
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report **Tuesday, October 07, 2008**

Entity: Marple Newtown SD
Address: 40 Media Line Rd Ste 206
Newtown Square, PA 19073-0000
Phone: (610) 359-4256
Contact Name: Merle Horowitz

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Marple Newtown SD	Delaware County IU 25	Merle Howoritz	6	3558	650

District Special Education Contact:

Name	Title	Phone	Fax	Email
Arthur D. Stevens	Special Education Administrator	610-359-4217	610-723-3341	astevens@mnsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Ann Marie Andress	Marple Newtown School District	Parent	Superintendent
Arthur D. Stevens	Marple Newtown School District	Special Education Representative	Superintendent
Merle Horowitz	Marple Newtown School District	Administrator	Superintendent
Tara Sinisi	Marple Newtown School District	Special Education Teacher	Superintendent
Tina Sweeley Ed.D.	Marple Newtown School District	Regular Education Teacher	Superintendent
William Duffy Ed.D.	Marple Newtown School District	Administrator	Superintendent

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Marple Newtown School District prides itself on providing quality educational programming for all of its exceptional students. It takes careful planning and teamwork among dedicated special and regular education teachers, administrators, clinical staff, paraprofessionals and parents to achieve the desired results we all want for all of our exceptional students. Programming for students with disabilities is differentiated through the IEP process. In many instances, more frequent and sometimes more intensive strategies, adaptations and accommodations are provided than would normally be present in regular education programs. The District maintains its commitment to provide an appropriate education in the least restrict environment for all exceptional students. Interventions for students are based on their assessed needs and documented on the IEP. The degree of service for exceptional students is contingent upon individual needs at any specific point in time. In order provide an appropriate education in the least restrictive environment, the district provides a continuum of placement options with the necessary resources to implement each student's IEP.

The majority of special needs students receive their program within the District. Opportunities for appropriate inclusion are encouraged and supported. Instructional techniques such as co-teaching, flexible grouping and cooperative learning are used to enhance inclusion. Adaptations of materials and alternative forms of assessment are methods that further maximize the benefits of inclusion for students. Supportive services such as Speech and Language Therapy,

Occupational and Physical Therapy and the assistance of Paraprofessionals further fortify successful inclusion.

For those students who present with a degree of need, either educational or emotional, that requires a more intensive and restrictive program, the District provides an appropriate out of district placement designed to meet their individualized needs. These placements are the result of the careful planning and teamwork by the IEP team and supervised by district administration. The district participates in all out of district IEP conferences and reviews the services being provided and the progress of students to determine the appropriateness of program and to initiate a return to a district program when, and if, appropriate.

The District continually assesses the types of programs and services necessary to fulfill its obligation to provide a Free and Appropriate Public Education for all its exceptional students. The following highlights are some of the programs and services that represent this district's response in meeting the needs of its special education population:

- A continuum of service that allows for special needs students to access the regular education curriculum with the appropriate and necessary supplemental aids and services

- Extensive training and implementation of the Response to Intervention (RTI) approach in identifying specific learning disabilities

- A highly specific program targeted toward those students diagnosed as Aspergers

- A focus and adherence to a District-wide alignment of highly qualified special education personnel to enhance student progress

- The implementation of differentiated instruction for all students

- The implementation of a co-teaching model of instruction

- A therapeutic component for all emotional support students as well as other students who may present with social, emotional and/or behavioral needs that targets the enhancement of emotional growth and positive social interactions

- A Life Skills based Learning Support program for students who present with significant needs from kindergarten through twelfth grade

- Emotional Support Program that implements a specific, written curriculum at the elementary, middle and high school levels

- Appropriate occupational and physical therapy to enhance student ability to profit in the learning environment

- Appropriate speech and language therapy to remediate specific problems and to enhance access to the general curriculum

- Vision and hearing services to promote learning in the students' classroom setting

- Appropriate opportunities for students with special needs to be included in the general education curriculum and extra curricular activities at all organizational levels

- Paraprofessional support to support individual and group learning needs

Intensive and ongoing staff training to adhere to the federal and state mandates for students with disabilities

