

Upper Darby SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

4611 Bond Ave
Drexel Hill, PA 19026
(610)789-7200
Superintendent: Daniel Nerelli
Director of Special Education: Edward Marshaleck

Planning Process

In June of 2015, the Upper Darby School District Administration provided the public and the Board of School Directors with an update on the goals accomplished with respect to the 2014-2017 District Comprehensive Plan. During the June 2015 Education and Pupil Services Committee Meeting, the new timeline for the development of the 2017-2020 District Comprehensive Plan was discussed. District Administration provided the Board with the timeline along with the required participants the Board must appoint in order to develop the new plan. During the June 2015 Education and Pupil Services Committee Meeting district administration shared with the Board of School Directors and the public the number of board appointed members to the following committees: Special Education Planning Committee, Professional Education Sub-Committee, and the Comprehensive Planning Committee. During the public hearing, district administration explained the importance of the Comprehensive Plan and the role of the committees. The Board of School Directors then announced to the public an application process in order to appoint members from the public to the Planning Team. Board leadership reviewed letters and appointed community members and parents to the planning team that included the Special Education Plan, Professional Education Plan, and the District Level Comprehensive Plan. District Administration also contacted the Upper Darby Education Association (UDEA) so that the teachers' association could appoint members to the development of the new Comprehensive Plan. The Superintendent and Assistant Superintendent of Curriculum and Instruction also asked the Upper Darby School Administrators (UDASA) group for representation during the development of the new District Plan. At a public hearing held on October 6, 2015, the Upper Darby Board of School Directors appointed 6 members of the public to participate in the development of the new District Comprehensive Plan.

On October 15, 2015, the Comprehensive Planning Team held its first meeting and set a process to work through the Core Foundations, Needs Assessment, and District Level Plan. Subsequent meetings were held on Thursdays from 5-6:30PM throughout November, December, January, and much of February. The team began the development of the overall Comprehensive Plan by analyzing district level data as well as building level data. The team reviewed data from multiple data sources, both state and local, as well as answered the 13 guiding questions. The Comprehensive Planning Team subsequently decided to focus on 6 goals that included the following key areas for consideration: Climate and Culture, Parent Involvement, Student Achievement (with a focus on

elementary reading and math), Professional Development, and Special Education. The team made sure to discuss the Superintendent's goals and 4 pillars: Student Achievement, Fiscal Responsibility, Professional Development, and Communication. In order to develop goals, teams were created in each of the identified areas of concern. The team recognized the need to develop a comprehensive plan to work with curriculum, instruction, and overall student achievement for all grades (K-12). In this plan, there continues to be a focus on grades K-5 mirroring the 2014-2017 District Comprehensive Plan. The district realized that its future, the overall success of all of the students, and ultimately the district's schools begins with a strong academic and social foundation. The district will continue to work on increasing student achievement and best practices in all grades, including grades 6-12. The curriculum mapping is an opportunity to improve and enhance the curriculum by filling in gaps. The District mapping process will continue to take place in all areas from K-12 with a focus on core content areas, eliminating redundancies, and creating more cross curricular opportunities. The curriculum mapping process will also help the district better communicate to all stakeholders the scope and sequence of our academic programs.

A final review of the Special Education Plan took place on February 24, 2016. Updates were provided to the Board of School Directors and Public on October 27, 2015 and February 9, 2016. The Special Education Plan was publicly posted for 28 days and publicly discussed during the March 29, 2016 Education and Pupil Services Committee Meeting. A final vote on the Special Education Plan took place during a special meeting during the April 25, 2016 Education and Pupil Services Committee Meeting. The entire District Level Comprehensive Plan and individual school level plans were reviewed by the Comprehensive Planning Team on March 31, 2016. This plan was originally adopted and approved by the Commonwealth of Pennsylvania and the Upper Darby Board of School Directors prior to the start of the 2016-2017 school year. Comprehensive Plan – Act 118 was passed in November of 2017 and altered the submission dates for the professional development section of the comprehensive plan. In order to keep all of the Chapter 4 plans on the same cycle, the overall submission dates have been changed.

The School Board of Directors and the Superintendent of Schools will monitor the progress of this plan during Education and Pupil Service Committee Meetings and Finance and Operation Committee Meetings. All Upper Darby School District employees will be responsible for ensuring progress toward each of the 6 goals documented in this plan. The Superintendent and District Administration will oversee action plans and implementation components of the plan with those individuals responsible for specific areas under their supervision.

