

Marple Newtown SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

40 Media Line Rd Ste 204
 Newtown Square, PA 19073
 (610)359-4256
 Superintendent: Joseph Driscoll
 Director of Special Education: Dr. Heather Logue

Planning Process

As a Phase 3 school district, the District plan is due for submission November 2018. The Assistant Superintendent is responsible for the entire planning process. During the summer of 2016, the Assistant Superintendent began reviewing the current document with the curriculum supervisors. Recommendations for changes were considered. Conversations with the district professional development committee (PDC) began in the fall of 2016. The PDC reviewed and refined the district mission, vision and shared values statements. This committee, which includes teachers, supervisors and building level administrators, meets each month. Comprehensive planning is an on-going topic at these meetings. The district has key needs to address on the topics of instructional practices, acceleration, assessment and technology tools and devices. The input from members of this committee, which also includes the Director of Technology, will drive the direction of this plan.

Over the summer of 2018, the Assistant Superintendent brought in representatives from PDC, the administration, and the community to review the plan to date. Members of the community include parent volunteers, a school board member, and business representatives. As the plan is refined, the Assistant Superintendent sought input from all principals and curriculum supervisors. The Assistant Superintendent presented this plan to members of the Curriculum, Instruction and Technology (CIT) committee of the school board in September 2018, for approval by the end of September to allow a month's review of the document for the public during October. The final document will be ready for submission November 2018. We will post the final document to the website. The Assistant Superintendent will direct each principal to share the highlights of the new plan with his or her faculty. The Professional Development Committee will use this plan as a guide for long range planning and to monitor the implementation of the action steps.

The Special Education Plan – lead by Dr. Heather Logue, *Supervisor of Special Education*

Mission Statement

The mission of the Marple Newtown School District is to provide rigorous educational opportunities for all students in a safe, healthy, and responsive learning environment through a collaborative

commitment to involve students, staff, families and community. In pursuit of this mission, Marple Newtown School District will prepare students for responsible citizenship in a rapidly changing world.

The purpose of our organization is to have every department in the District working together to support the above mission and to have all students succeed academically and socially to attain their goals and graduate from the Marple Newtown School District.

Vision Statement

For all students...

- learning is engaging, meaningful and relevant
- individual differences are respected
- interests and aspirations are honored
- availability of and access to necessary resources are ensured
- innovative thinking and application to learning will equip them for life
- educational experiences will foster a commitment of service to others

Shared Values

We believe...

- students are entitled to a safe, caring learning environment which provides for interpersonal relationships, healthy lifestyles, leading-edge resources and high-qualified staff
- it is the responsibility of the district to provide an educational environment that embodies autonomy, purpose, and mastery that students need to succeed in a global community
- all students can learn
- it is essential to recruit, retain and revere high quality staff
- collaboration between parents, educators and the community plays an integral role in student success
- education of our youth occurs through the supported and shared leadership of all stakeholders

Educational Community

The Marple Newtown School District has a long tradition of excellence in education. Marple Newtown School District is a suburban Philadelphia school district in Delaware County, Pennsylvania. The school district serves a community of approximately 35,644 citizens in both Newtown and Marple townships. There are 3,318 students enrolled in the district's K-12 schools: four elementary, one middle school and one high school. The majority of our student population is Caucasian (84.40 %) with the next nearest percent being Asian students at 10%. The district's Hispanic student population is 1.74%, Black student population is 2.92%, American Indian population is 0.00%, Native Hawaiian population is 0.00%, and Multi-racial population is 0.96%. Of our ELL population, (7.4 % of our total student population) students speak 40 different languages. The largest industry in our district is SAP, located in Newtown Square. SAP America is the largest manufacturer of business-related software in the world with headquarters in Germany. Throughout both townships, there are numerous small businesses. There is a library in each township and a community college on the same road as our high school. Within a short drive, numerous colleges and universities can be located in the surrounding community.

The academic curriculum of Marple Newtown School District reflects recently adopted Pennsylvania Core Standards. Marple Newtown School District has maintained its commitment to retaining curriculum supervisors who manage a spiral curriculum and meet regularly with teachers to review and revise curriculum for the purpose of improving instruction and aligning assessments to standards. Marple Newtown School District has embraced a 7-year curriculum cycle to guide the curriculum writing process and budget for the purchasing of textbooks and materials. As part of the curriculum writing process, supervisors focus on the Understanding by Design model which has teachers start their planning with the end in mind; "What do I want students to know and be able to do?" Curriculum maps are housed on the SAS website for all teachers to access. In addition, Marple Newtown School District has maintained all unified art programs including art, music and library services at all grade levels. The curriculum department maintains an inherent belief that student success is dependent upon the interconnected processes of standards, curriculum, instruction, and assessment.

Marple Newtown High School offers a comprehensive program of studies including both vocational and academic courses. In addition, Marple Newtown School District offers accelerated and advanced placement opportunities along with remedial and special education programs. Marple Newtown School District has strong programs K-12: Gifted Support, English Language Learner (ELL), and RtII designed to meet the varying needs of our students. Our remediation programs help students show growth and demonstrate grade-level competencies. Our comprehensive special education program is based on an appropriate inclusion model for any student who requires special services: life skills, direct instruction and co-teaching environments.

At Marple Newtown High School, the administrative team collaborates with teachers and parents to expand offerings to students. To date, Marple Newtown High School offers 21 Honors courses and 24

Advanced Placement (AP) courses for students. Honors level classes differ from college preparatory classes in pace, breadth and depth. Marple Newtown High School revised its bell schedule to allow students to complete more courses in a year. These may include dual enrollment and cyber learning options for students. Further, Keystone remediation courses have been integrated into the course catalog to provide targeted instruction for students who have not attained a score of Proficient or higher prior to graduation on either of the three subject exams: Algebra I, Biology, and Literature. Students are required to demonstrate proficiency on each assessment as defined by the Commonwealth of Pennsylvania, Department of Education.

Marple Newtown High School has reviewed and piloted several alternatives to traditional cyber learning. A thorough review of online options continues as our administrative team moves toward promoting a permanent solution before the start of the 2019-2020 school year. An interim course of action undertaken since the fall of 2016 includes The Keystone School, an accredited correspondence and distance learning school. However, the school does not provide a liaison to the local school district; students enroll understanding they will be required to work independently toward earning course credit.

In an effort to promote greater interest and enrollment in science, technology, engineering, and mathematics (STEM) courses, the high school administration, in collaboration with its curriculum supervisors, developed Pathways to STEM. Pathways to STEM prepare students in three distinct career clusters including Engineering and Industrial Technologies, Health and Medical Professions, and Natural Resources and Environmental Science. MNHS increased its commitment to STEM while offering courses such as Engineering Fundamentals, Robotics, Network Fundamentals I and II, Software Development, Introduction to Electronics, and Game Development I and II.

Marple Newtown School District takes pride in its 99.2% of students who graduate from high school and the 91.7% of seniors who are accepted to study in post-graduate educational institutions. Graduating seniors in 2017 received \$14,159,366.00 in total academic scholarships. There were \$40,000.00 awarded in athletic scholarships, \$80,275.00 awarded in Clubs and Organizations, and an astounding \$609,000.00 offered for students attending Trade or Technical schools.

Marple Newtown High School was completely renovated in 2012 within the original footprint of the building. Significant changes included installing Promethean interactive whiteboards and Epson projectors in every classroom, moving the library to the center of the school, enlarging the cafeteria, designing an exercise and fitness center, creating a state of the art commercial kitchen, equipping a television station for production purposes, and securing the building for increased protection for both students and staff. Further, the gymnasium was enlarged to include an indoor batting cage and additional seating to hold more spectators for events. Adjacent to the gymnasium is a completely renovated pool that allows the high school to continue mandating swimming as part of the PE requirement. Most recently, the Marple Newtown High School stadium underwent a significant renovation during the spring of 2017. The turf field was replaced with new synthetic turf while the track experienced a resurfacing. In addition, the half-moon netting and lighting system were updated as part of the renovation project.

These physical changes help to ensure that students attain specific academic goals. For example, moving from a traditional foods lab to a culinary arts/restaurant management program allows students to have hands-on experiences that mirror a professional atmosphere. The applied arts wing is equipped with two computer labs and a classroom added for innovative design. The art wing has a darkroom, a kiln room, showcases and a staging area for art projects. The performing arts center has upgraded to four recording studios, a state of the art sound system, a music lab, and large group instruction rooms for choir, band and orchestra. Finally, as Pathways to STEM progresses, Marple Newtown High School looks toward the possibility of designing a STEM lab for students to collaborate. These updates exhibit effective communication among stakeholders to identify educational specifications for the new facility while focusing on students' needs.

Paxon Hollow Middle School includes 6th, 7th, and 8th grades and operates within a team model inclusive of highly qualified content teachers, a special education teacher, a gifted support teacher, a school counselor, and an administrator. This model offers a seamless transition from elementary to middle school. At this level, students participate in several service-learning projects including an annual Veterans Day event honoring local service men and women. During the 2016-2017 school year, students sponsored a service dog named Paxon for a veteran in need. Another engaging activity included The Future City Competition. Students design an idyllic place to live using fundamental engineering skills while embarking on an imaginative quest utilizing research, design, interview, and presentation skills. In fact, during the 2016-2017 school year, PHMS earned the recognition of Best Coordination of Engineering Disciplines.

During the previous two school years Culbertson Elementary School created its first Student Council program. Student Council is comprised of an Executive Board (President, Vice President, Secretary, Treasurer, and Historian). The Executive Board consists of 5th grade students elected to each position by their peers. In addition, Culbertson has 18 students in grades 3 through 5 who serve as classroom representatives. These programs have enabled our students to assume leadership roles and embrace significant responsibilities. Meanwhile, Loomis Elementary School received the 2017-2018 Title I Distinguished School award and was honored at the 2018 Improving School Performance (ISP) Conference for High Progress. Further, Loomis celebrated the 10th anniversary of its partnership with the National Pajama program. During the 2017-2018 school year, students collected in excess of 1000 pairs of new pajamas to donate to local homeless shelters. At the same time, Russell Elementary School has demonstrated growth in science, mathematics and language arts throughout the previous three years. In 2015, Russell Elementary School began a partnership with the HEADstrong Foundation to raise funds in support of families embattled with cancer. Students and staff set up a Dance-a-Thon, which raised more than \$4,300 in its first year. In its second year, the event spread district-wide and grossed greater than \$11,000. In the spring of 2018, the Pennsylvania Association of Federal Program Coordinators honored Worrall Elementary School as a Distinguished Title 1 school for high achievement. Worrall has a comprehensive character education program that consists of Motivational Mondays, Principal's Challenge, student leadership and service projects. The school community has embraced Special Olympics as an annual focus. The latter correlates with the school's comprehensive character education program, which consists of Motivational Mondays, Principal's Challenge, student leadership programs and service projects.

Finally, the school's community has embraced Special Olympics as an annual focus. In the spring of 2018, Worrall was honored by the Pennsylvania Association of Federal Program Coordinators as a Distinguished Title 1 school for high achievement.

Marple Newtown School District has little room to grow as enrollment climbs. Newly constructed housing communities in Newtown Township and open land in Marple Township are concerns. The school board approved an enrollment study in September of 2017. In consultation with architects, the administration is developing educational specifications for the middle and elementary schools. To date, a direction has not been determined.

Marple Newtown School District has implemented and improved technology throughout its schools in three areas: instructional technology, infrastructure and cost saving programs. Instructional technology is crucial to integrating curriculum and engaging students in classroom activities and projects. Since the 2008-2009 school year, Marple Newtown School District has been involved in a leasing program wherein the district's computer technology is refreshed every five years. The latter ensures updated computers for students and employees as well as support contracts to maintain them. As the leasing program evolved, increasing availability became an emphasis. MNSD has a 2:1 student to computer ratio in each of its schools.

Utilizing cloud-based technologies, such as Google Apps for Education (GAFE), was implemented in the spring of 2015 and allows faculty to engage students in a meaningful and collaborative manner. It promotes real-time feedback on assignments and projects while students share resources among collaborative groups.

A requisite for increasing technological resources involves growing an infrastructure to meet its evolution. The foundation of the network was rebuilt between 2010 and 2013 during which time each school within Marple Newtown School District benefitted from adding cutting-edge network hardware. Additional growth has resulted in the implementation of an enterprise class wireless network from Meraki, which provides 100% coverage in all instructional spaces. Marple Newtown School District has a standing line item in its operating budget for wireless networking hardware to increase performance and availability each year to elicit an optimal user experience.

