EPS - November 11, 2026

Wednesday, November 11, 2026 6:30 PM
High School Library, 35 Church Hill Road, Kintnersville, PA 18930

1. **Committee Members**
2. **Meeting Opening**
3. **Topics/Descriptions/Presented by**

3.A. Planned Course Statement: Applications of Math

3.B. Beginning of the Year Data Overview

4. **Discussion**
5. **Committee Approved Expenditures**

5.A. None.

6. **Informational**

6.A. Student Services Update

6.B. Advanced Placement and Dual Enrollment

7. **Next Scheduled Meeting Date**

7.A. January 13, 2027 at 6:30 PM

8. **Adjournment**
9. **Minutes from previous meeting**

9.A. October 2026 Minutes

APPLICATIONS OF MATH

LENGTH OF TIME: 90 minutes per day, one semester

GRADE LEVEL: 11-12

DESCRIPTION OF COURSE:
Students use mathematical models to analyze and solve problems in business, carpentry, applied science, engineering, and everyday life. Students exit the class with more experience and confidence that they can use relevant mathematical techniques to help inform and make important decisions. Emphasis will be on hands on, project-based learning and applications where students use mathematical methods to model and solve problems. Students will gain experience solving non-routine problems and will be asked to rationalize their approach, consider alternative approaches, and explain their solutions verbally and in writing. Independent project work is a key component of the course, and every student will complete a culminating project where they choose one of the course's core areas for deeper study.

COURSE STANDARDS:
Students will:

1. Understand ratio concepts and use ratio reasoning to solve problems. CC.2.1.6.D.1
2. CC.2.4.7.B.1
3. Analyze proportional relationships and use them to model and solve real-world and mathematical problems. CC.2.1.7.D.1
4. Understand and apply congruence, similarity, and geometric transformations using various tools. CC.2.3.8.A.2
5. Understand and apply the Pythagorean Theorem to solve problems. CC.2.3.8.A.3
6. Understand the connections between proportional relationships, lines, and linear equations. CC.2.2.8.B.2
7. Analyze and solve linear equations and pairs of simultaneous linear equations. CC.2.2.8.B.3
8. Verify and apply geometric theorems as they relate to geometric figures. CC.2.3.HS.A.3
9. Apply trigonometric ratios to solve problems involving right triangles. CC.2.3.HS.A.7
10. Apply geometric concepts to model and solve real world problems. CC.2.3.HS.A.14
11. Graph and analyze functions and use their properties to make connections between the different representations. CC.2.2.HS.C.2
12. Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.2
13. Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.7
14. Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. CC.2.2.HS.D.10

PERFORMANCE ASSESSMENTS

Students will demonstrate achievement of the standards by:

1. Completing Homework
2. Performance on Projects
3. Performance on Tests & Quizzes
4. Performance on Pre-Assessments
5. Use real tools and materials when possible (tape measures, protractors, calculators).
6. Incorporate technology: spreadsheets for budgeting, apps for unit conversion.
7. Research careers and discover how math is applied in their work.

TITLES OF UNITS

Unit	Instructional Time	Topic(s)	Real-world focus
1	5 days	One-variable linear equations	Finance: paychecks, taxes, net vs gross
2	5 days	Ratios & Proportions	Medicine: dosing, IV rates; Cooking: scaling recipes
3	5 days	Percents	Finance: discounts, tips, taxes; Construction: percent complete
4	5 days	Slope of a line	Careers: unit rates, speed, cost per item; Finance: marginal cost
5	5 days	Graphing equations	Finance: break-even lines; Medicine: dosage vs weight charts
6	5 days	Systems of equations	Construction: material mix; Finance: comparing plans
7	10 days	Basic polynomials, factoring, and solving quadratics	Construction: area models, arches; Physics: projectile paths, and maximum height; Profit maximization study
8	6 days	Basic exponential functions	Finance: compound interest; Medicine: bacterial growth/decay
9	5 days	Area & perimeter (basic shapes)	Construction: flooring, fencing, paint; Landscaping