As a final note, the financial estimates in the Upper Darby School District Comprehensive Plan are based on information available at the time of the Plan's preparation. The financial information within the Plan as to expected costs of projects and other items are preliminary estimates for the work indicated and are subject to change based on factors such as the ultimate scope and design of the projects, actual budgetary conditions which may include anticipated federal and state funding, the timing of the projects, and the final costs of labor, material, equipment and the services provided by others including the related financing of these costs. This information is based upon the School

District's best estimates at this point in time. The School District cannot and does not guarantee that final costs will not vary from these preliminary estimates as set forth in the Plan.

Mission Statement

The Upper Darby School District's mission is to provide "a comprehensive and challenging educational program which encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers."

Vision Statement

"Honoring A Diverse Community Where All Students Acheive"

Shared Values

1. All individuals are capable of learning.
2. Individuals learn in different way and at different rates.
3. Individuals have the rights to be treated with respect and dignity.
4. Students are unique individuals with varied talents and skills.
5. Successful learning experiences build self-esteem.
6. Learning is most effective in a caring environment where high standards of social interaction are maintained.
7. Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society.
8. Critical thinking, problem solving and decision-making are essential life skills.
9. Updates in technology necessitate continuous personal and organizational adjustment.
10. Professional development of all staff is vital to meet the changing global society.
11. Society benefits when individuals rights are balanced with the needs of the group as a whole.
12. Quality public education directly benefits the entire community.
13. Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

Educational Community

Located just west of the City of Philadelphia, Upper Darby School District serves an 8.3 square mile area of 82,795 (2010) residents in Upper Darby Township, Clifton Heights Borough and Millbourne Borough. One of the most densely populated and urbanized townships in Pennsylvania (110,397.7 /square mile), Upper Darby is typical of what have become known as "inner ring suburbs." Upper Darby public schools have experienced a significant increase in enrollment over the past 22 years, resulting in the largest student population in the County. Specifically, enrollment has grown to over 12,099 students as of 2016 up from 7,523 in 1985. Many of the district's 14 schools are quite large (there are over 3,600 students at the High School) and the Board of School Directors is working hard to alleviate overcrowding through innovative solutions including leasing recently closed parochial schools in the area.

Upper Darby schools serve an increasingly diverse population: 31.76% of students are White, 46.6% are African American, 14.4% are Asian/Pacific Islander, 5.62% are Hispanic and 1% are other. In 2016, there are 899 Limited English Proficient (LEP) students speaking over 53 different languages. Over 555 students also meet the state criteria for immigrant status. In addition, the district annually educates more than 380 students who have refugee status and/or limited formal schooling. In the past seven years, the percentage of students who meet the low-income status set by the Federal Free/Reduced Lunch Program has risen from 23% to over 60%.

Planning Committee

Name	Role
Wendy Brown-Elgart	Administrator : Professional Education Special Education
Joanne DeVito	Administrator : Professional Education Special Education
Patrick Grant	Administrator : Professional Education Special Education
Greg Manfre	Administrator : Professional Education
Edward Marshaleck	Administrator : Professional Education Special Education

Frances McElhenney	Administrator : Professional Education Special Education
Dr. Daniel McGarry	Administrator : Professional Education Special Education
Daniel Nerelli	Administrator : Professional Education
Christopher Pugliese	Administrator : Professional Education Special Education
Edward Roth	Administrator : Professional Education Special Education
Kelley Simone	Administrator : Professional Education Special Education
Carey Maureen	Board Member : Professional Education Special Education
Rachel Mitchell	Board Member : Professional Education Special Education
Frank McCartney	Building Principal : Professional Education Special Education
Dr. George Ramoundos	Building Principal : Professional Education Special Education
Dina Williams	Building Principal : Professional Education Special Education
Paul Cheng	Business Representative : Professional Education Special Education
Ronald Cole	Business Representative : Professional Education Special Education
Neil Desnoyer	Community Representative : Professional Education Special Education
Charlotte Mulvihill	Community Representative : Professional Education
Long Wendy	Community Representative : Professional Education Special Education
Eileen Hershman	Ed Specialist - Instructional Technology : Professional Education Special Education
Jane Ellen Abbott	Ed Specialist - Other : Special Education
Colleen Cram	Ed Specialist - Other : Special Education
Margaret Ann Davies	Ed Specialist - Other : Special Education
Sally Louth	Ed Specialist - Other : Special Education
Jennifer Mangold	Ed Specialist - Other : Special Education
Cheryl McClelland	Ed Specialist - Other : Special Education
Suzanne McKniff	Ed Specialist - Other : Special Education