Staff training targeted to meet the needs of individual students who present with particular needs

Psychological services for evaluation, behavioral management and crisis intervention

Program for students who present with developmental delays

Program for students transitioning from Early Intervention programs who present with multiple needs

Identifying Students with Learning Disabilities

The District identifies students with Specific Learning Disabilities by incorporating the constructs of Response to Intervention (RTI) in combination with a psychological assessment and other assessments identified by the Multidisciplinary Evaluation Team (MDET) in order to complete a full and individual evaluation for consideration of special education eligibility by category and programming required by the Individual with Disabilities Education Act (IDEA). Eligibility for specific learning disability is determined by the student's response to core and supplemental interventions and whether or not the student demonstrates sufficient progress toward obtaining desired benchmarks and peer performance levels. Additionally, if the student's progress requires significant and ongoing interventions beyond those normally provided in the regular education curriculum, the student may be considered for special education services. To assure that the student has a specific learning disability, the MDET reviews all assessment data, instructional interventions and progress monitoring data in order to make informed decisions regarding the types of instructional and related services necessary to accommodate a particular student's learning needs.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
Don Guanella Village	Delaware County Intermediate Unit	10
Don Guanella Village	Elwyn Institute	3

Incarcerated Students Oversight

The Delaware County Intermediate Unit operates the educational program at the county correctional institution and keeps the home school districts informed. The District works collaboratively with the Delaware County Intermediate Unit and representatives from the student's last agreed upon IEP placement to provide an appropriate transition process in the event the student might be returning from incarceration.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Not Applicable	There are no facilities for incarcerated students located in the Marple Newtown School District.	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The Marple Newtown School District continues to support the concept of inclusion and an appropriate range of inclusionary programming. All building-based IEP teams understand the concept of least restrictive environment and seriously consider opportunities for eligible students to be educated in the environment where they would normally attend if not exceptional. The LEA at each IEP team meeting supervises this process. District-wide in-service and building-based training with assistance from PDE/PaTTAN, the Delaware County Intermediate Unit and other outside agencies with particular expertise have been utilized extensively to promote a full range of supplemental aids and services for eligible students, an understanding of specific types of disabilities and the most effective, research-based interventions to ensure meaningful educational benefit for these disabilities. In-service agendas have continually targeted the role of least restrictive environment in the programming and placement decisions for students.

Special education programming is highly individualized and reflects both professional expertise and parent input via the IEP process. The majority of eligible students receive services within the school district. Services are provided at all grade levels and in most cases, at the student's home school.

Instructional techniques such as co-teaching, flexible grouping and cooperative learning are used to enhance opportunities for appropriate inclusion of special education students in the regular classroom. Adaptations of materials and alternative forms of assessment are methods that further maximize the benefit of inclusion for both learning and emotional support students. Interventions for students are based on their assessed needs and documented on the IEP; therefore, the degree of service for special education students, whether inside the regular classroom or in a resource room environment, is dependent upon individual needs at any specific point in time.

The Marple Newtown School District utilizes the services of the Delaware County Intermediate Unit to support specific students within the school district who require hearing, vision or mobility services. Students with physical disabilities attending schools in the Marple Newtown School District are provided equal access to all educational experiences. Individual assistance is provided as warranted by the IEP.

The Marple Newtown School District, as previously mentioned, seeks to provide educational opportunities for eligible students in the least restrictive environment as deemed appropriate by the IEP team. The ongoing IEP process and reevaluation process are the mechanisms used to foster decisions regarding programming and placement. In an effort to provide a Free and Appropriate Public Education, it becomes necessary, at times, to pursue placement options

outside the school district. In keeping with the concept of least restrictive environment, serious attempts are made to provide an appropriate placement in a neighboring school district. The Marple Newtown School District also contracts with the Delaware County Intermediate Unit for appropriate placements for selected students. Please note, however, that every effort is made to reasonably consider the return of these students to the school district and to accommodate these students appropriately upon their return.