10	8 days	Properties of quadrilaterals and circles	Construction: framing, tiling, layout, pipes, volume, materials used
11	5 days	Pythagorean theorem	Construction: square corners (3-4-5), ladder safety
12	5 days	Properties of triangles and Basic SOH-CAH-TOA	Construction: roof pitch, bracing, ramp slope; Surveying
	5 days	Capstone project build	Student teams choose a domain and integrate 3+ topics
	5 days	Presentations + assessments	Project showcase, cumulative practical exam
	11 days		Review/Quizzes/Tests throughout the course

MATERIALS:

1. Textbook– TBD
2. Potential Resources include: workbooks, teacher-created resources, MathMedic tools
2. Graphing Calculators (Desmos.com & TI-84)
3. Chromebooks, as needed
4. Manipulatives, such as construction tools, as needed

Data Review:
Beginning of the Year 2026-2027

EPS : November 11, 2026

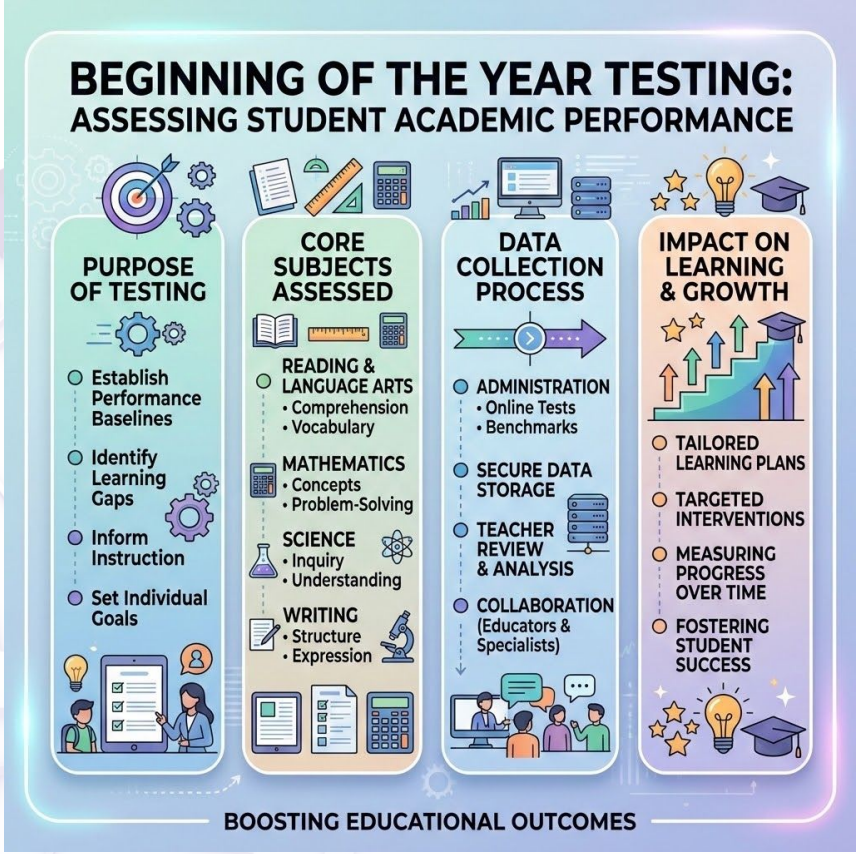
Presenter:

Dr. Michael Donnelly

Beginning of the Year Data : Purpose

Beginning of the year testing is conducted each year to establish a baseline of student academic performance, identify individual learning needs and gaps, inform instructional planning, and measure student growth over the course of the school year.

The BOY testing serves as a snapshot of where each student is at that moment in time at the start of the school year to compare to how they perform at the EOY (end of year) testing.



PSD

Multiple Measures

Here is a document that details the variety of assessments that take place in the district throughout the school year.

Multiple Measures Document

Standardized Tests - Advanced Placement

Assessment/ Administrator	Purpose	Test takers/how often	Used for/to…	Of note:
Advanced Placement (AP) Exams	Subject specific, end of course exams, in which students can demonstrate proficiency and may attain college credit based on a variety of factors.	Students in AP courses choose if they are going to take the AP test.	Test results are shared with the Board but they do not factor into the Future Ready Index. The fact *that we offer* AP courses factors into our college and career readiness score.	The 2026 exam cost was $99. The reduced cost of $62 is for students who have been identified as economically disadvantaged.