Kristin O'Neil	Ed Specialist - Other : Professional Education Special Education
Kristin Leren	Ed Specialist - School Psychologist : Special Education
Gena Delamitis	Elementary School Teacher - Regular Education : Special Education
Leslie Isaacs	Elementary School Teacher - Regular Education : Professional Education Special Education
Donna Pawloski	Elementary School Teacher - Regular Education : Professional Education Special Education
Maile Sykes	Elementary School Teacher - Regular Education : Professional Education Special Education
Christine Hannon	Elementary School Teacher - Special Education : Special Education
Ron Cole	High School Teacher - Regular Education : Professional Education Special Education
Melanie Masciantonio	High School Teacher - Regular Education : Professional Education Special Education
Robert Hilinski	Instructional Technology Director/Specialist : Professional Education Special Education
Nora Connell	Intermediate Unit Staff Member
Danielle Beamon	Middle School Teacher - Regular Education : Professional Education Special Education
Kathy Brazunas	Middle School Teacher - Regular Education : Professional Education Special Education
Jennifer Holstein	Middle School Teacher - Special Education : Professional Education Special Education
Karen Borrelli	Parent : Special Education
Jean Kosha	Parent : Professional Education Special Education
Trish Lauria	Parent : Professional Education
Jason Speck	Parent : Professional Education Special Education
Mary Cedrone	Special Education Director/Specialist : Professional Education Special Education
Christine Kelley	Student Curriculum Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Although the District's primary curriculum is aligned with state standards and is in the process of being aligned to Pennsylvania Core Standards, curriculum mapping has not been done on a systematic basis.

Elementary Education-Intermediate Level

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

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

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

The District is in the process of mapping and aligning all core subject areas for math, English and Language Arts, science, and social studies K-12. The district has also recently purchased a new elementary and middle school PA Core aligned math curriculum.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Needs Improvement	Non Existent
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Needs Improvement
Environment and Ecology	Developing	Needs Improvement
Family and Consumer Sciences	Needs Improvement	Needs Improvement

Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Please refer to above information under Elementary Level.

High School Level

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

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

Please refer to other sections.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: English Language Arts

Unchecked answers

None.

High School Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Upper Darby School District has written curriculum for each core subject area as well as pacing guides. During the 2016-2017 school year, the District will be exploring a new literacy block with District Management Council (DMC). Parallel documentation needs to be updated for art, physical education, and music. Some adjustments will need to be made in order to align reading instruction to the Pennsylvania core standards and introduce more non-fiction reading and poetry. The District intends to produce curriculum maps so that teachers, administrators, and parents can see how the subject areas relate to each other, how the subject areas are assessed, and how skills are developed over time. New elementary school schedules will be implemented for the 2016-2017 school year. The English and Language Arts time, math time, science, and social studies time will be adjusted according to this new schedule. As a result, there may be minor changes with the pacing guides for all core content areas. The district will continue to monitor the new schedule during the 2016-2017, 2017-2018, and 2018-2019 school years.

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.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Upper Darby School District has written curriculum for each core subject area as well as pacing guides. During the 2016-2017 school year, the District will be exploring a new literacy block with District Management Council (DMC). Parallel documentation needs to be

updated for art, physical education, and music. Some adjustments will need to be made in order to align reading instruction to the Pennsylvania core standards and introduce more non-fiction reading and poetry. The District intends to produce curriculum maps so that teachers, administrators, and parents can see how the subject areas relate to each other, how the subject areas are assessed, and how skills are developed over time. New elementary school schedules will be implemented for the 2016-2017 school year. The English and Language Arts time, math time, science, and social studies time will be adjusted according to this new schedule. As a result, there may be minor changes with the pacing guides for all core content areas. The district will continue to monitor the new schedule during the 2016-2017, 2017-2018, and 2018-2019 school years.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Planned courses exist for all subjects. The science program is under review for its effectiveness in preparing students to take the Biology Keystone exam. The district recently adopted a math series aligned to the PA core standards. The district is in the second year of implementation.

The 2015-2016 school year marked the 2nd year of the district's new middle school schedule for BHMS and DHMS. The new schedule allows students in need of math and reading intervention to receive help. The new schedule also allow students who are proficient and advanced on state assessments more elective opportunities.