Planning Committee

Name	Role
John Beltrante	Administrator : Professional Education
Dr. Constance Bompadre	Administrator : Professional Education Special Education
Dr. Constance Bompadre	Administrator : Professional Education
Joseph Driscoll	Administrator : Professional Education
Lauren Hopkins	Administrator : Special Education

Christian Jaspersen	Administrator : Special Education
Heather Logue	Administrator : Special Education
Gregory Puckett	Administrator : Professional Education Special Education
Dr. Gerald Rodichok	Administrator : Professional Education Special Education
Don Tabar	Administrator : Professional Education
Nicole Ainslie	Behavioral Health Worker-elementary : Special Education
Samantha Grimes Scott	Behavioral Health Worker-Middle School : Special Education
Robert Mutz	Board Certified Behavior Analyst : Special Education
A. J. Baker	Board Member : Special Education
John Beltrante	Building Principal : Professional Education Special Education
Dr. Thomas Gretchen	Building Principal : Professional Education
Dr. Tina Kane	Building Principal : Professional Education
James Wigo	Building Principal : Professional Education
Gary Becker	Business Representative : Professional Education
Rick Durante	Business Representative : Professional Education
Vipul Jani	Business Representative : Professional Education
Caroline Kneafsey	Business Representative : Professional Education
Richard Ehnou	Community Representative : Professional Education
Brandon Graeff	Community Representative : Professional Education
Bobby Jacob	Community Representative : Professional Education
Steve Reynolds	Community Representative : Professional Education
Eileen Bellew	Ed Specialist - Nutrition Service Specialist : Professional Education
Jacqueline Litz	Ed Specialist - Other : Special Education
Jen Cipollone	Ed Specialist - School Counselor : Professional Education
Linda Wigo	Ed Specialist - School Counselor : Special Education
Scott Leahan	Ed Specialist - School Psychologist : Special Education
Camille Windsor	Ed Specialist - School Psychologist : Special

	Education
Jena Dubov	Elementary School Teacher - Regular Education : Professional Education
Meredith Gerhard	Elementary School Teacher - Regular Education : Professional Education
Colleen Harley	Elementary School Teacher - Regular Education : Professional Education
Allison Hostutler	Elementary School Teacher - Regular Education : Special Education
Kyle Johnson	Elementary School Teacher - Regular Education : Special Education
Emily Lovitz	Elementary School Teacher - Regular Education : Special Education
Christine McCullough	Elementary School Teacher - Regular Education : Professional Education
KellyLynn Nicholson	Elementary School Teacher - Regular Education : Special Education
Jenni Phillips	Elementary School Teacher - Regular Education : Professional Education
Joan Bohlander	Elementary School Teacher - Special Education : Special Education
Alyssa Brown	Elementary School Teacher - Special Education : Special Education
Jessica Galligher	Elementary School Teacher - Special Education : Special Education
Jeff Kuciapinski	Elementary School Teacher - Special Education : Special Education
Randi Rentz	Elementary School Teacher - Special Education : Special Education
Megan Smith	Elementary School Teacher - Special Education : Special Education
Jennifer Walsh	Elementary School Teacher - Special Education : Special Education
Taylor Amabile	High School Teacher - Regular Education : Professional Education
Dennis Andrews	High School Teacher - Regular Education : Professional Education
Amy Gallagher	High School Teacher - Regular Education : Professional Education
Synthia Shoemaker	High School Teacher - Regular Education : Special

	Education
Jill Gill	High School Teacher - Special Education : Special Education
Cecile Matthews	High School Teacher - Special Education : Special Education
Cheri McMonagle	High School Teacher - Special Education : Special Education
Susan Salerno	High School Teacher - Special Education : Special Education
Julie Samuels	Instructional Coach/Mentor Librarian : Professional Education
Christopher Lee	Instructional Technology Director/Specialist : Professional Education
Angela Matt	Middle School Teacher - Regular Education : Professional Education
Elise Miranda-Martin	Middle School Teacher - Regular Education : Professional Education
Mary Flounders	Middle School Teacher - Special Education : Special Education
Jennifer Gries	Parent : Professional Education
Sherry McAuliffe	Parent : Professional Education
Sheri Molinaro	Parent : Professional Education
Suzanne Nagel	Parent : Special Education
Gira Thiruselvan	Parent : Professional Education
Charlene Garland	Speech/Language Therapist : Special Education
Dr. Josophine Johnston	Student Curriculum Director/Specialist : Professional Education
Chris Oakes	Student Curriculum Director/Specialist : Professional Education
Dr. Richard Slonaker	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family Consumer Science - We do not offer a specific course in elementary school. We have done various projects, field trips or afterschool activities but have not provided any ongoing curriculum to support this standard.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing

Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Not answered
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family Consumer Science - We do not offer a specific course in elementary school. We have done various projects, field trips or afterschool activities but have not provided any ongoing curriculum to support this standard.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

Marple Newtown has not developed, expanded or improved the existing Pennsylvania academic standards. The Marple Newtown School District has implemented curriculum revisions in mapping and aligning the new PA Core Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Review Cycle/Curriculum Revision Process
 Common Benchmarks/Classroom Diagnostic Tests (CDTs)/PSSAs - Review of data district-wide
 Pacing Guides developed/Unit Plans designed using Understanding by Design (UbD) model
 Building Schedules revised to meet curriculum and instructional needs
 Study Island 2-8 grades
 Consistent Lesson Plan Design B-D-A (Before During After)

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Review Cycle/Curriculum Revision Process
 Common Benchmarks/CDTs/PSSAs - Review of data district-wide
 Pacing Guides developed/Unit Plans designed using UbD model
 Building Schedules revised to meet curriculum and instructional needs
 Study Island 2-8 grades
 Consistent Lesson Plan Design B-D-A (Before During After)
 Naviance (Career Planning)

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course,	Accomplished

instructional unit or interdisciplinary studies and academic standards are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Review Cycle/Curriculum Revision Process
 Common Benchmarks/CDTs/PSSAs - Review of data district-wide
 Pacing Guides developed/Unit Plans designed using UbD model
 Building Scheduled revised to meet curriculum and instructional needs
 Study Island 2-8 grades
 Consistent Lesson Plan Design B-D-A (Before During After)
 Naviance (Career Planning)

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Review Cycle/Curriculum Revision Process
 Common Benchmarks/CDTs/PSSAs - Review of data district-wide
 Pacing Guides developed/Unit Plans designed using UbD model
 Building Scheduled revised to meet curriculum and instructional needs
 Consistent Lesson Plan Design B-D-A (Before During After)
 Naviance (Career Planning)

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The District utilizes a co-teaching model when applicable. Teachers are highly qualified for the appropriate assignment. Support classes are organized so students may make appropriate gains and test out of remediation classes. The District has increased content expectations by eliminating low-level fundamentals courses in mathematics. The District has restructured small group direct instruction to better meet the individual needs of students. The District promotes inclusive practices where students are included in regular education classes based on their academic needs and talents. Differentiated Instruction and formative assessment are both professional development priorities of the District. Differentiated Instruction is integrated into our curriculum materials. Our recommended lesson plan format includes a section to identify how instruction is differentiated for specific lessons. We encourage our teachers to use SAS resources in planning instruction.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Principals, content supervisors, and central office administrator observe teachers. We meet to discuss what we are observing. We occasionally complete paired observations to allow conversations to happen around what is observed and how it is or is not aligned to the curriculum. The administrative team provides written feedback to a school following the paired walkthroughs. The purpose is for the school to determine a connected practice that they can all do to increase student achievement. In the past, we posted our observations to a secure site for review prior to a follow-up observation by another administrator. We now

use PA-Etep for this same purpose. Reading specialists and content supervisors model lessons for teachers. Through our Induction Program mentor teachers are encouraged to have their mentee observe them or have other teachers observe them in their classroom. With our differentiated supervision model, teachers work collaboratively on a project and often will observe each other to support their goals. Administrators also formally and informally observe teachers. Many times there is no predetermined observation date or time. Since the start of the 2014-2015, Marple Newtown has worked with a consultant, Mr. Pete Grande, to provide professional development on Differentiated Instruction (DI) to teachers at all three levels. His team provides instructional coaching for teachers. He is using the train the trainer model.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Marple Newtown School District does not have instructional coaches.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible	Full

scheduling and differentiated instruction are used to meet the needs of gifted students.	Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Teacher assignments are evaluated annually. Principals review data and make teacher and student assignments based on needs. Course levels are distributed equitably amongst teachers. Director of Human Resources makes sure teacher certification matches teacher assignments. In our Title I plan, the District utilizes an equity plan to assign teachers to positions and buildings.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	35.00	35.00	35.00
English	4.00	4.00	4.00
Mathematics	3.50	3.50	3.50
Social Studies	4.00	4.00	4.00
Science	3.50	3.50	3.50
Physical Education	3.00	3.00	3.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score

established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X	X	X	X	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts	X	X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X	X	X		
Economics		X				
Environment and Ecology		X	X	X		X
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X	X			
World Language		X	X			

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Developmental Reading (DRA)	X	X	X	
Houghton Harcourt Theme Tests	X	X		
McDougal/Littell CBA			X	X
Final Exam in Language Arts				X
Final Exam in Math			X	X
PSSAs		X	X	
Unit/Topic Assessments	X	X	X	X
Lesson 17 from each Science Kit	X	X		
Final Exams in Science				X
Keystones			X	X
Final Exams in Social Studies			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Curriculum Aligned Benchmarks in Math	X	X		
Pearson Published Benchmark Tests			X	
Benchmarks/PSSA Coach		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Concepts of Print	X			
Story Elements	X			
Foundations	X	X		
Houghton/Harcourt Weekly Assessments	X	X		
Oral Presentations	X	X		
Text Dependent Analysis Written Response		X	X	
Study Island	X	X	X	
Publisher Formative Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Individual Reading Inventory (IRI)	X	X	X	X
AIMSWEB Reading and Math	X	X	X	
Foundations	X	X		
Developmental Reading (DRA)	X	X	X	
CDTs	X			X
Gates-MacGinitie				X
Achieve 3000			X	X
Kaufman Test of Educational Achievement (KTEA)				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The district follows the curriculum review cycle. The review cycle is as follows:

1 *Mapping the Essentials*

2. *Planning for Assessment*

3 & 4. *Teaching for Understanding*

5 & 6 *Teaching for Impact*

7. *Preparing for Change*

Content supervisors share updates on curriculum writing and copy administrators on all correspondence to teachers regarding assessments and expectations.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

In 2018, the District purchased Naiku, a data warehouse system, for administrators and teachers to use. They may manipulate data based on questions they have at the school level or District level. Data meetings are held at all levels. Currently we are updating our new student management system with data (Infinite Campus). Soon all data will be housed in Naiku: classroom data, PSSAs, Keystones, Reading Assessments, Fluency, Writing benchmarks, etc.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

At the elementary level, students are assigned to tiered small group instruction (flexible grouping) based on need during a scheduled intervention or extension period. At the middle school level, students are pulled into small group instruction during a unified art cycle to receive extra support. At the high school, students are scheduled into small group instruction based on need by Keystone results (for Algebra, Biology and Literature).

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Content supervisors work directly with teachers by grade-level, team or department to address all of the above.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X

Newsletters				X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We send home letters to parents and explain assessment procedures in handbooks. We communicate upcoming testing through Infinite Campus calls. We have links on our website. We have held parent information nights. Every Fall we share PSSA and Keystone results with the school board and the public.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The Marple Newtown School District has not sent out media reports, press releases or newsletters on assessment results at the District level.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Marple Newtown School District has levels of support built into how we approach student achievement. We have administrative council meetings (all administrators), instructional leadership meetings (building level administrators and special education and content supervisors), elementary and secondary principal meetings and curriculum department meetings. Supervisors attend building level data meetings, grade-level and team meetings. We collaborate, we discuss, we provide resources and share great ideas across the District. We allow principals and teachers to take risks and try new ideas/programs. We also learn from other districts based on what they have tried, and we visit their programs/schools. The District supports sending teachers and administrators to workshops and conferences to learn new ideas/programs and the District requires those individuals to share their findings.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
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Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers			X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

At the elementary level, we have office assistants who monitor entrances to the front door and allow visitors into the building using a locked door and camera system (MEI). At the secondary level, the District has security officers who patrol the school and property. We have tutors at the high school level. We do not have formal peer helper programs at the other levels. At some elementary schools, we have buddies assigned where a child in the intermediate grades buddies with a child in the younger grades for special occasions.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

1. Child Find for identifying gifted students within the District is conducted in several ways depending upon the age and grade of the student. Most referrals for students at the K-1 level are based upon either parent or teacher referral. Starting at the second grade level performance measures are reviewed along with parent and teacher referrals. If a student has not been identified by the third grade, school personnel, including the principal, teacher and the guidance counselor, review PSSA test scores. Students scoring in the Advanced range with a percentile ranking at the 90th percentile or higher are automatically identified for further review.