Advanced Placement (Spring 2026)

AP Scores
(Spring 2026)

Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design			1		1	2
Biology		5	9	3		17
Calculus AB		2	2	5		9
Chemistry		1	2	1	1	5
Computer Science A	1	2	5	6	1	15
Computer Science Principles	2	6	11	1		20
English Language and Composition			5	7	1	13
English Literature and Composition		1	8	10	3	22
European History		2	4	14	4	24
French Language and Culture		2	3	1		6
Physics 1	1	1		3		5
Physics C: Mechanics			1			1
Precalculus	2	12	14	5	1	34
Spanish Language and Culture		3	4	1	1	9
Statistics	1	4	3	2	1	11
United States History		1	2	6	1	10

15 students were recognized at the September board meeting for earning AP Distinction Recognition for stellar performance!

NOCTI (National Occupational Competency Testing)

Assessment/ Administrator	Purpose	Test takers/how often	Used for/to...	Of note:
National Occupational Competency Testing Institute (NOCTI)	Technical skills assessment to determine readiness for entry-level positions in chosen vocations	UBCTS juniors in all program areas except machining technology (they take the National Institute for Metalworking Standards	Determine readiness for entry-level positions in chosen vocations	Proficiency is recorded on the Future Ready Index.

NOCTI (National Occupational Competency Testing)

Total students:	27
Total students completing all testing:	26
Total # Advanced or Competent:	24
% Advanced or Competent:	92%
% Basic :	8%
1 student did not show up for the performance exam.	

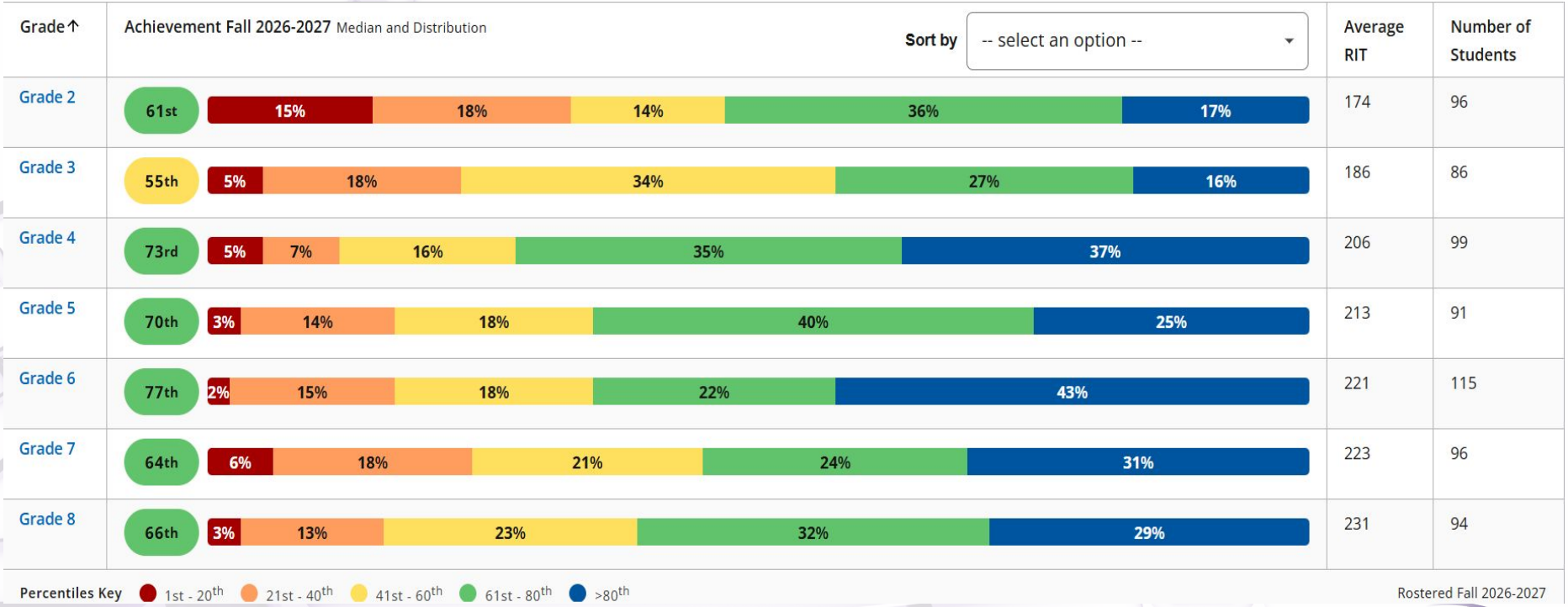
UBCTS
Upper Bucks County Technical School