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	Developing

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

Processes used to ensure Accomplishment:

The Upper Darby High School's core curriculum is, for the most part, mapped and aligned to the PA Core Standards. In addition, common assessments have been created and aligned to the standards.

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.

Please refer to the district's special education plan. The is also consulting with the Delaware County Intermediate Unit in order to best develop a plan for all Gifted students (identification as well). Currently, the district's Multi-tiered System of Support (MTSS) is in place but needs more consistent implementation. However, the data demonstrate a need for added focus and attention for students scoring in the proficient and advanced range.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

The Upper Darby School District formally evaluates temporary professional employees and tenured teachers every year. Temporary professional employees receive a mid-year evaluation and an end of the year evaluation. Teachers go through a formal evaluation process that involves a preconference, observation, a walkthrough, and a postconference meeting with an administrator.

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

Schools continue to develop a process whereby peers conduct learning walks and debrief with their colleagues. The expectation is that the District will continue to grow this process as teachers become more conversant with the Danielson Framework and the State's evaluation system.

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.	Full Implementation
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	Full

to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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.

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.	Full Implementation
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.

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.

The Upper Darby School District is a proponent of a Multi-tiered System of Support (MtSS formerly RtII). School level data meetings take place throughout the school year with teachers, social workers, psychologists, and administration. During these meetings each team identifies students in need of intervention and supports. The data process aids the team in selecting the most appropriate intervention for each student. In a 3-tiered MtSS process students identified as either tier II or tier III may require specific reading, math, or behavioral support. The district process is to make sure the most qualified teachers are working with students at risk.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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.

Unchecked answers

- 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.

- 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	
Career Education and Work		X			X	
Civics and Government		X			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		
Economics		X			X	
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X			X	
Health, Safety and Physical Education		X				
History		X			X	
Science and Technology and Engineering Education		X		X	X	
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Final Exams; Keystone Exams				X
Final Exams; PSSA/Keystone Exams			X	
PSSA		X		

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
MAP; Prentice Hall English/Language Arts				X
MAP; Prentice Hall English/Language Arts			X	

DIBELS NEXT, Harcourt Storytown; GO Math!		X		
DIBELS NEXT, Harcourt Storytown; GO Math!				

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Study Island; MAP				X
MAP			X	
MAP(Special Education Only); Harcourt Storytown; Go Math!		X		
Harcourt Storytown; Go Math!	X			

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
MAP				X
GATES			X	
DIBELS, CORE Phonics Screening; GO Math!		X		
DIBELS, CORE Phonics Screening; GO Math!	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				
Department Supervisor Review			X	X
Professional Learning Community Review			X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

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.

Upper Darby School District collects data through a district maintained system known as Performance Plus.

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.

The Upper Darby School District has had a robust MTSS (Formerly RtII) system at all three instructional levels. The District's MTSS process is in need of revision and more support, However, students who are not demonstrating achievement of the academic standards at a proficient level or higher are carefully reviewed and their instruction is modified accordingly. Most often, this modification takes the form of instruction in intervention programs which are tied to the student's deficient areas.

Assessment Data Uses

Assessment Data Uses	EEP	EEL	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
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.

This narrative is empty.

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	EEl	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
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	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

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 Upper Darby School District is a proponent of a Multi Tiered System of Supports (MTSS) formerly Response to Instruction and Intervention (RtII). We began this process by creating a system for reading. We have since moved forward with developing MTSS systems for behavior and math. The district believes in an iterative cycle of reviewing data and applying best practices in our classrooms.

Programs, Strategies and Actions

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

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

Upper Darby School District does not have at the EEP level, but the district does have a PBIS program in place. The Upper Darby School District has UDSD School Security, but we do not have School Resource Officers.

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.)

The Pennsylvania Department of Education states that the local school district is primarily responsible for identifying all "children with exceptionalities," meaning "children of school age who have a disability or who are gifted and who, by reason thereof, need special designed instruction exceptional children and developing educational programs to meet their needs" (24 P.S. 13-1371(1)). To meet this obligation, the Upper Darby School District has established a screening procedure that begins with an initial general screening of all first graders in the district. The first grade teachers in the regular classroom setting administer the Otis-Lennon School Ability Test (OLSAT) Eighth Edition. Children scoring in the 90th percentile or higher will receive a predetermined point value through a Gifted Matrix and will be discussed with the school level team. The team will also discuss the possibility of masking traits that may hinder performance on the OLSAT. Based on a Matrix (point value and use of multiple criteria), the student will move to the second of three levels in which additional data will be reviewed along with parent and teacher rating scales. The student may move to the third level of the Matrix in which a Prior Written Notice-Permission to Evaluate will be issued to the parent for permission to conduct further cognitive testing by a certified school psychologist, and to administer additional rating

scales in addition to norm referenced assessments. At the conclusion of the process, a Gifted Written Report (GWR) will be completed and issued to the family and school based team.