The Marple Newtown School District is cognizant that there are low incidence populations of students whose educational or emotional needs necessitate a more restrictive and structured environment, such as an Approved Private School. These students, in most cases, arrive at this point in the decision making process for a more restrictive placement after having demonstrated a lack of meaningful progress and benefit from their present educational placement. The few exceptions would be students who transferred into the Marple Newtown School District and upon review, were found to be appropriately placed by their former school district, 1306 cases, students transitioning from early intervention who have been in a highly restrictive setting and require it to be maintained or students who are currently experiencing an acute physical or psychiatric crisis. As with all students, 1306 cases are reviewed prior to their educational placement to ensure they receive an appropriate program commensurate with their type and degree of need in the Least Restrictive Environment appropriate. As with all outside placements, efforts are made to reasonably consider the return of these students to the school district and to accommodate these students appropriately.

Supplementary Aids and Services

Service	Comment
Physical Therapy Occupational Therapy Hearing Services Vision Services Therapeutic Interventions (Social-Emotional) Speech and Language Therapy School Health Services Counseling Services Special Transportation Behavior Management Adaptive Physical Education Assistive Technology Psychological Services	Services provided individually, in small groups or within the regular education classroom as deemed appropriate by the clinician of note.
Assessments and interventions: Vocational Situational and community-based Functional academic Interests and preferences Social behavior Employability skills	Assessments to evaluate students' ability to respond to directions and what special adaptations students may require to work effectively. Assessments to identify social behavior and employability skills.
Physical adaptations and modifications to the classroom/school environment Differentiated instruction that addresses learning styles and readiness levels of students Planned collaboration among teachers, paraeducators and clinical staff Interventions by trained staff to address social and behavioral needs of students	Categories of services that support eligible students in the regular education setting.

<p>Classroom Accommodations:</p> <p>Physical arrangement of classroom Lesson presentation Assignments Worksheets Homework Test Taking Organizational (weekly progress reports, extra set of books, reward system, etc.) Positive behavioral interventions</p>	<p>Accommodations provided in the classroom to promote meaningful learning experiences for students.</p>
<p>Augmentative Communication/Resources/Alternative Access (examples)</p> <p>Vantage Alphatalker Pathfinder Boardmaker Plus Word Power for Vantage Intellikeys Franklin Spelling Write-OutLoud Co-Writer Earobics Micro Light Switch Slant Boards Books on tape Enlarged print Interactive reading software Calculators</p>	<p>The District utilizes a wide range of assistive technology that includes both low tech and high tech applications. All applications are specific to individual student needs.</p>

LRE Data Analysis

Personnel Development Activities:

Topic	SE Students in Other Settings
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Various and throughout each school year over the next three years	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	In an attempt to reduce the percentage discrepancy between the Marple Newtown School District's data and PDE's data for special education students in other settings, the District will ensure that appropriate interventions, data collection and reevaluation procedures will uniformly be in place to support the efforts of IEP Teams to make informed

				decisions regarding the need to seek other settings. Projected Percentage Improvement: 2%-4% per year over the next three years
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Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Penn Delco School District	Neighboring School Districts	Resource Learning Support	1
Monsignor Bonner High School	Other	Full-Time Blind Support	1
Wallingford-Swarthmore SD	Neighboring School Districts	Part-Time Learning Support (DCIU Program)	2
Radnor School District	Neighboring School Districts	Full-Time Learning Support (DCIU Program)	1
Springfield School District	Neighboring School Districts	Full-Time Life Skills Support (DCIU Program)	1
Don Guanella School (DCIU)	Special Education Centers	Full-Time Life Skills Support	6
Don Guanella School (DCIU)	Special Education Centers	Full-Time Emotional Support	1
Don Guanella School (DCIU)	Special Education Centers	Full-Time Learning Support	1
Glen Mills Schools	Other	Itinerant Emotional Support (Glen Mills/DCIU)	2
Glen Mills Schools	Other	Itinerant Learning Support (Glen Mills/DCIU)	2
Glen Mills Schools	Other	Full-Time Emotional Support (Glen Mills/DCIU)	1
Haverford School District	Neighboring School Districts	Part-Time Speech and Language Support (DCIU Program)	1
Roosevelt School (DCIU)	Special Education Centers	Full-Time Physical Support	1
Buxmont Academy	Other	Resource Emotional Support	1
Buxmont Academy	Other	Itinerant Emotional Support	2
Buxmont Academy	Other	Part-Time Emotional Support	1
Elwyn Institute	Approved Private Schools	Full-Time Autistic Support	2
Elwyn Institute	Approved Private Schools	Full-Time Emotional Support	1
Elwyn Institute	Approved Private Schools	Full-Time Physical Support	1
Elwyn Institute	Approved Private Schools	Full-Time Life Skills Support	1
Elwyn Institute	Approved Private	Full-Time Multiple Disabilities	3