For students needing further review the following process is followed:

- Teacher of record is notified
- Parent(s) of student are contacted

- Permission to Evaluate is sent to parents for approval
- Teacher of record completes a Characteristics of Giftedness Scale
- School Psychologist performs cognitive and academic achievement measures
- Results from all measures are calculated
- Points from each measure are assigned and applied against a Gifted Matrix to determine eligibility. The Matrix is provided in the event the cognitive measure is less than but, close to, the 130 IQ level. Thus, a student who scores less than a 130 IQ may still be eligible based upon scores they obtain on the academic measures, as well as the Characteristics of Gifted Scale as evaluated by the classroom teacher(s).
- Based upon satisfying eligibility criteria a GIEP may be offered.

This process continues for students in the fourth grade or higher. Referrals are received from multiple sources including in-district and out-of-district sources, (i.e., independent providers, physicians, other LEAs).

2. Gifted programming within the district varies according to the educational level of the student. For example, at the elementary level each of our schools employs a Gifted Support teacher for that specific school building. Gifted students are provided homogenous groupings at least twice per week in their home school to meet with the Gifted Support teacher. Age range restrictions of students are monitored; for example, second grade students are not grouped with fifth grade students. Gifted students attend a Seminar class at one designated school once or twice a month throughout the school year. Seminar is co-taught with two Gifted Support teachers. In heterogeneous group settings, a differentiated instructional approach is delivered through a co-teaching method with one general education teacher and one Gifted Support teacher. In general, at the elementary level gifted students are provided at least four and sometimes five times per week of interaction with the Gifted Support teacher.

At the middle school level there are two Gifted Support teachers for sixth, seventh and eighth grade students. Students identified as Gifted are homogeneously placed in homeroom classes. During homeroom classes, students are able to interact with other identified Gifted students. In addition, special projects, local, state and national competitions and after school clubs are discussed and encouraged. Gifted students are given first priority in terms of enrollment in advanced level courses offered at the Middle School. The Gifted Support teachers each teach four classes of enriched curriculum including courses in advanced science, history and English. They are also available for co-teaching assignments. It is common among our gifted students at the middle school to take accelerated courses in various content areas. In heterogeneous group settings, a differentiated instruction model is utilized to cluster group gifted students with other like ability students.

At the high school level, acceleration and enrollment in advanced placement courses are the most commonly sought after provisions that are requested by gifted students and their

parents. Students at this level are engaged in a myriad of extracurricular activities. One Gifted Support teacher serves as the case manager for students who continue with Gifted Support programming at the high school level. A second faculty member is available to serve as a case manager on a part-time basis depending upon case load assignments. In general, at the elementary level, gifted students are exposed to enrichment type classes and activities. Acceleration may be offered depending upon the need of the student. At the middle school and high school levels, acceleration in subject area content classes and placement in advanced content area classes are the norm. Both gifted students and their parents expect these accelerated and advanced placement options for gifted programming at these levels.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

If a referral from a faculty member the referral should be shared with the school's Student Support Team/Child Study Team . Move to Step 1.

If the referral is from a parent the parent should discuss the referral with the child's teacher the classroom teacher should initiate a referral to the Student Support Team/Child Study Team. Move to Step 1.

If the parent submits an evaluation completed privately or by another school district the school's Student Support Team/Child Study Team will review the data and determine the need for any further evaluation.

If the teacher or parent refers a child for reevaluation (previously tested but did NOT qualify) the reevaluation can be conducted, however, it has been the practice of the Marple Newtown School District to reevaluate an ineligible student no sooner than 1 year from the previous evaluation.

Step 1 Initial Data Collection: The Student Support Team/Child Study Team will designate an individual to collect the following information:

- A. Standardized test scores, if available
- B. Language Arts and Math assessments scores/grades (district wide & classroom level)
- C. Teacher Rating Scales (Modified Chuka Scales and Renzulli Scales)
- D. Check: Is the student receiving other special services? Was the student previously screened?

Step 2: Team Review: The team may include classroom teachers, psychologist, counselor, principal and Gifted Support teacher as appropriate.

- A. The Team reviews the data collected
- B. The Team may recommend further screening in reading and math. The Gifted Support teacher will administer a Qualitative Reading Inventory /or an EnVision Math diagnostic assessment. If the student scores at the Instructional Level one year above current grade level, move to Step 3. If the student does not meet criteria, the classroom teacher will share results with the parents and the screening process concludes.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Step 3: Evaluation for Gifted Students – completed following a signed Permission To Evaluate

IQ Test: WIC-V

Psychologist administers and scores IQ test

If 130 or above the student qualifies and proceed to Step 4

If IQ 120-129 proceed to Gifted Matrix

If IQ 119 or less the student does not qualify and proceed to Step 4

Academic Achievement Data Collection: WIAT-III The psychologist administers using the MNSD Gifted Matrix, the team determines eligibility

Step 4: GWR Gifted Written Report

The Gifted Report is prepared stating whether the team does or does not recommend Gifted Support Services for the student.

If not recommended the GWR and Notice of Recommended Assignment (NORA) are issued to the parent .The psychologist and representatives of the team will schedule a meeting with the parent at the parent's request.

If recommended, the Gifted Support teacher will schedule a GIEP meeting with the necessary team members.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Each elementary school, the middle school and the high school offer Gifted Support services in each building on a weekly basis. Each elementary school has a Gifted Support teacher. The Middle school has three Gifted Support teachers and the high school has two Gifted Support teachers.

Based upon student performances on standardized tests and grades, a student may be accelerated to an advanced grade level for reading and math. Enrichment opportunities include STEM projects and participation in regional competitions.

Marple Newtown School District Gifted Matrix

	Point Value					Student Points	
	1	2	3	4	5		
Full Scale IQ (FSIQ)	120-121	122-123	124-125	126-127	128-129		
Reading Comp Percentile	--	--	84th-89th	90th-94th	≥95th		
Math Reasoning Percentile	--	--	84th-89th	90th-94th	≥95th		
CHUSKA Rating Scale	28-29	30-32	33-35	--	--		
GERRIC Gifted Rating Scale	48-51	52-56	57-60	--	--		

	TOTAL:	
	RECOMMENDATION:	
12		
<i>+ points: Students recommended for Gifted services</i>		
If a student earns a FSIQ ≥ 130 he/she automatically qualifies for gifted programming		

Student receives points on the Gifted Matrix for Reading Comprehension or Math Reasoning, not both. The higher of the two subtest scaled scores is used in the determination of qualification for Gifted Programming

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X

Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The District employs a full complement of resources to assist students at all levels of development to address counseling needs. Each school building within the District employs a full-time school psychologist, a full-time nurse, at least one full-time guidance counselor at the elementary level, three full-time guidance counselors at the middle school level and five full-time guidance counselors at the high school level as resource agents for students. In addition, the district employs three full-time behavioral health workers/social workers and one full-time Board Certified Behavior Analyst to support counseling-educational interventions. Additionally, a part-time clinical psychologist is independently employed to augment group and individual services at the high school. Two independent psychiatrists are contracted to assist with diagnostic and consultative intervention planning. The guidance counselors, behavioral health professionals, clinical psychologist and school psychologists provide direct small group counseling services. Guidance personnel at the elementary level provide direct classroom instruction on a variety of socially relevant topical issues.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X

Truancy Coordination	X	X	X	X
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Explanation of consultation and coordination services:

Alternative Education:

Beginning the 2013-2014 school year, the District decided to discontinue the district in-house Alternative Education Disruptive Youth (AEDY) program and outsource this type of programming to the Delaware County Intermediate Unit. Given the small size of our district and the relatively low number of students requiring such services the Board of School Directors' decided that this service could be better served through the Delaware County Intermediate Unit.

Community Liaison:

The District employs one full time Home and School Visitor/Social Worker who serves as our Homeless Liaison, Truancy Officer, Residency investigator and community liaison. The Home and School Visitor coordinates medical service programs, truancy elimination programs and other social service programs (food, housing) with community residents.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X

Student Handbook	X	X	X	X
Nurses send letters home about certain health conditions or concerns at the time of an outbreak.	X	X	X	X
Director of Food Services sends newsletters about nutrition home to families.	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Collaboration occurs in many ways with classroom teachers and individuals providing interventions regarding differing student needs and academic progress. This collaboration can occur through team meetings, weekly planning time, email correspondence, face to face interaction, data collection and/or weekly communication sheets. Depending on the student needs (504, IEP, GIEP, Title I, ELL), all teachers need to collaborate with one another to reach each student's individual potential.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Delaware County Intermediate Unit provides to the Local Education Agency (LEA) a list of students and the services they are receiving as of age 3. Therefore, the District is able to prepare for the students as they approach school age. Through the early intervention process, we reach out to child care centers and are in collaboration with them about their programs and the students' progress. The teachers work with the before and after school programs and tutors to provide strategies that are effective with each student, as well as areas of need and assistance for each student. The Marple Newtown School District contracts with the Delaware County Intermediate Unit to provide transition services to prepare secondary students with disabilities for their adult lives. The program addresses areas relating to employability, skill training, travel instruction, job development/job coaching, assessments, the development of daily living skills and community access. In addition, the Delaware County Technical Schools prepare today's students for tomorrow's opportunities by providing innovative, meaningful technical training, a foundation for life-long learning and marketable credentials for high-wage, high demand careers.

The Marple Newtown School District partners with Kid's Stop which is a licensed child care program for children ages 24 months to 12 years. The Kid's Stop offers a school year program that runs from the start of school in September through the last regularly scheduled school day in June. The program is centrally located at the Gaunlett Community Center in Newtown Square on the same property as the Marple Newtown School District Administrative offices. A separate summer session is also offered. The Kid's Stop offers an extended day kindergarten wrap around session for those families with children participating in the school district's half day kindergarten program.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Marple Newtown School District works in collaboration with the Delaware County Intermediate Unit. Delaware County Intermediate Unit Preschool Special Education is designed to help children with special needs before they enter Kindergarten. We provide free screening and developmental assessments for children whose families, pediatricians, or others who have concerns. A multidisciplinary team of certified/licensed early interventionists assesses each child's learning strengths and needs and makes recommendations about eligibility. An Individualized Education Program (IEP) is then developed for children found to be eligible for special education services.

Preschool children can receive many types of services if they have an identified disability, or a developmental delay in at least one of the following areas of development:

communication, motor, cognition, social/emotional, and/or adaptive. The IEP that is developed for each child includes services tailored to meet individual needs. The following services could be provided, based upon the needs of the child: special instruction, speech and language therapy, occupational therapy, physical therapy, vision services, hearing services, audiological services, psychological services, family training, assistive technology and transportation.

Preschool special education services are free to eligible children. The process begins with a telephone call from the child's parent or legal guardian to the Delaware County Intermediate Unit Preschool Special Education Department. A secretary will record some basic information and ask about specific learning concerns. A screening packet will then be sent to the family in the mail, to be completed and returned to our office. Based upon this screening information, the family will then be contacted regarding further assessment. The LEA does not operate any pre-kindergarten programs.