In addition, the District honors requests from parents and staff members to assess gifted eligibility at any time. Students will have the opportunity to move through the same three-level Matrix of data and assessments. At the first level, the student's district and state level assessment data (Benchmark assessments, Universal Screening, PSSA/Keystone Assessments) will be analyzed along with parent and teacher rating scales. If appropriate and based on a point value achieved on the Matrix, the student will move to the second level in which the OLSAT is administered and assigned a point value if student performance over the 90th percentile in the verbal and/or non-verbal area. If appropriate, the student will move to the third level. A Prior Written Notice-Permission to Evaluate will be issued to the parent for permission to conduct further testing by a certified school psychologist and to administer additional rating scales and norm referenced assessments. At the conclusion of the process, a Gifted Written Report (GWR) will be completed and issued to the family and school based team for review.

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

Criteria for Identifying Gifted Students

- IQ of 130 or higher

The term "mentally gifted" includes a person who has an IQ of 130 or higher according to the Pennsylvania Department of Education. Students who receive a full scale IQ score of 130 or above automatically qualify for gifted services (22 Pa. Code 16.21(d)).

- IQ lower than 130

Each school district shall establish procedures to determine whether a student is mentally gifted. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria strongly indicate gifted ability. A mentally gifted determination must include an assessment by a certified school psychologist. (22 Pa. Code 16.21 (d)). In the Upper Darby School District, a matrix has been established in which ranges of scores on standardized tests, local assessment data and rating scales are used to collect information. Points from each measure are assigned and applied against a Gifted Matrix to determine eligibility. The Matrix is provided to ensure that multiple criteria are considered in the event that the cognitive measure is less than, but close to, the 130 IQ level.

Attributes include:

WISC-V Full Scale IQ or GAI

Teacher Rating Scales

Parent Rating Scales (Gerric Rating Scales)

Benchmark Assessments/Universal Screening Assessments

PSSA/Keystone Assessments

Masking Traits

Norm Referenced Assessments

Otis-Lennon School Ability Test (Verbal and Non-Verbal)

Multiple Criteria that indicate a student may be mentally gifted include:

- A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests
- An observed or measured rate of acquisition/retention of new academic content or skills
- Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment
- Early and measured use of high level thinking skills, academic creativity, leadership skills, intense interest in academic areas, communications skills, foreign language aptitude or technology expertise
- Documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, learning disability physical impairment, emotional disability, gender or race bias, or social/cultural deprivation are masking gifted abilities (22 Pa. Code 16.21)

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

Gifted Support Services Description

The Upper Darby School District Gifted Support Services are designed to identify academically talented children and foster intellectual and academic growth, which will serve to enhance their strengths, needs, and abilities. Gifted services are available to eligible students upon entrance to Kindergarten through 12th Grade. Students who are identified as gifted receive a Gifted Individualized Education Plan (GIEP) with goals and specially designed instruction to meet their needs as identified in the Gifted Written Report (GWR). The goals for each GIEP are based on the student's strengths. The GIEP Team will determine the best ways to meet each gifted child's needs; whether through enrichment and/or acceleration. The GIEP Team will determine the design of services needed to best support the gifted child. A gifted child's needs may be met: through consultation with the gifted support teacher and differentiation by the general education teacher in the regular education classroom, through push-in (the gifted support teacher goes into the regular education classroom to deliver services), and/or through pull-out (the gifted support teacher works with the gifted student in a setting outside the regular classroom). During pull-out support, gifted students learn alongside peers of similar academic abilities while participating in acceleration, enrichment and/or extension activities, which broaden the

general education curriculum. In addition, students will have the opportunity to participate in a technology-based program focusing on Science, Technology, Engineering and Math. Defined STEM is a resource that promotes learning through Understanding by Design performance tasks and non-fiction literacy tasks for students in Kindergarten through 12th Grade. Students will participate in learning opportunities in math, science, ELA and social studies to focus on deeper understanding of concepts and problem solving skills using performance tasks and project based learning.