PSD

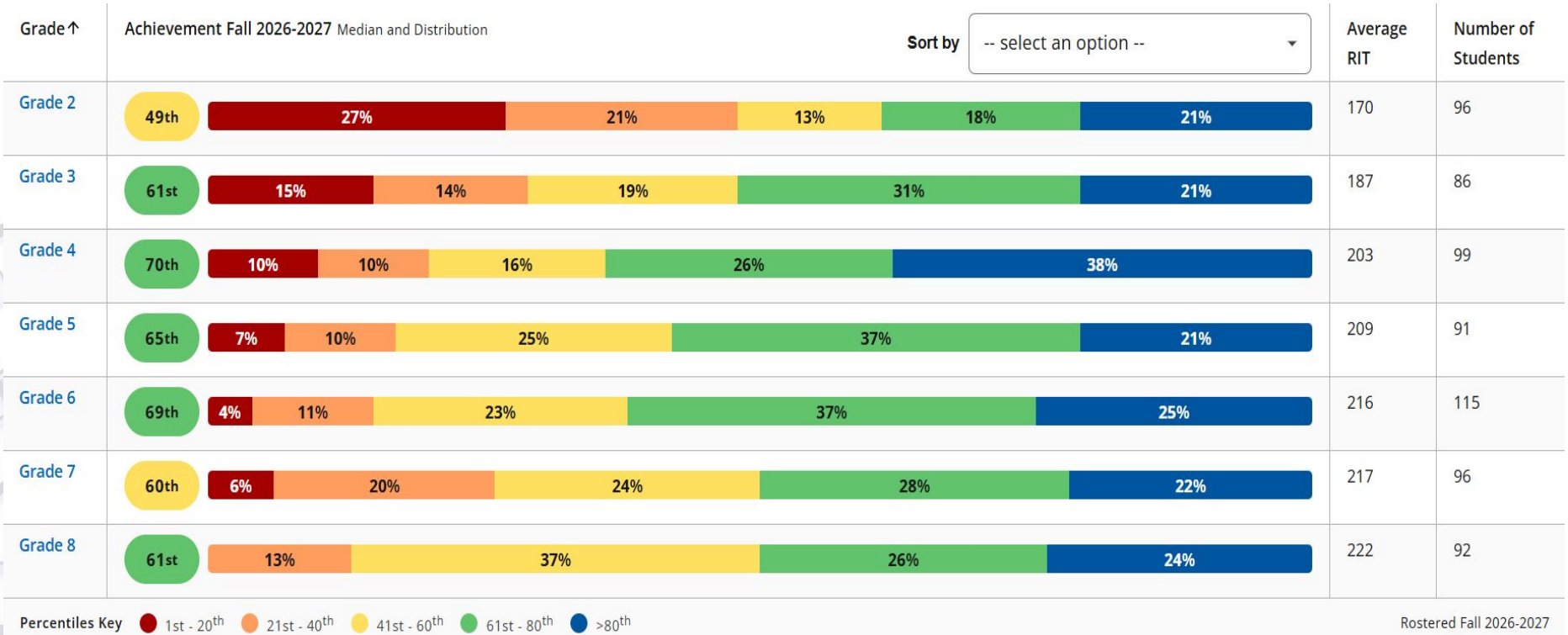
NWEA MAP - diagnostic / formative assessment

Assessment/ Administrator	**Purpose**	**Test takers/how often**	**Used for/to...**
Measure of Academic Progress (MAP)	Computer-based, adaptive exam that shows a teacher what students know and what areas may require additional intervention	All students in grades 2-8 in math and reading taken 3 times per year (beginning, middle and end)	Measure growth over time. Compare results to similar students across the nation. Project proficiency for year-end summative tests.