The LEA provides a smooth transition from home setting, early childhood care or education setting through the early intervention process. Each year in January a "transition meeting" is held for each student who receives early intervention services. The transition meeting consists of the parent, special education supervisor, representative from early intervention, school psychologist, and/or speech therapist. The team reviews the paperwork, asks questions, and informs the parents of the need to register with the District. After the child is registered, a permission to reevaluate is sent to address the needs of the student. After the parent provides consent, the student is evaluated and a reevaluation report is completed. The reevaluation report is shared and discussed with the parents and an Individualized Education Plan (IEP) is drafted. After review of the IEP, placement is discussed for the best environment where the student can make meaningful educational progress. A Notice of Recommended Educational Placement (NOREP) is sent to the parents with this recommendation. To ensure a smooth transition, this process is completed by the end of June to ensure placement for the Fall when the students enters Kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District curriculum has just been updated using the SAS site for curriculum mapping. The District utilizes the curriculum review cycle to purchase updated materials and textbooks. The curriculum department is working with the special education supervisor to include resources for special education teachers, especially additional materials that differentiate the same core curriculum for all students. These special education materials were included with the elementary Language Art Series: *Reading Wonders*. The content supervisors met with the gifted support teachers to align their curriculum with the PA Core Standards and to provide better continuity for enrichment activities that extend the curriculum.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District curriculum has just been updated using the SAS site for curriculum mapping. The District utilizes the curriculum review cycle to purchase updated materials and textbooks. The curriculum department is working with the special education supervisor to include resources for special education teachers, especially additional materials that differentiate the same core curriculum for all students. These special education materials were included with the elementary Language Art Series: *Reading Wonders*. The content supervisors met with the gifted support teachers to align their curriculum with the PA core curriculum and to provide better continuity for enrichment activities that extend the curriculum.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
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Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District curriculum has just been updated using the SAS site for curriculum mapping. The District utilizes the curriculum review cycle to purchase updated materials and textbooks. The curriculum department is working with the special education supervisor to include resources for special education teachers, especially additional materials that differentiate the same core curriculum for all students. These special education materials were included with the elementary Language Art Series: *Reading Wonders*. The content supervisors met with the gifted support teachers to align their curriculum with the PA core curriculum and to provide better continuity for enrichment activities that extend the curriculum.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District curriculum has been updated using the SAS site for curriculum mapping. The District utilizes the curriculum review cycle to purchase updated materials and textbooks. The curriculum department is working with the special education supervisor to include resources for special education teachers, especially additional materials that differentiate the same core curriculum for all students. These special education materials were included with the elementary Language Art Series: *Reading Wonders*. The content supervisors met with the gifted support teachers to align their curriculum with the PA core curriculum and to provide better continuity for enrichment activities that extend the curriculum.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in

	less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Content Supervisors regularly review the resources on SAS. The Assistant Superintendent is working with one supervisor to create a document highlighting various aspects of the SAS site, with input from all the supervisors, to provide teachers with a guide to the resources that are available. Principals have been asked to direct teachers to the site as needed.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in

	less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Content Supervisors regularly review the resources on SAS. The Assistant Superintendent is working with one supervisor to create a document highlighting various aspects of the SAS site, with input from all the supervisors, to provide teachers with a guide to the resources that are available. Principals have been asked to direct teachers to the site as needed.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district

	classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Content Supervisors regularly review the resources on SAS. The Assistant Superintendent is working with one supervisor to create a document highlighting various aspects of the SAS site, with input from all the supervisors, to provide teachers with a guide to the resources that are available. Principals have been asked to direct teachers to the site as needed.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
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American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of

	district classrooms
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Further explanation for columns selected "

Content Supervisors regularly review the resources on SAS. The Assistant Superintendent is working with one supervisor to create a document highlighting various aspects of the SAS site, with input from all the supervisors, to provide teachers with a guide to the resources that are available. Principals have been asked to direct teachers to the site as needed.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Other

Comments:

Marple Newtown School District has an extremely low drop out rate. It is 0.3%.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Marple Newtown School District has a Professional Development Committee (PDC) consisting of teachers, supervisors and administrators from all three levels. The committee sets goals and follows the comprehensive plan. The PDC asks for feedback from each building and then the PDC prioritizes goals by need and mandates. Building level members share best practices. The District offers two flex days for teachers to pursue their own personal professional development needs. In-service days are shared between building level initiatives and district-wide programs. At the administrative level, the district holds instructional leadership meetings that focus on a specific topic for a school year. There are numerous book study groups meeting across the districts at all levels. The District purchased Safeschools software as another way for all staff to participate in professional development (online and completed within a set timeline, but at their convenience). Activities are either mandated or recommended.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
11/1/2013 Safe Schools online training completion Nov.-Dec. 2013 Part I
1/1/2014 Safe Schools online training completion Jan.-Feb. 2014 Part II

3/3/2014 Safe Schools online training completion March-April 2014 Part III
The LEA plans to conduct the required training on approximately:
11/1/2018 Safe Schools online training completion Nov. 2018 Parts I and II
12/3/2018 Safe Schools online training completion Dec. 2018 Part III

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
12/1/2015 Safe Schools online training
12/1/2016 Safe Schools online training
12/1/2017 Safe Schools online training
The LEA plans to conduct the training on approximately:
12/3/2018 Safe Schools online training
12/2/2019 Safe Schools online training
12/1/2020 Safe Schools online training

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
3/18/2019 Kelly Ace from Family Support Line will conduct the training on Child Exploitation.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The PDC committee meets monthly as does the administration (more than once a month). Through the use of My Learning Plan, we can track all professional development and evaluations are required following any professional development activity, workshop, college course or personal request. Staff needs prior approval before taking any of these workshops, conferences, courses, etc.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Marple Newtown School District Induction program is planned by the Assistant Superintendent along with the content supervisors. The program is modified every year based on feedback from the new teachers and the principals. We plan four full days the week prior to the opening of school. New teachers meet with the Technology Department and learn various on-line applications that impact their job. They spend a half day focusing on curriculum and instruction. They spend a half day learning about special education and pupil services. Another half day is learning the new teacher effectiveness model and understanding the Danielson Framework for teaching. Inductees spend time with their building level administrators and mentor teachers in their home school. The Director of Human Resources explains the responsibilities of being a new staff member to the District. The Assistant Superintendent explains the year-long Induction program and the responsibilities of the new teachers, mentors, supervisors and principals. Each new teacher receives an electronic binder full of information about the district, teacher evaluation, the PA Code of Practice and Conduct, My Learning Plan, Curriculum and Instruction and a variety of resources.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The year-long Induction program provides an in depth examination of the four component areas of the Charlotte Danielson framework, a focus area of each session concentrating on Total Participation Techniques (TPT), engagement strategies and responding techniques. During these sessions, collaboration is emphasized. We added the SAS website as a resource in the electronic binder for new teachers and included it in our curriculum and instruction workshop.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Keystone Data and PSSA Data

Unchecked answers

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Provide brief explanation of your process for ensuring these selected characteristics.

Curriculum supervisors collaborate and design fourteen instructional sessions provided to new teacher inductees each school year. Four sessions are provided prior to the start of school in August that examine District policies, technology, curriculum, building level responsibilities, and lesson planning. Each session provided during the school year is designed with an overarching attention to the four domains of the Charlotte Danielson Framework for Teaching. Induction meetings investigate one or more of the component areas of Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. Lessons also incorporate student engagement and responding strategies from the book *Total Participation Techniques: Making Every Student an Active Learner* by Himmele and Himmele. Induction meetings are scheduled bimonthly in September and October and monthly between November through April. Inductees are also provided a faculty mentor to support their first year in the Marple Newtown School District and scheduled monthly meetings held with their school administrator. Meetings with mentors and building administrators are focused and logged. The District holds a celebration in May where members of our professional Development Committee join administrators in recognizing the accomplishments of our newest members to our teaching staff. The supervisors ask both the new teachers and mentors to provide the district with feedback before the end of the school year as to what the District can do better!

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

New staff has to submit logs of their time spent with mentors, supervisors and principals outlining topics covered. Mentors, supervisors and principals have to initial the teachers'

paperwork before teachers receive a certificate and letter acknowledging that they have completed the Induction program for the Marple Newtown School District.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Assistant Superintendent works closely with principals and central office administrators to assign mentors to new teachers and staff members. The District includes mentors in various aspects of the process. The District does provide a stipend for their time. Most mentors go above and beyond to guide a new member of the team.

Occasionally, mentors come together to support one another. Feedback from mentors guides the design of the program year to year.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					

Special Education

Special Education Students

Total students identified: **649**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Marple Newtown School District employs a multi-disciplinary team approach, drawing from a variety of sources, including aptitude and achievement tests, parent input and teacher input, as well as information about the child's physical condition, social or cultural background and adaptive behavior when evaluating a student for a specific learning disability. The District employs the use of a discrepancy model when evaluating for a specific learning disability. That is the evaluation data is reviewed by a team of qualified professionals as well as the students' parents to determine if the child is not achieving adequately for their age, ability, and/or is not meeting state approved grade level standards. Students are referred for evaluations when they demonstrate difficulties learning and/or using academic skills, despite the provision of interventions that target those difficulties.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Percent of Special Education Enrollment by Disability

Autism 14.9%

Deaf-Blindness --- 0.0%

Emotional Disturbance 5.7%

Hearing Impairment Including Deafness --- 0.0%

Intellectual Disability (Mental Retardation) 4.3%

Multiple Disabilities --- 0.0%

Orthopedic Impairment --- 0.0%

Other Health Impairment 18.5%

Specific Learning Disability 43.0%

Speech or Language Impairment 11.4%

Traumatic Brain Injury --- 0.0%

Visual Impairment Including Blindness --- 0.0%

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Marple Newtown School District is host to one residential facility within our geographic boundaries that receive students from a variety of other school districts. The Marple Newtown School District is host to the Melmark School. The Marple Newtown School District maintains a friendly working relationship with Melmark. Admissions directors will inform us of incoming referrals and the preliminary needs of the students. The residential facility may enroll students within our district upon student arrival to their facility. A detailed review of student records is completed and school placement is decided upon. Transportation is arranged and available, usually on a next day basis.

The District actively participates in all IEP meetings and other educationally related meetings. A District representative usually participates in non-educationally related meetings on the student as well, including RTF meetings, inter-agency meetings, etc. The District ensures that students are receiving FAPE in the LRE by attendance at IEP meetings and by reviewing quarterly progress reports prepared by the educational entity and forwarded to us for review. In addition, IEP and RR documents are consistently reviewed. At times, barriers exist when the funding agency for the residential treatment facility says the student does not meet medical necessity any longer and will not fund the placement. At times, the District has also had the "home district" not acknowledge the student as their student and it can become a timely process to get funding.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no facilities for incarcerated students located in the Marple Newtown School District. The Marple Newtown School District does not have any incarcerated students. The Delaware County Intermediate Unit operates the educational program at the county correctional institution and keeps the home school districts informed. The teachers in this program are special education certified and can recognize and refer students who need to be evaluated. In addition, there is a certified school psychologist assigned to this program

to do reevaluations for students who are disabled and initial evaluations of students who are thought to be in need of special education. The District works collaboratively and cooperatively 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.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Marple Newtown School District continues to support inclusion with co-teaching practices 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 their community based school building. Services are provided for all grade levels and in most cases, at the student's home school. Instructional techniques such as co-teaching, differentiated instruction, flexible grouping and cooperative learning are used to enhance opportunities for appropriate inclusion of special education students in the general education classroom. Adaptations of materials and alternative forms of assessment

(formative and summative) are methods that further maximize the benefit of inclusion for special education 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 general education classroom or in a special education environment, is dependent upon individual needs at any specific point in time. Paraprofessionals provide support in classes based on student need.

The Marple Newtown School District uses alternative reading and math programs when appropriate such as Edmark, Unique Learning Systems, Number Worlds, Wilson Reading System, Wonder Works, LLI, Words their Way, etc..

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.

There are 5.6% of the special education students in other settings. The District has decreased this over the years as in years prior it was 10.2%. These students are in Approved Private Schools and private schools. The students currently receive programming in Full time emotional support, full time autistic support, full time blind/visually impaired support, full time life skills support, full time learning support and full time multiple disabilities support. 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 that allow the students with disabilities to be successful in the general education environment are:

Assessments and interventions (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.: Vocational Situational and community-based Functional academic
- Interests and preferences
- Social behavior Employability skills

Augmentative Communication/Resources/Alternative Access(examples):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.

- Boardmaker
- Franklin Spelling
- Co-Writer
- Micro Light Switch
- Slant Boards
- Recorded Books
- Enlarged print
- Interactive reading software
- Calculator
- Bookshare
- PECs
- FM System

Classroom Accommodations (Accommodations provided in the classroom to promote meaningful learning experiences for students.

- 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
- Provide modified curriculum goals
- Books on "tape/CD"
- Change method of presentation
- Provide instructional adaptations
- Distraction Free work area
- Near point copy to copy notes
- Guided notes/study guide
- Adapted assessments/homework
- Chunking of tasks
- Use of checklists/work systems
- Behavior Logs/reward systems
- Enlarged Print
- Visual schedules
- Visual aides to support verbal instruction
- Extended Time (up to a certain percentage)
- Teacher checks for comprehension
- Review/repetition of previously taught skills
- Opportunities to take assessments in a small group
- Assessments read aloud @ student request
- Repeat/restate directions
- Use of technology for writing assignments
- Access to support classes (when needed)
- Use of headphones
- Social stories as warranted
- Highlight key information

Physical adaptations and modifications to the classroom/school environment. (Categories of services that support eligible students in the regular education setting)

- 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
- Adaptive equipment
- Structural aids
- Preferential Seating close to instruction
- Seating near a strong role model (if possible)
- Movement breaks
- Sensory tools (ie. wiggle cushion, yoga ball, stool, fidgets, theraband, etc..), sensory room (when applicable)
- Supplemental PE
- Flexible seating

Services provided individually, in small groups or within the regular education classroom as deemed appropriate by the clinician of note.