Gifted Support Services Goals

- Thinking Skills: Develop and practice higher order and critical thinking skills
- Creativity: Develop and practice creative thinking and problem solving
- Communication Skills: Strengthen verbal, nonverbal, and written communication skills
- Research Skills: Selection of topic and method of research, information gathering, and product format
- Leadership and Social Skills: Develop self-confidence, accept responsibility, participate in team building, adapt to new situations, and lead activities
- Time Management Skills: Accept responsibility to accomplish a task, make good use of class time, and meet deadlines
- Metacognitive Skills: Select and use effective strategies for academic task completion and accept and apply constructive criticism and peer recommendations

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.

Elementary School Gifted Support Program

Program Description

The elementary gifted support program is designed to meet the needs of gifted learners in Kindergarten through 5th Grade through a variety of themed units of study. The individual needs of each student that is identified as gifted are met through specially designed instruction as determined in their GIEP. Students in Kindergarten through 5th Grade may participate in small group instruction (along with peers of similar ability, based on specific units of study, which have been developed to extend and enrich the Upper Darby elementary curriculum. The units rotate on a two-year cycle. A gifted education teacher is assigned to each elementary school and provides instruction while also providing additional resources to general education teachers to help enrich all students.

In addition to the units of study, students engage in problem-solving activities and learn challenging vocabulary. The gifted support teacher provides ongoing consultation and support to the gifted students' general education teachers to address their identified needs throughout the school day in the regular education setting.

Progress Reporting

A seminar progress report is sent home twice a year to coincide with the parent conference schedule. Each student's progress is also discussed at the annual GIEP meeting, and parents are contacted via e-mail and phone as needed. Open and frequent communication is encouraged with all members of the GIEP Team and parents are always able to request a meeting to discuss progress outside the typical times of the school year.

Middle School Gifted Support Services

Program Description

The Upper Darby School District assigns one gifted teacher to each middle school. The individual needs of each student that is identified as gifted are met through specially designed instruction as determined in their GIEP. Students in Grades 6 through 8 may participate in small group instruction (along with peers of similar ability, based on specific units of study, which have been developed to extend and enrich the Upper Darby middle school curriculum. Students are encouraged to interact with peers through classroom theatre, public speaking, mock trials and debates among other opportunities. A gifted education teacher is assigned to each middle school and provides instruction while also providing additional resources to general education teachers to help enrich all students. In addition to the units of study, students engage in problem-solving activities and learn challenging vocabulary. The gifted support teacher provides ongoing consultation and support to the gifted students' general education teachers to address their identified needs throughout the school day in the regular education setting.

Progress Reporting

Progress reports are sent with every middle school interim and report card in the form of comments. Each student's progress is also discussed at the annual GIEP meeting, and parents are contacted via e-mail and phone as needed. Open and frequent communication is encouraged with all members of the GIEP Team and parents are always able to request a meeting to discuss progress outside the typical times of the school year.

High School Gifted Support Services

Program Description

Many gifted students' needs are met through the variety of rigorous general education honors and Advanced Placement (AP) courses and comprehensive extracurricular opportunities, such as the music and theater programs, offered at Upper Darby High School. Part of each student's GIEP is ensuring that he/she is enrolled in appropriately challenging courses. Students also receive enrichment in the general education classroom, as appropriate, in the form of push-in lessons taught by a gifted support teacher. Occasionally, an exceptional student with expertise in a subject area is provided the opportunity to accelerate through the curriculum in that subject area by pre-testing. If the student's performance on the pre-test demonstrates that he/she already possesses the requisite knowledge, he/she can advance to the next course.

Those requiring additional enrichment have the opportunity to attend a daily gifted seminar co-taught by two gifted support teachers. One gifted support teacher specializes in math and science; the other specializes in English and social studies. In addition to daily in-school enrichment, the high school gifted support teachers offer enrichment in areas of interest and strength through afterschool programs, such as the Annenberg Science Symposium, NASA High School Lunar Science Research, the JETS/TEAMS Engineering Competition, the Shakespeare Competition, Mock Trial, and Ethics Bowl.

In addition to teacher directed lessons, every gifted seminar student is required to complete an independent research project each year in an area of interest. This project is primarily independent and student-driven, with appropriate supports provided by both gifted support teachers as needed. Students have the opportunity to submit their research to competitions such as science fair or National History Day. Periodically, students may have the opportunity to participate in fieldtrips, like a trip to the local repertory theater, Hedgerow, to see a private performance and participate in a talk back session with the performers.