NWEA MAP - Beginning of Year (MATH 2 - 8)



NWEA MAP - Beginning of Year (READING 2 - 8)



CKLA DIBELS 8 (elementary literacy)

Assessment/ Administrator	Purpose	Test takers/how often	Used for/to…
CKLA - DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills)	Used to identify early literacy skills and can support teachers in determining what interventions, if necessary, would support a student's reading	All students in grades K-2 and as needed to monitor progress for individual students in grades 3-5.	Teachers use this data to inform appropriate levels of support (intervention or enrichment), as well as class group structures for lessons This data is also used in parent meetings when discussing the rationale for tiered 2 or 3 level of support.

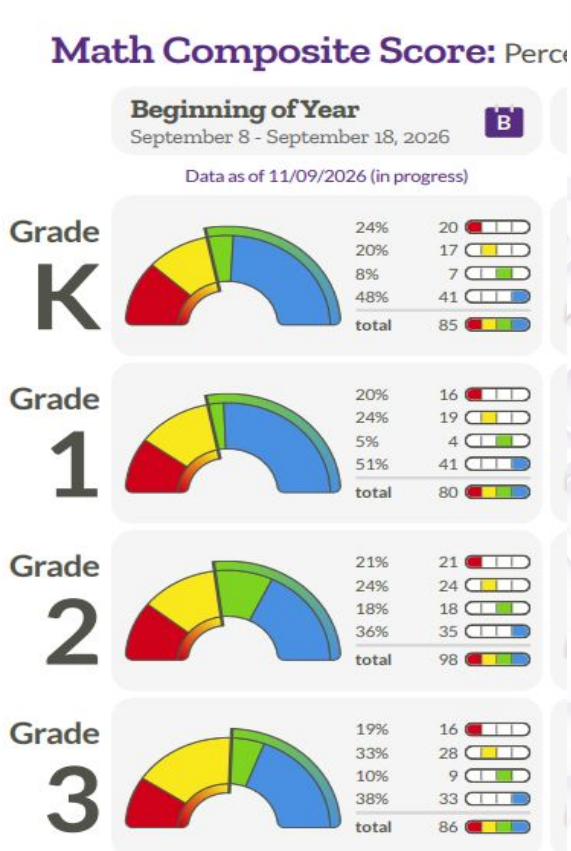
CKLA DIBELS 8 (elementary literacy)

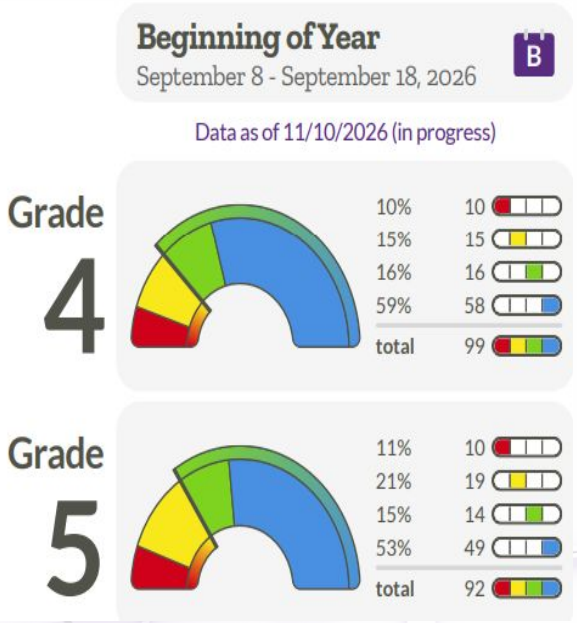
Population	Measure		Well below	Below	At	Above	Students
Grade K	Composite Score	BOY	51%	14%	19%	16%	85
Grade 1	Composite Score	BOY	25%	26%	34%	15%	80
Grade 2	Composite Score	BOY	34%	20%	27%	19%	98
Grade 3	Composite Score	BOY	16%	16%	40%	28%	86
Grade 4	Composite Score	BOY	11%	22%	43%	24%	99
Grade 5	Composite Score	BOY	17%	19%	39%	25%	92