- 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 A
- Assistive Technology

- Psychological Services

Percent of Special Education Enrollment by Disability

Autism 13.2%
 Deaf-Blindness --- 0.0%
 Emotional Disturbance 8.4%
 Hearing Impairment Including Deafness --- 0.0%
 Intellectual Disability (Mental Retardation) 5.9%
 Multiple Disabilities --- 0.0%
 Orthopedic Impairment --- 0.0%
 Other Health Impairment 13.4%
 Specific Learning Disability 42.9%
 Speech or Language Impairment 13.8%

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Marple Newtown School District believes in the use of positive behavior support. This policy is designed to enable children with individualized educational programs (IEPs), who need a Behavior Support Plan, to benefit from their free appropriate educational program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's regulations and standards.

Effective techniques to teach socially appropriate alternative skills and reduce problem behavior will be employed. Positive side effects (e.g., improved attendance, grades, etc.) will also be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized.

The Behavior Support Plan for a child with an IEP must be designed and implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multi-component approach will be used which follows a Functional Behavior Assessment (identification of antecedents and consequences of behavior). The Behavior Support Plan will be designed to teach alternative skills and to reduce problem behavior.

Physical restraints may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, to employees, or others, and only when less restrictive measures and techniques have proven to be ineffective. These procedures must be

documented as a part of a child's Crisis Management Plan in the child's Behavior Support Plan within his/her IEP.

The use of physical restraint, as written in the child's Crisis Management Plan to control aggressive behavior, shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. In addition, the parent, special education supervisor and PA Department of Education will be notified immediately after a restraint occurs. For example, the proactive components of the Behavior Support Plan need to be strengthened if the IEP team finds a need for repeated use of the Crisis Management Plan. The use of the Crisis Management Plan may not be employed as punishment, for the convenience of staff, or as a substitute for an educational program.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be included in the IEP only when recommended by a qualified medical professional and agreed upon by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others, or promote normative body positioning and physical functioning. In addition, the district has put procedures in place for Functional Behavioral Assessments (FBAs). An individualized FBA is used only in instances where behavior significantly interferes with the student's learning or that of his/her peers. The referral process includes:

- Completion of referral form and submission to Special Education Supervisor and Board Certified Behavior Analyst (BCBA)
- Supervisor of Special Education and BCBA reviews referral
- Permission to evaluate/re-evaluate is sent to the parent/guardian
- Upon receipt of consent, the BCBA will conduct an observation, consult with teachers/related service providers and discuss behavioral concerns
- BCBA will complete a thorough report that is shared with parents, principal, Supervisor of Special Education/Director of Pupil Services, IEP team
- The IEP team reconvenes to discuss report and add the FBA to the Present Levels of Functional Performance and create the Positive Behavior Support Plan (PBSP).
- If a student who has not been identified as being eligible for special education displays behaviors that impede his/her learning, a child study team meeting should be held.

Training

Each of the six schools, elementary through the high school, has a "core" crisis team trained. Yearly, the teachers, principals, special education assistants, counselors, etc. are trained using Safety Cares through the Delaware County Intermediate Unit as an initial certification (2 full days) or a recertification (1 full day). Then each school utilizes a specific protocol in an emergency situation.

School Based Behavioral Health Services:

The Marple Newtown School District utilizes three behavioral health workers. The behavioral health workers work across grade levels and provide support with students per their IEPs.

The district employs one Board Certified Behavior Analyst to write FBA's (Functional Behavior Assessments) required in Individualized Education Plan's.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Marple Newtown School District is not having difficulty ensuring FAPE for any student or disability category. The District exhausts its resources within before finding an appropriate placement outside the district.

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. The District's Autistic Support and Life Skills Support Classrooms have been very successful at the elementary level which necessitates the need for the classrooms to continue at the middle school and high school. The District does not offer "full time" programs meaning more than 80% of a child's day spent in special education classes. Therefore, if a child requires these supports, the District will need to look at alternative programming outside the district. The students currently receive programming in Full time emotional support, full time autistic support, full time blind/visually impaired support, full time life skills support, full time learning support and full time multiple disabilities support. 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 as well as elicits support through the Office of Intellectual Disabilities, Delaware County Children and Youth. If a child is placed in residential or partial hospitalization setting, the District works with the agency and family to ensure that the child continues to receive educational services in those settings. Homebound Instruction and/or Instruction in the Home is granted for a short period of time with appropriate documentation for a student in order to continue to receive educational services while appropriate

placement and/or services are determined.

During the life of this plan, the district may need to increase its behavioral supports in terms of increasing staffing of a Board Certified Behavior Analyst, increase Autistic Support Classrooms at the elementary level and emotional supports at the high school.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Marple Newtown School District is an average sized district with an enrollment of 3,279 students. The District is made up of one high school, one middle school and four elementary schools. Since the District spans roughly 21 square miles and the schools are relatively close together, colleagues are able to collaborate easily.

The Marple Newtown School District has a continuum of services for students in need of Special Education and related services that allow for students to be educated in the least restrictive environment (LRE).

The Marple Newtown School District prides itself on providing quality educational programming for all of our exceptional students. It takes careful planning and teamwork among and between dedicated special and regular education teachers, administrators, clinical/related service staff, paraprofessionals and parents to achieve the desired results we 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 to provide an appropriate education in the least restrictive environment, the district maintains a continuum of placement and service options with the necessary resources to implement each student's IEP.

The majority of students with special education needs receive their educational program within the District. Opportunities for appropriate inclusion are encouraged and supported. Instructional techniques such as co-teaching, flexible grouping, cooperative learning, and differentiated instruction 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 a Board Certified Behavioral Analyst, Behavior Health Workers (at each level), Speech and Language Therapy Pathologists, Occupational and Physical Therapy clinicians and the assistance of Paraprofessionals further strengthen 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 appropriate out of District placement options designed to meet individual 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.

Strengths and Highlights of the program include:

- The majority of the special education students within the Marple Newtown School District participate within the general education classroom for at least part of their day. In order to increase instructional time for students with disabilities in the general education environment, the District provides supports and services the following ways: speech/language, physical (seating, room arrangement, etc.), social/emotional (PBSP,

social skills training, etc.), instructional (adapted, modified activities, etc.) and supportive (1:1 assistant, co-teaching, etc.).

- The District currently employs 42 Certified Special Education Teachers, 6.8 Speech/Language Pathologists, one Board Certified Behavior Analyst, three Behavioral Health Workers and 38 classroom assistants who have met the criteria for highly qualified. Child Specific assistants per the student's IEP have also met the criteria for highly qualified.
- Staff development has focused on differentiated instruction, new math or reading programs, increasing rigor, concussions and its implications, progress monitoring, transition planning, social skills training, behavioral management, IEP development. etc...
- The District employs six Certified School Psychologists who participate in Child Study/Multi-disciplinary Meetings to evaluate or reevaluate students.
- The majority of the special education students are assessed using the same assessments as the general education students. These include: Achieve 3000, Aimsweb, KTEA testing, DRA's (Developmental Reading Assessments), IRIs (Informal Reading Inventory), writing prompts, common assessments in subject areas, PSSA's and keystones. In addition, PASA is administered as an alternative assessment for those who meet the requirements. At all levels, progress monitoring probes are given to assess progress towards IEP goals.
- The District employs one Board Certified Behavior Analyst to observe, collect data and create a Functional Behavioral Assessment to find the function of the behavior being exhibited in the classroom and create a PBSP with the IEP team.
- The District employs a Home and School Visitor to assist with our families who require support.
- Nurses and staff nurses are available for all students and to assist with individualized health plans.
- The District currently has three Autistic Support programs at the elementary level and two Autistic Support programs at the middle school and two Autistic Support programs at the high school. As the students have progressed through the grades. the program has developed.
- The District supports Life Skills Programs throughout K-12 focusing on daily living skills and functional academics. Based on the student's instructional level, there are opportunities for inclusion in general education classes with support.
- Counseling services are provided at all grade levels. Counseling services range from weekly groups to preparing for college to dealing with a crisis situation.

- The District utilizes instructional technology through the use of smart boards, laptops, computer assisted software, Bookshare for assistance with recorded books, other instructional based computer programs, etc.
- Programs exist district-wide for learning support and emotional support.
- Over 15 Special Education Teachers are certified in the Wilson Reading methodology.
- One Wilson Certified Teacher to work with students at the elementary level to provide extra reading support for those students who meet criteria.
- The implementation of a co-teaching model of instruction across all levels including elementary, middle school and high school levels.
- The district currently has a Developmental Program for students transitioning from the Early Intervention programs who present with multiple needs.
- The district consults with two psychiatrists when emotional needs exceed psychological services.
- There is a push for inclusion bringing supports into the general education classroom (when possible based on student need).
- There are two sensory rooms at the elementary level and one sensory room at the middle school.
- The Best Buddies Program was started during the 2017-2018 school year at the middle school and high school levels. Our students are developing meaningful friendships with their peers.
- The high school is involved with the Interscholastic Unified Bocce Program across the county. This is our third year with the program.
- Good Communication with Outside agencies such as Office of Intellectual Disabilities (OID), Office of Vocational Rehabilitation (OVR), ARC, etc.
- Part of the Early Reach Initiative through OVR with regularly scheduled meetings at the high school.
- Students participate in Community Based Instruction (CBI) Trips to facilitate a "real" experience for the students.
- At the high school, we have begun a relationship with SAP America with our students with Autism with SAP's Autism at Work Program.
- All staff at the High School is trained in Differentiated Instruction.
- Keystone Support in Algebra, Literature and Biology at the high school.

- Each school counselor follows the student their time in that building.
- Behavior incentive programs and behavioral protocols
- Character Ed Programs

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Melmark School	Nonresident	Melmark School	10

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Glen Mills Alternative Education School (AEDY approved) (run by IU)	Neighboring School Districts	Itinerant Learning Support	1
Glen Mills Alternative Education School (AEDY approved) (run by IU)	Neighboring School Districts	Itinerant Emotional Support	3
Radnor School District-St. Katherine's School	Neighboring School Districts	Supplemental Speech/Language Support	1
Elwyn Davidson School	Approved Private Schools	Full Time Autistic Support	3
Vanguard School	Approved Private Schools	Full Time Autistic Support	7
Vanguard School	Approved Private Schools	Full Time Learning Support	3
Vanguard School	Approved Private Schools	Supplemental Learning Support	1
Mill Creek School	Other	Full Time Emotional Support	4
Melmark School	Approved Private Schools	Full Time Multiple Disabilities Support	1
Marple Education Center (run by IU)	Special Education Centers	Full Time Autistic Support	3
Pathway School	Approved Private Schools	Full Time Autistic Support	1
Devereux Cares	Approved Private Schools	Full Time Autistic Support	4
Overbrook School for the Blind	Approved Private Schools	Full Time Blind/Visually Impaired Support	2
CADES (George Crothers School)	Approved Private Schools	Full Time Life Skills Support	2
CADES (George Crothers School)	Approved Private Schools	Full Time Multiple Disabilities Support	2
Green Valley Academy	Other	Full Time Emotional Support	3
Delaware County Academy	Other	Itinerant Learning Support	2

Devereux Leo Kanner Center	Approved Private Schools	Full Time Life Skills Support	1
Wallingford-Swarthmore School District (Swarthmore Rutledge School)	Neighboring School Districts	Full Time Deaf and Hard of Hearing Support	1
Talk Institute	Other	Full Time Autistic Support	1
The Concept School	Other	Full Time Learning Support	1
Woodlynde School	Other	Itinerant Learning Support	4
Delaware Valley Friends	Other	Itinerant Learning Support	1
Glenwood Elementary (run through DCIU)	Neighboring School Districts	Supplemental Speech/Language Support	3
Instruction in the Home	Instruction in the Home	Full Time Multiple Disabilities Support	1
Haverford School District-Run by DCIU	Neighboring School Districts	Full Time Life Skills Support	1
New Pathways Program (Run by DCIU)	Special Education Centers	Supplemental Emotional Support	1
Lindamood Bell Program	Other	Itinerant Learning Support	1
The County Alternative (TCA) High School (Run by DCIU)	Neighboring School Districts	Supplemental Emotional Support	1
White Clay Learning Center	Neighboring School Districts	Full Time Life Skills Support	1
Learning Center Options	Neighboring School Districts	Itinerant Emotional Support	1
Cornell Abraxas I Arlene Lissner	Other	Full Time Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	14	1
Locations:				
Marple Newtown School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	1
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	21	1
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	1
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	21	1
Locations:				
Marple Newtown School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	17	1
Justification: The students have an itinerant level of support. The students do not go outside their age variance of 4 years.				
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	13	1
Locations:				
Marple Newtown School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	11	1
Justification: The students receive an itinerant level of support. They are in the general education more than 80% of their day. The students are only with students at their grade level.				
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	8	1