Progress Reporting

Students who are enrolled in the gifted seminar class receive a grade and comments on

their quarterly interims and report cards. Each student's progress is also discussed at the annual GIEP meeting, and parents are contacted via e-mail and phone as needed. Open and frequent communication is encouraged with all members of the GIEP Team and parents are always able to request a meeting to discuss progress outside the typical times of the school year.

Professional Development/Ongoing Support

Ongoing professional learning opportunities regarding best practices in gifted education are provided to both general education teachers as well as gifted support teachers.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling		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
Career Development/Planning				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
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	
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	E EI	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
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management				
Community Liaison		X		X
Community Services Coordination (Internal or External)			X	X
Coordinate Plans		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

Explanation of consultation and coordination services:

This narrative is empty.

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	X	X	X	X
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	E EI	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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

The Upper Darby School District conducts regular data meeting for all grades and the process involves all students. The process was developed originally to work with at risk students. However, the process now is about providing the appropriate interventions for

students at risk and for students who need to be challenged. The system Upper Darby relies on from K-9th grade is RtII.

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 district has a goal to work with local child care facilities and Head Start in order to coordinate registration. The district will also be meeting with local preschool programs in the community to discuss the District's expectations in regard to student achievement.

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 school district supports preschool age children with disabilities through our early intervention process. Upper Darby School District coordinates this process with the DCIU, and we also work with families as they transition from preschool into our district kindergarten program. We hold registration events in our local community schools to help parents with this transition.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
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 Upper Darby School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention and enrichment materials where needed. Core content area assessments will also be reviewed as the curriculum is mapped and aligned to the PA Core standards. Instructional materials are budgeted on a yearly basis and purchased for the beginning of each new school year.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
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 Upper Darby School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention and enrichment materials where needed. Core content area assessments will also be reviewed as the curriculum is mapped and aligned to the PA Core standards. Instructional materials are budgeted on a yearly basis and purchased for the beginning of each new school year.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
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 Upper Darby School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention and enrichment materials where needed. Core content area assessments will also be reviewed as the curriculum is mapped and aligned to the PA Core standards. Instructional materials are budgeted on a yearly basis and purchased for the beginning of each new school year. The District has recently purchased new math materials for elementary and middle school instruction.

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	Developing
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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Upper Darby School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention and enrichment materials where needed. Core content area assessments will also be reviewed as the curriculum is mapped and aligned to the PA Core standards. Instructional materials are budgeted on a yearly basis and purchased for the beginning of each new school year.

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	Not Applicable
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 "

The District has purchased research-based instructional materials and engaged with outside consultants to provide our supervisors and instructional coaches with relevant professional development in the area of standards-based instruction. That said, the District also recognizes the importance and relevance of the SAS website and its accompanying materials.

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	Not Applicable
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 "

The District has purchased quality, research-based instructional materials and engaged with outside consultants to provide our supervisors and instructional coaches with relevant professional development in the area of standards-based instruction. That said, the District also recognizes the importance and relevance of the SAS website and its accompanying materials.

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
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Further explanation for columns selected "

The District has purchased quality, research-based instructional materials and engaged with outside consultants to provide our supervisors and instructional coaches with relevant professional development in the area of standards-based instruction. That said, the District also recognizes the importance and relevance of the SAS website and its accompanying materials.

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
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 "

The District has purchased quality, research-based instructional materials and engaged with outside consultants to provide our supervisors and instructional coaches with relevant professional development in the area of standards-based instruction. That said, the District also recognizes the importance and relevance of the SAS website and its accompanying materials.

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.

Not answered

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
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.				

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

District supervisors and MTSS specialists have provided teachers with professional development in content knowledge through inservice meetings and daily/weekly grade level meetings, team meetings, and professional learning communities at the high school and elementary level. The focus of these meetings has also regularly included teaching skills with an emphasis on building teachers' ability to use active engagement and differentiate instruction. The District has a MTSS program at all three instructional levels which provides interventions for students struggling in reading, math, and behavior. The MTSS programming in the district is under constant revision. Data informs instructional decision making throughout the school district. The District is also working with the DCIU on improving how teachers instruct gifted students.

Principals receive weekly training in the areas listed above during professional development sessions designed and organized by the Assistant Superintendent for Curriculum and Instruction and Director of Curriculum. These weekly trainings are in addition to a district Leadership Retreat held in the summer and monthly Superintendent's meetings which emphasize data-driven instruction, climate and culture, and alignment of resources to improve student learning.