Acadience - Math (Beginning of Year)

Assessment/ Administrator	Purpose	Test takers/how often	Used for/to...
Acadience (math)	Used to identify numeracy skills and can support teachers in determining what interventions, if necessary, would support specific math skills	All students in grades K-2 and as needed to monitor progress for individual students in grades 3-5.	Teachers use this data to inform appropriate levels of support (intervention or enrichment), as well as class group structures for lessons This data is also used in parent meetings when discussing the rationale for tiered 2 or 3 level of support.

Acadience - Math (Beginning of Year)





[District Report]

PSD

Next Steps...

- When state testing results have been released from the PA Department of Education, those will be shared with the committee.

- Principals will share building-specific plans, including middle-of-year (MOY) benchmark data in February 2027.

- Elementary principals have recommended widening the focus for a K - 2 summer reading program.

PALISADES school district

39 Thomas Free Drive, Kintnersville, PA 18930
(610) 847-5131 www.palisd.org

Special Education Cyclical Monitor- During the 2025-2026 School Year, the Palisades School District engaged in cyclical monitoring, a process by which the Pennsylvania Department of Education does a comprehensive review of the District's Special Education Programs. As an outcome of the process, the District will be involved in an Action Cycle over the next 6 years, focused on:

- Continuing our upward trend of educating learners with disabilities in the least restrictive environment
- Improving Graduation and Drop Out rates
- Providing information to parents through webcasts, presentations at EPS and/or training, relative to special education
  - Journeys in Special Education: FAPE and Child Find
- Increasing resources for continuing learners in our 18 to 22 programs

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LETRS 1 and LETRS 2 Training

- **LETRS** (Language Essentials for Teachers of Reading and Spelling) is a science of reading-based professional development program for educators, developed by Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, and managed by Lexia® LETRS®. [1, 2, 3]
- At the conclusion of the 2026 2027 school year, the majority of our special education staff will be certified in either LETRS 1 and/or LETRS 2
- Throughout the 2026-2027 School year, staff will be working with our Training and Technical Consultant through the BCIU, Erin Miner, in a process known as Literacy Rounds, by which staff will introduce a "Problem of Practice" relative to literacy, and develop interventions utilizing LETRS principals to address the student's need.

Innovamat- Professional Development and Coaching Series focused on instruction for students with math based disabilities

- With special education staff well trained in literacy practices, the Special Education Department is shifting its focus to math instruction for students with math based disabilities.
- The first of 3.5 professional development sessions was offered to special education teachers, interventionists, and paraprofessionals on November 3, 2026: **"Effective Intervention in Mathematics…"**
- Additional coaching and a pilot of supplemental materials for mathematics will be provided to our middle school special education staff

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Student Rounds

- Similar to "Literacy Rounds", teams at each building gather monthly to review data relative to individuals with behavior based disabilities, and develop strategies for improved performance and to promote student independence

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School Counseling 339 Plan- As per the Pennsylvania Department of Education requirements, Our school counseling team is working to reauthorize the District's 339 School Counseling Plan. A stakeholder meeting was held in October of 2026, to ascertain the communities position on school counseling needs. Once drafted, the plan will be presented at EPS prior to being submitted to the board for approval.

Gifted Services

- Mrs. Shauna Chilton has been appointed as the new Gifted Support Liaison.
- Mrs. Chiltion presented to EPS at the October EPS meeting. Palisades Gifted Services 2026 2027
- Gifted Screening will take place for the District's 2nd grade students in December.