	Schools	Support	
Vanguard School	Approved Private Schools	Full-Time Autistic Support	13
Mill Creek	Other	Full-Time Emotional Support	3
Melmark School	Approved Private Schools	Full-Time Multiple Disabilities Support	1
Francis Harvey Green School (DCIU)	Special Education Centers	Full-Time Autistic Support	3
Child Guidance	Other	Full-Time Emotional Support	3
Pathway School	Approved Private Schools	Full-Time Autistic Support	3
Be Proud Program (DCIU)	Other	Itinerant Emotional Support	1
Delaware County Academy (DCIU)	Other	Part-Time Emotional Support	1
Pennington School (DCIU)	Special Education Centers	Full-Time Multiple Disabilities Support	4
Pennington School (DCIU)	Special Education Centers	Full-Time Life Skills Support	2
Cambridge Point Pleasant (Healthcare)	Other	Itinerant Multiple Disabilities Support	1
Chester County Middle College HS	Other	Part-Time Learning Support	1
Chester County IU PAAL Program	Neighboring School Districts	Full-Time Autistic Support	1
Devereux Kanner	Approved Private Schools	Full-Time Autistic Support	1
Devereux Cares	Approved Private Schools	Full-Time Autistic Support	1
Devereux Cares	Approved Private Schools	Full-Time Life Skills Support	1
Devereux Day	Approved Private Schools	Full-Time Emotional Support	2
Overbrook School for the Blind	Approved Private Schools	Full-Time Blind Support	1
Wordsworth Academy	Approved Private Schools	Full-Time Emotional Support	4
CADES (George Crothers School)	Approved Private Schools	Full-Time Life Skills Support	3
CADES (George Crothers School)	Approved Private Schools	Full-Time Multiple Disabilities Support	5

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	
	3A Adequate Yearly Progress Grade Span 9-12

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training is ongoing and will be part of professional development schedule throughout each school year over the next three years	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Demonstrated improvement to meet the expectations of State Performance Plan/Annual Performance Review targets for AYP Grade Span 9-12 Projected Percentage Improvement: 3%-5% per year over the next three years

Topic

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic
Proficiency

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Personnel Development - PA NCLB Goal #1

Baseline Data:

A Marple Newtown High School team that includes administration, teachers and support staff has been established and is meeting on an ongoing basis to review and analyze existing data in an effort to identify specific instructional interventions, aligned with research-based effective teaching principles, that can provide successful interventions for secondary IEP students and their ability to demonstrate adequate yearly progress in reading and math on the PSSA.

Reflections:

Data View	Reflection Date	Reflection
AYP: Overview	1/31/2008	Reading and math are on target to meet AYP goals in the elementary level
		Special Education subgroup is a challenge in reading at the secondary level. Math remains a challenge at the high school.

