for focused, professional development that forwards the mission through broadened, intentionally driven collaboration both vertically and horizontally across levels and disciplines.

Faculty Support

Professional Learning and Collaboration



System Redesign of Professional Learning

- Transition from Staff Development → Professional Learning
- Establishment of Teaching & Learning Council (TLC) to guide coherence and alignment

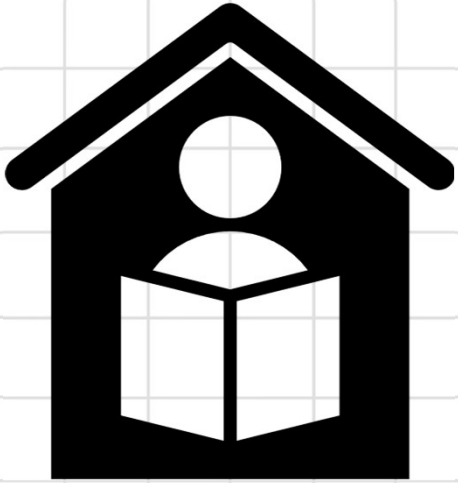
Revised Teacher Model

- Updated model aligned to:
  - Instructional clarity
  - Student engagement
  - Inclusive practices
- Continues to provide a shared vision of high-quality instruction across the district

Redesign of Alternative Assessment Structure

- Introduction of PLC-based pathways for professional growth
- Alignment of goals to district strategic priorities

Sustainability





To ensure that the space we provide meets the evolving teaching, learning, and community needs in order to advance our tradition of excellence.

Sustainability

Spaces For Learning



New Elementary School Project

- On track for 2027-2028 opening

Design considerations aligned to:

- Modern instructional practices
- Community use
- Future growth