Health Services- The Health Services Department will be sponsoring a Flu and Covid shot clinic on November 24, 2026 at the following locations and times:

Tinicum Elementary School 9:15am
Springfield Elementary School 10:30am
Palisades Middle School 12:00pm

Advanced Placement and Dual Enrollment
2026-27 Course Summaries

2026-27 Advanced Placement Course Enrollments

Course	2026-27 Enrollment
Studio Art	6
3-D Art (new)	4
Business w/ Personal Finance (new)	35
English Language & Composition	15
English Literature & Composition	7
Calculus	15
Statistics	6
Precalculus	47
Biology	23
Chemistry	9
Physics	10
US History	17
European History	16
Computer Science Principles	9
Cybersecurity (new)	10
French	11

Courses NOT running this year:

Computer Science A
Spanish Language

2026-27 Dual Enrollment Course Enrollments

Taught by a College Professor

Course	College	Enrollment
Intro to Sociology *offered online this school year due to enrollment	BCCC	5
Intro to Psychology	BCCC	20
Scholars Program (various)	Lehigh University	3

BCCC tuition paid by student/parent
LU tuition is waived by LU

***Advanced Placement Classes that offer the opportunity to take the class for BCCC Dual Enrollment (DE) credit**

PHS Course	Enrollment	BCCC course credit
AP Composition & Language	13	COMP 110
AP US History	16	HIST 151 & HIST 152

***PROPOSED - Advanced Placement Classes that will receive BCCC DE credit**

PHS Course	Potential Enrollment	BCCC course credit if approved
AP French	11	FREN110
AP European History	16	HIST112
AP Calculus	15	MATH140
AP Biology	23	BIOL121
AP Literature & Composition	7	COMP110
AP Computer Science Principles	9	CISC999
AP Chemistry	9	CHEM121

**During the 2026-27 school year BCCC tuition is paid by a grant that BCCC received for the development of this program with local school districts*

2026-27 Advanced Placement Course Options

A PHS student that takes an Advanced Placement class that is approved for Bucks County Community College Dual Enrollment credit has the following options:

1) ONLY take the AP exam -
    a) scoring a 3 or better MAY give the student the opportunity to receive college credit.
    b) The student/parent pays the exam fee that is $99/exam
2) ONLY have the AP class count for BCCC credit
    a) The student takes the identified AP course, and pays the BCCC tuition and fees. The student will then receive BCCC college course credit along with a college transcript from BCCC ($130/credit)
    b) During the 2026-27 school year, BCCC received a grant that waives ALL tuition and fees for students taking an AP class that is approved for credit that is taught by a high school teacher.
3) Take the AP exam and have the AP course count for BCCC credit
    a) Combine #1 and #2 above
4) Do not take the exam nor the BCCC course credit

Additional Considerations:

a) The students' transcripts will show that they have taken a particular AP class at PHS with a designated weight of an 8.
b) If they choose to take the AP class for Dual Enrollment course credit, they will then have a BCCC transcript with that college course listed, grade, and credits awarded.
c) During the 2026-27 year, it is likely that the number of students enrolled in the AP will continue to take the AP exams, which is near or above 90% of all enrolled students electing to take the AP exams. HOWEVER, during the 27-28 school year it is also likely that fewer AP students will take the AP exams as they may elect to only work toward only the BCCC college course credit.

PALISADES school district

MINUTES

Educational Programs and Services

Library at PHS
October 14, 2026
6:30 PM

Committee members present: Dr. Karen Beerer (committee co-chair), Dr. Michael Donnelly (co-chair/Assistant to the Superintendent), Cora Landis (committee member), Betsy Nilsen (committee alternate)

Other Board members present: Linda Wenhold

Presentations for each topic below can be found on Keystone Agenda, where agendas and minutes are posted for Palisades Board meetings and Board committee meetings. For that link, please click here.

6:30 PM - 6:31 PM
Opening

Review Agenda and Introductions

Director Beerer and Dr. Donnelly welcomed everyone and reviewed the committee format and the agenda for the evening.

6:31 PM - 6:33 PM
Presentation

Routine Approvals

Dr. Donnelly presented to the committee the routine review of the annual Cyber MOU, which is reviewed each October, as well as an articulation agreement with Marshall University to support a pre-service school psychologist's internship in the spring for a practicum.

The Committee moves the routine approvals to the full board for recommended approval.

6:33 PM - 6:47PM
Presentation

Student Services Updates : Gifted Services

Mrs. Chilton provided an overview of the various formats of gifted education at each level (elementary, middle, and high) for the 26-27 school year.