Personnel Development Activities:

Topic	Special Education subgroup is a challenge in reading at the secondary level.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training is ongoing and will be part of professional development schedule throughout each school year over the next three years	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Students who are not making AYP will receive intensive reading instruction based on research-based interventions by staff trained in these particular areas. Projected Percentage Improvement: 3%-5% per year over the next three years

Topic	Math remains a challenge at the high school.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training is ongoing and will be part of professional development schedule throughout each school year over the next three years	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Students who are not making AYP will receive intensive math instruction based on research-based interventions by staff trained in these particular areas. Projected Percentage Improvement: 3%-5% per year over the next three years

Personnel Development - PA NCLB Goal #3

Reflections:

Data View	Reflection Date	Reflection
Paraeducator/Highly Qualified Teacher	4/29/2008	Maintain 100% level of all students receiving services from highly qualified staff and expand upon professional development and train new teachers and paraeducators.
Autism	4/29/2008	Ongoing and additional training to augment existing

		skills and to meet the needs of students.
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Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Throughout the school year at various times throughout each school year over the next three years	IU Staff, outside professionals in the field of Autism	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	All students with Autism receive services by staff who are sufficiently trained in Autism and are capable of providing meaningful interventions and supports.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Throughout the school year at various times	PATTAN Staff, IU Staff, outside professionals	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	100% of staff receive training and can implement appropriate supports and interventions

Personnel Development - PA NCLB Goal #5

Reflections:

Data View	Reflection Date	Reflection
Transition	5/1/2008	To maintain full compliance in the area of Transition by continuing to provide up-to-date training for all current and new staff members that targets the enhancement of post-school outcomes for eligible students.

Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult
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Anticipated	Training	Training	Training	Evidence of Results
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Training Dates	Partners	Participants and Audience	Format	
Various times throughout each school year over the next three years	IU Staff, Coordinator MNHS Special Education	New Staff, Instructional Staff	On-site Training with Guided Practice, Study Groups	A comprehensive Transition Plan and ongoing Transition planning will be provided for all eligible students in keeping with all Transition Service requirements as outlined in the IDEA.

Behavior Support Services

Summarized School District Policy:

The Marple Newtown School District recognizes that a behavior management policy is extremely important for students receiving special education services. Behavior Management programs include a variety of techniques to develop and maintain skills in an effort to enhance a student's opportunity for learning and building a sense of competence in the Least Restrictive Environment. When necessary, behavior support programs are developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others are disciplined in accordance with their Individualized Education Program (IEP), behavior support plan and Board policy. The District complies with all provisions of the Individuals with Disabilities Education Act (IDEA) and State regulations when disciplining students with disabilities for violations of district policy or school rules. No student with a disability may be expelled if the student's particular misconduct is a manifestation of his/her disability.

Personnel Development Activities:

Topic	Positive Behavioral Supports/De-escalation and Re-direction

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training is ongoing and will be part of professional development schedule throughout each school year over the next three years	PATTAN Staff, IU Staff, District psychologists and counselors	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups	All staff who work with students who present with behaviors that compromise their learning and that of others will be trained in positive behavioral supports. The District anticipates positive results from its implementation of the SWPBS model and its RtI behavior systems model. The District believes that positive behaviors are best addressed from a preventative and pre-planning approach, thus the training provided in the practical application of de-

				escalation and re-direction are expected to result in a decrease in the number of suspensions, expulsions and discipline referrals. Projected Percentage Improvement: 3% per year over the next three years
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Topic	
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Marple Newtown School District is not having difficulty ensuring FAPE for any student or disability category. The District provides a continuum of services from K-12 with the necessary supplemental aids and services to support appropriate inclusion opportunities for disabled students. Extensive related services in occupational and physical therapy, speech and language therapy, social and emotional interventions and vision and hearing supports further ensure that all students' FAPE can be met. At times, when necessary upon the advisement of the IEP Team, the District elicits the support of the Delaware County Intermediate Unit, the Chester County Intermediate Unit, the Glen Mills School and other outside agencies such as Magellan Behavioral Health to support the District's efforts to provide FAPE based on the type of degree of disability presented by the student. The District initiates interagency meetings to support the needs of individual students on an as needed basis.

Local Continuum of Supports and Services

The District's continuum of special education supports, services and educational placements are continuously analyzed and expanded to ensure that they fully address the range of needs presented by all exceptional students; in the least restrictive environment and in a program that will maximize the full potential of every student. Educational and therapeutically-based integrated programs are developed on the foundation of existing programs and services to deliver the provisions of individual education programs (IEPS). All Early Intervention students are observed in their preschool environment, evaluated and receive specific programming commensurate with their type and degree of disability. Programs for particular disabilities such as Aspergers, emotional disturbance and diminished cognitive potential utilize the range of services in the District to best meet the needs of the population. Additional services and non-traditional programs and placements are provided as a result of the IEP Team's recommendations that include active parent participation and input.