Justification: There are 6 itinerant students and 2 supplemental students on this caseload.				
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	19	1
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	15	1
Justification: There are 9 itinerant and 12 supplemental students.				
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	19	1
Justification: There are 11 supplemental students and 8 itinerant students on this caseload.				
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	18	1
Justification: There are 16 itinerant students and 2 supplemental students on this caseload.				
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	14	1
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	18	1
Justification: There are 14 itinerant students and 2 supplemental students on this caseload.				
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 14	3	1
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	9	1
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	18	1
Justification: There are 11 supplemental students and 7 itinerant students on this caseload.				
Locations:				
Worrall Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Justification: There are 14 supplemental students and 6 itinerant level students on this caseload.				
Locations:				
Worrall Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	8	1
Locations:				
Worrall Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	9	1
Justification: There are 3 supplemental students and 6 itinerant students on this caseload.				
Locations:				
Worrall Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	1
Justification: There are 7 students on a supplemental level and 2 students on an itinerant level.				
Locations:				
Russell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	8	1
Justification: There are 6 supplemental students and 2 itinerant level student on this caseload.				
Locations:				
Russell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	1
Justification: As the only speech/language pathologist in the building, she is responsible for providing services K-5. However, services provided to the students do not exceed the 3 year age limit.				
Locations:				
Worrall Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	33	1
Justification: As the only speech/language pathologist in the building, she is responsible for providing services K-5. However, services provided to the students do not exceed the 3 year age limit.				
Locations:				
Russell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	14	0.8
Justification: The students are seen on an itinerant basis. The students are seen for speech services within their grade level span and will not go beyond the 4 year age span.				
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	46	1
Justification: As the only speech/language pathologist in the building, she is responsible for providing services K-5. However, services provided to the students do not exceed the 3 year age limit.				

Locations:				
Loomis Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	25	1
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	23	1
Justification: As a speech/language pathologist in the building, she is responsible for providing services K-5. However, services provided to the students do not exceed the 3 year age limit.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	27	1
Justification: As a speech/language pathologist in the building, she is responsible for providing services K-5. However, services provided to the students do not exceed the 3 year age limit.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: September 2, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	7	1
Locations:				
Paxon Hollow Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	9	1
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	6	1
Justification: There are 4 supplemental students and 2 itinerant students on the special education teacher's caseload.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	1
Locations:				

Loomis Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	8	1
Locations:				
Loomis Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	9	1
Justification: The one student is 6 years old--has vision needs and the teacher supports the student on an itinerant basis. The other students are ages 8 to 11 and receive support at a supplemental level.				
Locations:				
Loomis Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	12	1
Locations:				
Loomis Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	1
Justification: There are 9 supplemental and 5 itinerant level students on this caseload.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	19	1
Justification: There are 10 supplemental and 9 itinerant level students on this caseload.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	1
Justification: There are 9 supplemental and 6 itinerant level students on the caseload.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	7	0.8
Justification: There are 5 supplemental and 2 itinerant students on the caseload.				
Locations:				
Culbertson Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	1
Justification: There are 3 supplemental and 3 itinerant level students on the caseload.				
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 8, 2015

Reason for the proposed change: Due to recent property development around Culbertson Elementary, enrollment has increased requiring more space for students. therefore, the life skills program is moving to Russell Elementary where there is plenty of space.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	4	1
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 8, 2015

Reason for the proposed change: Due to recent property development around Culbertson Elementary, enrollment has increased requiring more space for students. therefore, the life skills program is moving to Russell Elementary where there is plenty of space.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	5	1
Justification: The student outside the range should stay in the lower age group due to safety concerns and opportunities for communication. The students in the upper age group are non-verbal with self-stimulating behaviors and more aggressive.				

Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	5	0.2
Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1
Locations:				
Russell Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 17	5	1
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 20	4	1
Locations:				
Marple Newtown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 18	12	0.1
Justification: The students receive services on an itinerant level through the intermediate unit at all levels, elementary, middle high school and high school. The majority of the services are delivered 1 on 1. Students do not receive services with students outside the age range.				
Locations:				
District wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 21	9	0.05
Justification: The students receive services on an itinerant level through the intermediate unit at all levels, elementary, middle school and high school. The majority of the services are delivered 1 on 1. Students do not receive services with students outside the age range.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	3	1

Locations:				
Culbertson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Culbertson Elementary	1
School Psychologist	Worrall Elementary	1
School Psychologist	Russell Elementary	1
School Psychologist	Loomis Elementary	1
School Psychologist	Paxon Hollow Middle School	1
School Psychologist	Marple Newtown High School	1
Behavioral Health Worker	Culbertson and Russell Elementary	1
Behavioral Health Worker	Loomis and Worrall Elementary	1
Behavioral Health Worker	Paxon Hollow Middle School	1
One-on-One Assistant	Culbertson Elementary	5
Classroom Assistant	Culbertson Elementary	9
One-on-one assistant	Worrall Elementary	4
Shared Assistant	Russell Elementary	3
Classroom Assistant	Worrall Elementary	5
One-on-one assistant	Russell Elementary	9
Classroom Assistant	Russell Elementary	4
Classroom Assistant	Loomis Elementary	6
One-on-one assistant	Paxon Hollow Middle School	11
Classroom assistant	Paxon Hollow Middle School	8
One-on-one assistant	Marple Newtown High School	10
Classroom assistant	Marple Newtown High School	6
Board Certified Behavior Analyst (BCBA)	District Wide	1
One-on-one assistant	Loomis Elementary	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	123 Hours
Physical Therapy	Outside Contractor	38 Hours
Psychiatric Services	Outside Contractor	2 Hours
Clinical Psychologist-Dr. Edward Freed	Outside Contractor	14 Hours
Elwyn Institute-Therapeutic Intervention	Outside Contractor	14 Hours
Human Growth and Sexuality	Outside Contractor	3 Hours

SAP-Holcomb	Outside Contractor	9 Hours
Educational Alternatives	Outside Contractor	1 Hours
Transition Services	Intermediate Unit	78 Hours
Staffing Plus	Outside Contractor	35 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The Marple Newtown School District is community minded. Civic duty and service responsibility are demonstrated at all levels. Through strong character education programs, students learn resiliency and compassion. Some of the various events that are planned to benefit children, families and the community are Pajama Drive, Pennies for Patients, Autism Walk, Alex's Lemonade, Coaches verses Cancer, Sponsor-a-Child, Mini-THON and Book Drive. Marple Newtown staff adopts Marple Newtown families at the holidays to provide gifts for both children and parents. Marple Newtown School District partners with Parent Teacher Associations and Marple Newtown families to support families in need within our community.

Accomplishment #2:

The Marple Newtown School District has developed well-planned safety procedures. The procedures are reviewed and revised periodically throughout a school year. At the central office level, Marple Newtown School District has a crisis communications plan that supports each school in the District. Marple Newtown School District uses an online software program, called Safe Schools, for professional development District-wide. In addition, we have purchased cameras at all schools for safety and security purposes. In the 2016-2017 school year, each school designed a reunification plan that shared with parents through a letter posted on the District website. In 2018, the Marple Newtown Board of School Directors approved the following positions: a Director of Safety, two School Resource Officers, and a part-time security person. These positions were added as a result of a 2018 District-wide safety and security audit.

Accomplishment #3:

Throughout the District, opportunities for student involvement are numerous. At all levels, Marple Newtown School District offers enrichment and acceleration and 23 AP courses at the high school. Extra-curricular opportunities are extensive; all activities provide students with skills to expand their minds. At Marple Newtown High School, sixty-eight percent of the students participated in at least one extracurricular activity during the 2018 school year. While at Marple Newtown High School, students participate in Junior Initiative and a Senior Project to help guide their decisions about the future. Marple Newtown is rich in local history which lends itself well to offering field trips to students.

Accomplishment #4:

Marple Newtown School District has had many students receive honors for their academic and creative accomplishments. In the past three years, Marple Newtown High School has had nine National Merit Scholar Commendations, four Semi-Finalists, and three Finalists. Marple Newtown High School student athlete average GPA for the past three years was 91.4 %. The athletic teams with the highest GPA for the past three years has been 95%. The 2018 varsity baseball team won the state championship. Meanwhile, Marple Newtown High School Band won Yankee Open Division among 120 bands from West Virginia, Maryland, Delaware, New Jersey, and Pennsylvania in the Cavalcade of Bands in 2015, 2016, and placed 4th in 2017. Other awards consistently won by our high school band include “Best Color Guard,” “Best Percussion,” “Best Music,” and “Best Overall Effect.” In addition, individual recognition for “Best Trumpets,” “Best Saxophones,” and “Best Soloist” have been awarded to our students year after year. In fact, 2017 was particularly rewarding as one of our students earned First Chair Tenor Saxophone for All National Jazz Band. The culmination of these awards contribute to our band receiving the highest rating of “Superior” from Cavalcade of Bands.

Accomplishment #5:

Both Marple Newtown administrators and teachers use data to drive their instruction and decision-making. The District is committed to training teachers in Differentiated Instruction. Professional development will commence at both the high school and the middle school. Elementary teachers will begin training in the fall of 2018.

Accomplishment #6:

The Marple Newtown School District is committed to increasing student and teacher access to technology. Marple Newtown has a 2:1 ratio of students to computers. Marple Newtown has replaced most of the stand-alone computers with laptops to provide mobility for students and teachers. Marple Newtown School District has increased its wireless access points throughout the

district. The District is using Google Classroom as its online platform K-12. The high school will investigate Schoology as a possible online learning management tool.

In the spring of 2018, the District purchased Niaku, a complete assessment solution to measure and track student proficiency. Since the convening of the Technology Committee in the spring of 2015, the MNSD has increased its computer inventory by 22% and is on target to meet its goal of 36% by the end of the 2017-2018 school year. This goal includes making sure that all teachers have mobile computers to diversify their instruction. At both the high school and middle school levels, the technology departments now have 3-D printers as part of the curriculum. The Marple Newtown High School has purchased Parchment to store all student records. This electronic system will allow for easy access to transcripts and other documents needed for post high school studies or employment.

Accomplishment #7:

By the spring of 2012, the high school was completely renovated within the original footprint for the building. Many physical changes helped to ensure that students attained certain academic goals. The high school has dual classrooms with dividers for interdisciplinary courses such as Humanities and American Studies. There is a pre-school lab and a life skills suite for instructional purposes. Promethean boards were installed in every classroom. All of these changes are a result of the staff and administration working together on the educational specifications for the new facility with the goal of providing students with real life experiences and preparing them for future studies or endeavors. Field renovations at the high school are currently underway. During the fall of 2017, the Marple Newtown Board of School Directors authorized an enrollment study and capacity study to examine the growth expected in the community that will impact student enrollment and future renovation projects at the elementary level.

Accomplishment #8:

A project designed by our students and lead by two of our high school history teachers was created to preserve the history of the District. A timeline was developed using primary sources. It is a professional looking timeline which includes historical photographs. The timeline covers the history of the District from the 1800's to 2015. It is displayed in the main hallway of the high school. With help from generous donors from the community, the vision for this project became a reality.

Accomplishment #9:

The District's differentiated supervision model provides teachers and administrators with opportunities to grow professionally in a direction of their choosing while supporting the goals of a school or the district. Teachers in Marple Newtown are engaged, involved and highly qualified.

Accomplishment #10:

Marple Newtown School District has four content supervisors to guide curriculum writing, to develop common assessments, to review student and teacher data, and to provide professional development to both teachers and administrators. Their collective certifications cover STEM and the Arts and Humanities. Together, they lead our new teacher Induction program. They promote teacher leadership and collaboration to meet the needs of the District. Along with the Assistant Superintendent, the team focuses on instructional leadership in order to build a collective understanding of programs and instruction at all levels.

District Concerns

Concern #1:

On the PSSA Math exam, students scoring proficient and advanced in Grade 4 need to show growth.

Concern #2:

Gifted support students who are scoring advanced on the PSSA's are not showing growth as follows:

ELA - 6th grade

Math - 4th grade and 6th grade

Concern #3:

On the Literature Keystone exam, most students are scoring proficient, but little to no students are scoring advanced. On the Algebra I Keystone exam, student achievement is good, but students are not showing growth.