6:47 PM - 7:56 PM
Presentation

Five-year review presentations

Wellness/Fitness, Business, and Social Studies departments shared their work for each department's five year review.

Those presentations will be updated on the curriculum webpage.

PALISADES school district

7:56 PM - 8:17 PM
Discussion

Middle School Schedule

Director Beerer shared that she and Director Wenhold had a positive visit to PALMS on September 25 to see the new schedule in action, including Pirate Block. They spoke with Dr. Scheibenhofer, teachers, and students. She shared that she was excited about what she saw during the visit. Director Beerer stated that she would like to recommend that the EPS committee bring the recommendation to the Fiscal committee to add a placeholder in the 27-28 budget development process for an interventionist or coach for the middle school (the specificity of the position to be determined later by Dr. O'Connell and Dr. Donnelly).

The committee agreed to bring the budget placeholder to the Fiscal Committee.

Presentations for each topic below can be found on Keystone Agenda, where agendas and minutes are posted for Palisades Board meetings and Board committee meetings. For that link, please click here.

Committee Comments:

Topic: Student Services Update : Gifted Services

Board Committee Member	Comments/Discussion
Director Beerer	Asked about enrichment versus acceleration. Shared that she visited the gifted seminar during Pirate Block. Clarified the difference between curriculum and enrichment. Asked about the numbers of students identified for PAL at the elementary level.
Director Landis	Asked if high school students get credit for helping with the activities throughout the year.
Public Comments / Questions:	
Laura Cantwell (Nockamixon)	Proactively reached out for her students to participate in the program.
Stacy Finney (Durham)	Emphasized the "I" in GIEP but also wants to ensure students have the opportunity to participate in all of the various activities as well.

PALISADES school district

Topic: Five Year Reviews

Board Committee Member	Comments/Discussion
Director Beerer	Wellness & Fitness: Asked about Xello and career exploration. Business: Shared that the career component is a huge focus and the career world is changing for our students. Spoke about dual enrollment and inquired as to why we are exploring so much AP. Social Studies: Asked what the metrics are for their goals and how do they know that it is working. Shared that a newer model called 4QM has recently come out and that it is a good approach. Shared to keep an eye on screen time. Shared that new research shows that reading in social studies and science contexts helps in the learning-to-read process.
Director Landis	Wellness & Fitness: Asked that safety is taught during the bike units. Inquired about the impact of other programs on face-to-face/online classes. Business: Asked about the community/stakeholder group referenced in the presentation. Social Studies: Inquired when the DC trip restarted and shared how she chaperoned that trip when her daughters were in school here. Asked if the civics exam is required. Inquired about field trips.
Director Nilsen	Business: Asked what students in the TV/Video courses are doing and asked how the public is learning about their availability as well as special community events. Social Studies: Asked which were the two student interest-based courses that were created and the numbers of students interested.
Public Comments / Questions:	
Laura Cantwell (Nockamixon)	Wellness & Fitness: Inquired about cell phone/social media addiction education.
Jill Williams (Upper Black Eddy)	Social Studies: Shared that the economics units at the elementary level are phenomenal. Shared that the middle school seems balanced with paper/pencil and technology. Shared that she would love to see the Ellis Island trip come back.
Stacy Finney (Durham)	Social Studies: Shared that the opportunities to explore outside of their area are really great.

Topic: Middle School Schedule Discussion

Board Committee Member	Comments/Discussion
Director Beerer	Reiterated that putting a position in the budget would be open to what the specific need would be (math/literacy) or (interventionist/coach), based on a recommendation from Dr. O'Connell and Dr. Donnelly.
Director Landis	Stated that she was in agreement for putting that placeholder in the budget.
Director Nilsen	Stated that she didn't have a problem putting it in the budget.
Public Comments / Questions:	
Jill Williams (Upper Black Eddy)	Stated that MAP data at the middle school is only sent home if asked. Asked if parents were notified what intervention the students were placed in and what data determined that.
Linda Wenhold (Springfield)	Stated that there were teacher recommendations for the Pirate Block.

Adjournment
The meeting adjourned at: **8:17 PM**

The next meeting is on Wednesday, November 11, 2026 at 6:30 PM.