In an effort to provide a Free and Appropriate Public Education it becomes necessary, at times, to pursue placement options outside the school district as part of the District's continuum of service. In keeping with the concept of least restrictive environment, serious attempts are made to provide

an appropriate placement in a neighboring school district. The Marple Newtown School District also contracts with the Delaware County Intermediate Unit for appropriate placements for selected students.

The Marple Newtown School District is cognizant that there are low incidence populations of students whose educational or emotional needs necessitate a more restrictive and structured environment, such as an Approved Private School. These students, in most cases, arrive at this point in the decision making process for a more restrictive placement after having demonstrated a lack of meaningful progress and benefit from their present educational placement. The few exceptions would be students who transferred into the Marple Newtown School District and upon review, were found to be appropriately placed by their former school district, 1306 cases, students transitioning from Early Intervention who have been in a highly restrictive setting and require it to be maintained or students who are currently experiencing an acute physical or psychiatric crisis. As with all students, 1306 cases are reviewed prior to their educational placement to ensure they receive an appropriate program commensurate with their type and degree of need in the Least Restrictive Environment appropriate. In all instances regarding outside placements, efforts are made to reasonably consider the return of these students to the school district and to accommodate these students appropriately upon their return.

The District uses the resources of the Delaware County Intermediate Unit, PDE PaTTAN, Office of Mental Health and Mental Retardation, Magellan Behavioral Health, Child Guidance Services and representatives from neighboring school districts and Approved Private Schools to make informed decisions regarding program and placement, as well as, procuring additional funding. Funding is also derived from the application of Contingency Funds and from the District's Medical Access Program.

In an effort to maintain and enhance the quality of special education programs and services, the District seeks the best possible candidates for available special education positions by judicially attending job fairs at local colleges and universities. Additionally, the District's Professional Development Committee incorporates all aspects of special education into its decisions for district-wide staff development. As part of the Strategic Planning process, the District's Steering Committee was diligent in its efforts to interface special education into every Action Team.

Expansion of Continuum of Supports and Services

The District initiates new supports and services or expands upon existing ones within the school district based upon an assessment of individual student needs or the identified needs of a specific disability population. As mentioned in the preceding section, the District's continuum of special education supports, services and educational placements are continuously analyzed and expanded to ensure that they fully address the range of needs presented by all exceptional students; in the least restrictive environment and in a program that will maximize the full potential of every student. Educational and therapeutically-based integrated programs are developed on the foundation of existing programs and services to deliver the provisions of individual education programs (IEPS).

District and building-based meetings among administration and staff facilitate information used to make informed decisions for the need to initiate or expand particular supports and services. Decisions regarding the reasonableness to allocate resources at a designated location or throughout the District are contingent upon the particular needs of the students, ages and their numbers.