Concern #4:

On the PSSA Science exam., 8th grade students scoring advanced are not showing growth nor are the 8th grade IEP students. At Russell Elementary, 4th grade students scoring basic, proficient and advanced are not showing growth.

Concern #5:

At the high school, the percentage of students taking the AP exam at the end of the course is low compared to the number of students in a class.

In Physics, the number of students taking the exam was low and their scores on the exam were also low.

(There is a good correlation between student grades and AP math scores.)

Concern #6:

On the ELA PSSA exam, students scoring advanced in grades 4 through 7 are not demonstrating growth.

Concern #7:

District Safety - making sure we identify concerns early and provide students with the protections and supports they need.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

On the PSSA Math exam, students scoring proficient and advanced in Grade 4 need to show growth.

Gifted support students who are scoring advanced on the PSSA's are not showing growth as follows:

ELA - 6th grade

Math - 4th grade and 6th grade

On the Literature Keystone exam, most students are scoring proficient, but little to no students are scoring advanced. On the Algebra I Keystone exam, student achievement is good, but students are not showing growth.

On the PSSA Science exam., 8th grade students scoring advanced are not showing growth nor are the 8th grade IEP students. At Russell Elementary, 4th grade students scoring basic, proficient and advanced are not showing growth.

At the high school, the percentage of students taking the AP exam at the end of the course is low compared to the number of students in a class.

In Physics, the number of students taking the exam was low and their scores on the exam were also low.

(There is a good correlation between student grades and AP math scores.)

On the ELA PSSA exam, students scoring advanced in grades 4 through 7 are not demonstrating growth.

Systemic Challenge #2 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

District Safety - making sure we identify concerns early and provide students with the protections and supports they need.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Interim

Data Source: SAS

Specific Targets: 80% of administrators, curriculum supervisors, department leaders, team leaders will quarterly utilize the SAS website for curriculum, best practices and assessment development.

Type: Annual

Data Source: PVAAS growth data based upon 2018 PSSA Math and ELA assessment results

Specific Targets: 85% of students show growth from one year to the next.

Type: Interim

Data Source: At the elementary/middle schools a common assessment (Study Island) is administered three times a year prior to the administration of the PSSA.

Specific Targets: 85% of the identified population of students at risk will show stability of projected growth.

Type: Interim

Data Source: At the high school a common assessment (CDTs) is administered two times a year prior to the administration of the Keystone Exams.

Specific Targets: 85% of students in the remediation courses will show projected growth.

Type: Interim

Data Source: SERAPH Safety Audit 2018

Specific Targets: 90% of the recommendations in the report will be completed by 2022.

Strategies:

Formative Assessment

Description:

Through Professional Learning Communities (PLCs), teachers support one another as they learn new strategies and classroom techniques that are unified by a central idea: using evidence of student learning to adapt real-time instruction to meet students' immediate learning needs.

The following research-based strategies are utilized: (1) Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of student learning; (2) Clarifying and sharing learning intentions and criteria for success; (3) Providing feedback that moves learners forward; (4) Activating students as the owners of their own learning; (5) Activating students as instructional resources for one another (Leahy et al., 2005).

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Data Teams

Description:

Data teams will meet regularly to establish protocols for examining building and grade-level data (Halverson et al., 2007; Long et al., 2008), for assessment procedures, and for reporting of results to staff and central office. Data should be part of an ongoing cycle of instructional improvement (Hamilton et al., 2009). Members of the Child Study team will give attention to pre-referral strategies and gather data based on evidence not assumption (J.K. Klinger & B. Harry, 2006).

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*Differentiated Instruction***Description:**

Differentiated Instruction (DI) is an “approach to teaching that advocates active planning for student differences” (C. A. Tomlinson, 2003, 1). DI is responsive instruction. It occurs as teachers become proficient in understanding their students as individuals. Teachers need to match instruction to meet students’ needs. In a DI classroom, teachers learn to adapt pace and scope of instruction for students and to create active support systems for students. By accommodating different ways students learn, teachers help students move “as far as possible along a learning continuum” (C. A. Tomlinson, 2003, 2).

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

*Instructional Technology***Description:**

It is important for students to learn how to learn. Students want to have ownership in the learning process, and they want their work to have purpose (November, 2012). Through technology, teachers can create experiences that engage students by enabling them to contribute to the curriculum as well as the community and in the process, develop essential skills in problem solving, critical thinking, creative collaboration and global communication. Technology as a tool, teachers can “redefine the role of the learner as contributor, collaborator and leader in the learning culture” (November, 2012, 6).

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Teacher Leadership

Description:

Leadership is a collective action. The authority to lead can be “dispersed within the school and between and among” individuals in a school (D. Muijs and A. Harris, 2003, 437). Teacher leadership can have three prongs: leadership of students and teachers, leadership of operational tasks and leadership through decision-making or partnership. Research by Leithwood and Jantzi (1998) found evidence to support that teacher leadership has a significant effect on student engagement.

According to Mike Schmoker (2006), teachers and administrators need to know what the best practices are for student learning and reinforce those practices consistently. Teachers need to learn from one another. Schmoker stresses the importance of consistent curriculum, authentic literacy education and professional learning communities for teachers.

An essential component of developing teacher leadership lies in finding leaders with competencies to succeed and support them in their efforts to improve achievement for all students (Kirtman, 2014). At this time, the Global Imperative unites 20 countries annually to collaborate on how they can improve education to prepare students for the present and future needs of industry. The three areas of focus are training and developing quality teachers, developing school leaders among teachers, and delivering 21st century skills (Kirtman, 2014). Instructional services must be provided in an effective and efficient manner and need to be sustainable and adaptable over time. Further, these services need to be flexible and responsive to the evolving needs of the students and prepare them to be successful in a global community.

Kirtman cites seven competencies for school leadership. Each competency is defined as an observable behavior that demonstrates skills, learning, and experience. The competencies for current educational leaders are based on Kirtman’s work with over 300 school districts and more than 1,000 educational leaders. The data, obtained from participants’ Myers Briggs Type Indicator, the DISC inventory, the Workplace Motivators or Values Inventory, and the Workplace Personality Inventory (WPI), demonstrates seven competencies wherein leaders can focus their professional

development. Leaders can challenge the status quo, build trust through clear communications and expectations, create a commonly owned plan for success, and focus on team over self. These leaders possess a high sense of urgency for change and commitment to continuous improvement. They know how to build external networks and partnerships (Kirtman 2014).

These competencies focus on cultivating teachers as leaders within a complex organization that needs to change and focus on results. All strong leaders comprehend the need for continual growth and understand the impossibility of mastering each of the seven competencies. However, it is the ability to reflect and assess their progress toward attainment within and among each competency that leads to overall school improvement.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Growth Mindset

Description:

How students perceive their abilities plays a key role in their motivation and achievement. In the research by Carol Dweck (2015), her team discovered that changing students' mindsets could boost their achievement. "Students who believe their intelligence could be developed outperformed those who believed their intelligence was fixed" (Dweck, September, 2015, 1). "The innovator's mindset can be defined as the belief that abilities, intelligence and talents are developed so that they lead to the creation of new ideas and better ideas" (G. Couros, 2015, 33). Students need a repertoire of approaches to learn and grow; teachers must help students thrive on challenges and setbacks. Innovation is a way of thinking (G. Couros, 2015).

Through children's literature, foundational skills of empathy, self-control, integrity, embracing diversity and grit can be taught. "Children's literature provides an amazing platform to open doors to these skills while increasing the connection to students" (D. Butler, September/October, 2017, 53)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

STEM

Description:

It is important “to ensure that classroom instruction, activities and materials in engineering engage all students” (C. M. Cunningham & M. Higgins, 2015,2). As Marple Newtown implements the CSTA (Computer Science Standards), the curriculum stays focused on setting engineering in a real world context, highlighting how engineers help others, constructing activities with multiple solutions, understanding failure as an option to grow, and fostering collaboration (Cunningham & Higgins, 2015). Research shows that creativity accompanied by intentional structure and guidance, can lead to deep, student learning (B. Bevan, M. Petrich, & K. Wilkinson, 2015). Maker spaces celebrate creativity, innovation and entrepreneurship. Through tinkering, students can discover multiple pathways to solving problems.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

District Safety

Description:

The Marple Newtown School District completed a District safety audit performed by SERAPH during the spring of 2018. This is the third audit we have had them complete over the past 14 years. We have retrained administrators. We have included counselors, behavior specialists and psychologists in our most recent training. We have refocused on concerns on following IDEA and making sure struggling students get the support they need both academically and socially. In August 2018, all staff received safety training from SERAPH. SERAPH is training a team of seven, two of whom are police officers with our two townships, to conduct routine safety audits for our District.

Also in August 2018, the teachers and staff received "Stop the Bleed" training. They learned how to apply a tourniquet. Marple Newtown School District has purchased "Stop the Bleed" kits to accompany all AED machines in the District..

In June 2018, the district participated in a County-wide POD exercise for the purpose of dispensing medications to the community. A team of staff members from the high school participated.

In June 2018, the school board approved a position for a Director of School Safety, a position for a school police officer, and a part-time Security/Safety Personnel.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Establish Data Teams

Description:

The building level administrators will determine the annual data team members based on student needs and teacher content and grade level. The teams will establish their purpose based on multiple sources of data. The data teams will use formative, summative, interim, benchmark and common assessments and student work products to make decisions. The data teams will formulate hypotheses about students' learning needs and instructional practices.

Start Date: 8/12/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Instructional Technology
- Teacher Leadership
- Growth Mindset

Create STEM / Maker Spaces

Description:

Maker spaces are being created for teacher and student use. At the middle school, the reference library was turned into one. At the high school, the administration is investigating the possibility of turning a large group

instruction room into a maker space which will house 3 D printers and mobile furniture to create a STEM lab in the main flow of the building. At the elementary level, principals are looking to create maker spaces on a cart (due to current space concerns). They also plan to each host a STEM day at their school. This would allow them to invite speakers in and guests to demonstrate STEM related activities. (Tied to real life and careers). Teachers need training in how to utilize a maker space.

Start Date: 7/1/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education, Gifted Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Differentiated Instruction
- Instructional Technology
- Teacher Leadership
- Growth Mindset

Reconvene District Technology Committee (Instructional-Computer Science)

Description:

The district is revising the 7th grade computer courses. Computer-science is going to be taught. Teachers will get certified to teach it. They will receive training in Code.org and they will take courses at DCIU. The teachers are investigating 3 programs in the hopes of selecting one for the students to use for the course.

1. Zulama <http://zulama.com/how-it-works/gdf-package/#.Wz5BidVKiUk>
2. Edhesive <https://edhesive.com/courses/explorations1>
3. Code.org Fundamentals Express
<https://code.org/educate/curriculum/express-course> (this course is free)

Start Date: 7/1/2019 **End Date:** 6/12/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Instructional Technology
- Teacher Leadership
- Growth Mindset
- STEM

*Teach Students to Examine Data***Description:**

Students will learn to examine their own data to set their own learning goals.

Teachers will conference with students about their own test scores and learning goals.

Start Date: 10/1/2019 **End Date:** 5/13/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Teacher Leadership
- Growth Mindset

*Structure and Provide for Collaborative Planning Time***Description:**

Principals will structure the building schedule to provide teachers time to examine data and to develop instructional strategies for the purpose of sustaining a data culture within a school.

Start Date: 7/1/2019 **End Date:** 8/13/2021

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment

- Data Teams
- Differentiated Instruction
- Teacher Leadership
- Growth Mindset

Establish the B-D-A Format for Lesson Planning

Description:

The Before, During and After (B-D-A) lesson planning format will help teachers connect to purpose, to make the learning relevant, and to delineate between process and content.

Start Date: 7/1/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Teacher Leadership
- Growth Mindset
- STEM

Continue District Data Discussions at Instructional Leadership Meetings

Description:

The administration will collectively develop a vision for how data can be used throughout the district. The administrative team will use data to track school performance, analyze student achievement and examine achievement gaps. The administrators will follow the data plan that was developed by the administrative team.

Start Date: 10/1/2019 **End Date:** 5/31/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Teams
- Growth Mindset

Continue District Data Discussions (Child Study)

Description:

Child study protocols will be reviewed and updated across the four elementary schools and the middle school.

Start Date: 11/1/2019 **End Date:** 5/14/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Teacher Leadership
- Growth Mindset

Continue District Data Discussions (Qualitative)

Description:

Qualitative data will be collected to provide feedback for both teachers and students.