Contingent upon the presenting needs of the targeted students, outside consultation may be requested to support and guide the development of programming in addition to specific training for selected staff. The District has used the services of the Delaware County Intermediate Unit, the Chester County Intermediate Unit, Child Guidance Services, independent specialists, Pa PaTTAN and representatives from neighboring school districts and Approved Private Schools in the past, and will continue to do so.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Culbertson	E	GE	FT	LSS	6	9	5	1.0
-	SD	Culbertson	E	GE	PT	LS	7	11	11	1.0
-	SD	Culbertson	E	GE	PT	LSS	9	13	9	1.0
-	SD	Culbertson	E	GE	I	LS	9	10	8	1.0
-	SD	Culbertson	E	GE	I	LS	8	9	8	1.0
-	SD	Loomis	E	GE	PT	LS	6	8	6	1.0
-	SD	Loomis	E	GE	I	LS	9	11	9	1.0
-	SD	Loomis	E	GE	R	LS	10	11	8	1.0
-	SD	Loomis	E	GE	R	LS	8	10	7	1.0
-	SD	Loomis	E	GE	I	LS	6	6	2	1.0
-	SD	Russell	E	GE	I	ES	7	10	6	1.0
-	SD	Russell	E	GE	I	ES	10	11	5	1.0
-	SD	Russell	E	GE	R	LS	9	10	6	1.0
-	SD	Russell	E	GE	PT	LS	7	10	9	1.0
-	SD	Russell	E	GE	R	LS	7	11	8	1.0
-	SD	Worrall	E	GE	R	LS	7	10	8	1.0
-	SD	Worrall	E	GE	I	AS	7	10	5	1.0
-	SD	Worrall	E	GE	PT	LS	9	11	11	1.0
-	SD	Worrall	E	GE	PT	LS	8	10	11	1.0
-	SD	Paxon Hollow	M	GE	I	LS	12	14	17	1.0
-	SD	Paxon Hollow	M	GE	I	LS	11	12	16	1.0
-	SD	Paxon Hollow	M	GE	I	LS	12	15	15	1.0
-	SD	Paxon Hollow	M	GE	I	ES	12	14	15	1.0
-	SD	Paxon Hollow	M	GE	I	LS	12	13	13	1.0
-	SD	Paxon Hollow	M	GE	I	LS	13	15	17	1.0
-	SD	Paxon Hollow	M	GE	PT	LSS	13	16	11	1.0
-	SD	Paxon Hollow	M	GE	I	LS	11	13	17	1.0
-	SD	Paxon Hollow	M	GE	PT	LS	13	15	15	1.0
-	IU	Paxon Hollow	M	GE	FT	MDS	13	17	2	1.0
D	IU	Marple Newtown	S	GE	FT	LSS	18	21	13	1.0
N	SD	Marple Newtown	S	GE	FT	LSS	17	20	11	1.0
-	SD	Marple Newtown	S	GE	I	LS	14	16	16	1.0

-	SD	Marple Newtown	S	GE	I	LS	14	18	16	1.0
-	SD	Marple Newtown	S	GE	I	LS	15	18	15	1.0
-	SD	Marple Newtown	S	GE	I	LS	17	18	15	1.0
-	SD	Marple Newtown	S	GE	I	LS	14	18	17	1.0
-	SD	Marple Newtown	S	GE	I	LS	16	18	17	1.0
-	SD	Marple Newtown	S	GE	I	ES	15	19	15	1.0
-	SD	Marple Newtown	S	GE	I	LS	16	19	12	1.0
-	SD	Marple Newtown	S	GE	I	LS	15	18	14	1.0
-	SD	Marple Newtown	S	GE	PT	LSS	15	19	10	1.0
-	SD	Marple Newtown	S	GE	I	LS	16	19	17	1.0

Justification: *Age ranges for caseloads are in compliance because teacher groups age/level for no more than three years.

*IEP Teams made recommendations for age range exceptions based on the their understanding of individual student developmental needs.

Support Staff (District)

School District: Marple Newtown SD

ID	OPR	Title	Location	FTE
-	SD	Director of Pupil Services	Gauntlett Center	1.00
-	SD	Supervisor of Special Education	Gauntlett Center	1.00
-	SD	School Psychologists	Various Schools	5.00
-	SD	Speech/Language Therapists	Various Schools	4.00
N	SD	Speech/Language Therapist	Various Schools	1.00
-	SD	Instructional Support Teachers	Various Schools	2.00
-	SD	Paraprofessionals	Various Schools	74.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	DCIU	Hearing Therapy	6 Hours
-	Austills Rehabilitative Services	Occupational Therapy	35 Hours
-	Austills Rehabilitative Services	Physical Therapy	22 Hours
-	Child Guidance Services	Therapeutic Counseling	70 Hours
-	DCIU	Vision Therapy	2 Hours
-	DCIU	Speech/Language Therapy	16 Hours
-	Private Practice	Psychiatric Services	5 Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Marple Newtown SD within Delaware County IU 25 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's report revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date