Start Date: 10/16/2015 **End Date:** 5/13/2022

Program Area(s): Professional Education

Supported Strategies:

- Instructional Technology
- Teacher Leadership
- Growth Mindset

Continue Data Discussions (Instructional Purposes)

Description:

The curriculum supervisors will focus on instructional purposes as they work with teachers on tracking student progress, updating curriculum maps and determining student placement.

Start Date: 7/1/2019 **End Date:** 6/3/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Instructional Technology

*Engage Parents in Academics***Description:**

Principals and supervisors will collaborate on how to engage parents/guardians in the learning process. Host parent nights: Total participation techniques, curriculum & the ESSA guidelines, Title programming, growth mindset and summer classes.

Start Date: 10/1/2019 **End Date:** 5/13/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Teacher Leadership
- Growth Mindset
- STEM

*Continue Data Discussions (Continuous Improvement)***Description:**

A continuous improvement plan by content area will be provided to each administrator following the yearly release of PSSA and Keystone scores.

Start Date: 8/1/2019 **End Date:** 10/3/2022

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Instructional Technology
- Teacher Leadership
- Growth Mindset

Develop the District-wide Data Dashboard

Description:

The district will use the on-line assessment and data-analysis tool, Niaku, to develop our own data-dash-board..

Start Date: 7/1/2019 **End Date:** 8/1/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Instructional Technology
- Growth Mindset

Continue to Train Staff and Administrators in Differentiated Instruction (District)

Description:

Teachers have access to the DI toolkit from Pete Grande. Pete, a consultant, updates the toolkit each year.

Start Date: 7/1/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Growth Mindset

Continue to Train Staff and Administrators in Differentiated Instruction (MS & HS)

Description:

For the MS and HS, teachers, who are identified as DI superstars, will be trained to become trainers. They will be invited to train new teachers during the Induction program.

Start Date: 8/19/2019 **End Date:** 5/13/2022

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Growth Mindset

Continue to Focus Attention on Growth Mindset

Description:

Teachers will be trained to construct activities and problems that have multiple solutions. Productive struggle will be embraced and nurtured by teachers.

Start Date: 9/4/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Instructional Technology

Reconvene District Technology Committee

Description:

A new committee will be formed. The focus will be on instructional technology. The committee will investigate various learning management programs for the high school. The committee will make recommendations regarding the possible move to a 1-1 initiative.

Start Date: 7/1/2019 **End Date:** 5/15/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Technology
- STEM

Continue to Train Staff and Administrators in Differentiated Instruction (Elementary)

Description:

Teacher training will continue at the elementary level by grade. Fifth grade has been trained. Next will be fourth grade.

Start Date: 7/1/2019 **End Date:** 6/1/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Growth Mindset

*Prepare for Diverse and Inclusive Classrooms (Invisible Disabilities)***Description:**

Teachers have requested more training on understanding invisible disabilities. They need strategies when working with students with special needs.

Start Date: 9/8/2014 **End Date:** 6/10/2022

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Formative Assessment
- Differentiated Instruction
- Instructional Technology
- Teacher Leadership
- Growth Mindset

*Design Common Assessments for Data Analysis and Curriculum Evaluation***Description:**

Curriculum Supervisors will follow the Curriculum Review Cycle to work with teachers K-12 to create, update and/or revise common assessments across all content areas and courses. The supervisors will use Naiku to develop common assessments with the ability to complete item-analysis. Together with teachers, administrators will develop protocols for interpreting student growth.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Instructional Technology
- Growth Mindset

Continue to Focus Attention on Growth Mindset (Administrators)

Description:

Administrators will read the book, ***The Formative Five*** (Success Skills), to guide them in the professional development of their teachers. (Fostering grit, empathy, integrity, and self-control in students).

Start Date: 8/1/2019 **End Date:** 5/29/2020

Program Area(s): Professional Education

Supported Strategies:

- Instructional Technology
- Teacher Leadership
- Growth Mindset

Instructional Technology (Summer Sessions)

Description:

The curriculum and technology departments will offer summer technology workshops for teachers based on teacher needs.

Start Date: 7/1/2019 **End Date:** 8/19/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Technology
- Teacher Leadership
- Growth Mindset

Create Formative Assessment Study Groups

Description:

The building level administrators will determine the annual formative assessment team members based on student needs and teacher content and grade level. The teams will learn, collaborate and implement various formative assessment strategies in an effort to monitor student progress and make instruction purposeful and engaging. The teams will focus on Think-Pair-Share, TPT- total participation techniques, and grouping and responding.

Start Date: 10/1/2019 **End Date:** 6/8/2022

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- Data Teams
- Differentiated Instruction
- Instructional Technology
- Teacher Leadership
- Growth Mindset

Create Opportunities for Teacher Leadership

Description:

Teachers at the elementary level will be identified as elementary reps by level for communicating curricular initiatives, cross-district protocols and current issues that arise with their colleagues under the supervision of curriculum supervisors..

Start Date: 9/2/2019 **End Date:** 6/3/2022

Program Area(s): Professional Education

Supported Strategies:

- Teacher Leadership
- Growth Mindset

Reconvene District Technology Committee (Instructional Platform)

Description:

K-8 teachers and administrators will use Google Classroom. Principals will model for teachers. (High school is investigating a learning management system).

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Technology
- Teacher Leadership

Planning for Careers

Description:

A district plan was developed with input from guidance counselors, curriculum supervisors, the Special Education Supervisor, Director of Pupil Services, Coordinator of Student Information and Assessment and the Assistant Superintendent. The plan includes curriculum for students from grades 1-12.

Start Date: 8/12/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Instructional Technology
- Teacher Leadership

Re-establish Grading Practices and Protocols (Grade Book)

Description:

The committee to reestablish grading practices will examine the online tool, Naiki, along with Infinite Campus as a grade book to use at the elementary level. (Naiku does allow assessments to be grades towards a standard).

Start Date: 7/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- Differentiated Instruction
- Instructional Technology

*Re-establish Grading Practices & Protocols (Homework)***Description:**

The committee to reestablish grading practices will make recommendations for common homework guidelines for the four elementary schools.

Start Date: 7/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- Data Teams
- Teacher Leadership
- Growth Mindset

*Planning for Careers (Naviance)***Description:**

Naviance was purchased to provide curriculum 6-12 for career development and K-12 for housing documentation. Counselors need training in the program for this specific purpose. (We already use

Naviance at the high school for college preparation). Counselors need to learn how to navigate the program and how to upload artifacts.

Start Date: 7/1/2019 **End Date:** 6/3/2022

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Instructional Technology
- Teacher Leadership

Re-establish Grading Practices & Protocols (Elementary Committee)

Description:

At the elementary level, the conversation on how to grade in a standards-based grading system will be re-initiated. This was first discussed when the district transitioned to a standards-based report card. A committee will reconvene K-5.

Start Date: 7/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Instructional Technology
- Teacher Leadership
- Growth Mindset

Planning for Careers (PIMS Upload)

Description:

The Coordinator of Student Information and Assessment will learn how to upload career data to the state. He will create running records for counselors to use for tracking purposes.

Start Date: 7/1/2019 **End Date:** 6/3/2022

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Instructional Technology

Enhance the District Literacy Plan

Description:

To enhance the district literacy plan, the district will create a shared language of assesment, incorporate STEM (Career CEW's) into the plan, and focus on writing to show understanding.

Start Date: 7/1/2019 **End Date:** 7/1/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Formative Assessment
- Teacher Leadership
- Growth Mindset
- STEM

Re-align Middle School Technology Education Curriculum

Description:

The teachers reviewed the engineering standards along with the STEM and Engineering design process to develop activities for problem-solving. Together, the teachers chose one goal and one big idea to guide their class for each grade level.

Start Date: 7/1/2019 **End Date:** 8/5/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- STEM

Shift from PA Academic Standards for Science to Next Generation Science Standards (HS)

Description:

The technology education courses at the high school level will emphasize engineering in a real world context (practical and skill-based).

Start Date: 7/1/2019 **End Date:** 8/5/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- STEM

Shift from PA Academic Standards for Science to Next Generation Science Standards (Elementary)

Description:

Elementary science teachers will focus on the nature of science but will start to shift their attention to instruction and process rather than content.

Start Date: 7/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- STEM

Shift from PA Academic Standards for Science to Next Generation Science Standards (HS & MS)

Description:

Science teachers in grades 6-12 have received Next Generation Science Standards books to help guide teachers in implementing the changes.

Start Date: 7/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- STEM

Shift from PA Academic Standards for Science to Next Generation Science Standards (MS)

Description:

The MS science teachers have updated labs and activities to meet both PA Academic Standards and the Next Generation Standards.

Start Date: 7/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- STEM

Prepare for Diverse and Inclusive Classrooms (Accommodations & Modifications)

Description:

The training must include test design with modifications and accommodations (clearly understanding the relationship between the two). Teachers need to develop strong IEP's that meet the students' needs.

Start Date: 10/1/2019 **End Date:** 5/31/2022

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Formative Assessment
- Data Teams
- Instructional Technology

Learn about language acquisition and literacy instruction for EL students' learning. (Differentiated Instruction)

Description:

Provide opportunities for all teachers to learn about language acquisition and literacy instruction and to plan for EL students' learning.
(Differentiated Instruction)

Start Date: 7/20/2018 **End Date:** 6/10/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Differentiated Instruction

Re-design the EL program

Description:

Design the EL program to include authentic learning situations
(conceptual/thematic lessons)

Start Date: 7/1/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Formative Assessment
- Teacher Leadership

Change the Scheduling Model for Delivery of Services for EL Students

Description:

Plan for EL teachers to push-in to classrooms to amplify core literacy instruction to ensure transfer of learning

Start Date: 7/1/2019 **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Formative Assessment
- Teacher Leadership

*Analyze Access/WIDA Data (EL)***Description:**

Train EL teachers to analyze Access/WIDA data so they can support Child Study teams by identifying appropriate interventions for teachers to use.

Start Date: 10/1/2019 **End Date:** 5/13/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Teams
- Teacher Leadership

*Hire New Safety Personnel***Description:**

The school board has approved the following positions in the summer of 2018: a Director of School Safety, a School Police Officer and a part-time MNSD Security/Safety Person.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- District Safety

*Schedule Security Walks around schools***Description:**

It is important to schedule staff to conduct periodic safety walks in school and on the grounds surrounding the building.

Start Date: 7/1/2019 **End Date:** 6/17/2022

Program Area(s): Professional Education

Supported Strategies:

- District Safety

*Train for Stop the Bleed***Description:**

In August 2018, teachers and staff will receive Stop The Bleed training. Staff will learn how to apply a tourniquet. MNSD has purchased Stop the Bleed kits to accompany all AED machines in the district. Training should occur every 3 years.

Start Date: 8/31/2021 **End Date:** 8/1/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- District Safety

*Distribute Medications POD Site***Description:**

POD exercises at the High School for the distribution of medications will occur at the county request. A full scale practice occurred on June of 2018. MNHS is a site for providing this service to the community.

Start Date: 7/1/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education

Supported Strategies:

- District Safety

Train Counselors, Psychologists, Behavior Specialists and Administrators-Providing support to students (IDEA)

Description:

Training for Counselors, Psychologists, Behavior Specialists and Administrators-by SERAPH wqs conducted in June of 2018. The focus was on identifying students who need help; noone falls through the cracks. Training every 3 years would benefit the district.

Start Date: 8/30/2021 **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- District Safety

Train a select group to conduct Safety Audits

Description:

A team of 7 were trained by SERAPH. The team consists of a principal, an assistant principal, a district home and school visitor, a Director of Operations, a Security person from the high school and two police officers.

Training every 3 years would help guide this group and allow for new staff to join the team.

Start Date: 7/5/2021 **End Date:** 6/10/2022

Program Area(s): Professional Education

Supported Strategies:

- District Safety

Train All Staff on School Security

Description:

All staff training by Seraph was conducted by SERAPH in August of 2018. All staff training to occur every 3 years.

Start Date: 8/31/2021 **End Date:** 6/10/2022

Program Area(s): Professional Education

Supported Strategies:

- District Safety

CPR Training

Description:

MNSD plan to get to members of every school's safety team trained in CPR. (The district already trains all assistants upon hire).

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

- District Safety

Opioid Epidemic

Description:

MN will provide information on Opioid epidemic to building level safety team members, teachers and staff (through partnerships with local agencies).

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- District Safety

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Marple Newtown SD.

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 affirms 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Kathryn Chandless on 4/17/2018

Board President

Affirmed by Carol Cary on 4/2/2018

Superintendent/Chief Executive Officer