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

In reviewing the agendas for professional education in the past and in talking with teachers and parents from the Professional Education Committee, it was apparent that there had been little or no training in empowering teachers and staff to work effectively with parents and community partners. This has recently been addressed with the District's partnership with Dr. Eran Magen from the University of Pennsylvania and the Center for Supportive Relationships. Dr. Magen has trained teachers from all three instructional levels: elementary, middle, and high school in a protocol for listening to parents. The District's relationship with Dr. Magen and the Center for Supportive Relationships is ongoing and this training will continue. Additionally, the Superintendent has made the establishment of partnerships with the community a goal. Principals of all schools will be encouraged and supported in this goal of connecting their schools with the community for the benefit of students. The Superintendent has also made Diversity Training a priority in the District and has partnered with Andrea Lawful-Sanders (C.A.P.E.S).

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:
1/2/2013 Elementary School offered two dates 1/2/13 and 2/6/13
10/14/2013 Middle School offered two dates 10/14/13 and 10/16/13
2/20/2016 High School offered two dates 2/20/13 and 3/20/13

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:
8/27/2015 Elementary
8/28/2015 Middle School
8/27/2015 High School

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
Not Applicable for our school entity

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.
- 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.
- 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

- 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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

The Upper Darby School District is committed to professional development for its faculty and staff as evidenced by its support of instructional coaches in each school building (coaches could be replaced by Assistant Principals), widespread use of data analysis, its use of grant money for professional development, and thorough use of walkthroughs and classroom observations to gauge instructional effectiveness.

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

The Superintendent has directed that all Act 48 credit bearing professional development training will require participant evaluations beginning in the 2014-15 school year. The district's *MyLearningPlan* software makes implementation of this directive easy to accomplish. However, in order to fully comply with the strategy listed above, the district will need to tie the goals of professional development initiatives with criteria listed on learning walk forms and the like to ensure that observation of newly learned skills takes place. Although this has occurred to some degree at the high school, this has yet to be system-wide throughout the district. Beginning with the 2014-15 school year, the practice of linking professional development trainings to observations will take place. Instructional coaches in every school are charged with the responsibility of providing ongoing support to teachers during the implementation phase of a professional development initiative. This process will be improved to include a formal implementation evaluation based on observation of teachers' practice.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- 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 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

- Inductees will assign challenging work to diverse student populations.
- 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.

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

The Induction Program has three components which address the above-checked competencies. These are: a district program which includes a two-day orientation before the beginning of school and a 15 hour induction course which takes place during five three-hour sessions from January through May; a mentor selected to work throughout the school year with the inductee; and finally, a building-based induction program which is led by the building principal and takes place from September through December.

Sound instructional practices form the core of the work done with the mentor and the content of the induction course. LEA-wide policies and procedures are reviewed during the two-day orientation and LEA-wide initiatives during the regularly scheduled inservice sessions designed for all faculty. Principals explain the details of their school initiatives in the building-based induction sessions and mentors reinforce these explanations. Building principals, along with the school social worker and nurse, review resources available to help students in crisis during the building-based induction sessions. Finally, all principals encourage their faculties to work as a team, enjoy each other's company, and learn to be supportive colleagues. This powerful network of relationships includes inductees.

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

Although all district teachers and inductees are trained in lesson design which focuses on student mastery of state academic standards and the like, there has not been a systematic focus on access to state curriculum frameworks or the Standards Aligned System website. These resources will become a priority for curriculum supervisors, building principals, instructional coaches, and mentors to access who, in turn, will familiarize inductees with them. Additionally, these resources will be incorporated into the induction course.

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).

- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Inductees are observed by their school's their mentor, a district curriculum supervisor, and the building principal. Mentor's observations are non-evaluative and designed to be supportive. Often, mentors locate resources for teachers as a response to inductee's needs shown in the classroom observation. The curriculum supervisor and building principal observe within the structure of the appraisal system and use the Danielson Framework as an organizing framework for feedback. These observations include a pre-observation conference which is valuable in helping inductees plan and reflect on their practice. Principals also conduct learning walks in their buildings enabling them to have a perspective on how the inductee is doing outside of the confines of the appraisal process. Assessment of data, including the PSSA, DIBELS, and MAP are a regular school-wide practice in all schools in the district and inductees are included in this data review, along with their veteran colleagues. Abnormalities in classroom data associated with an inductee can serve as a red flag causing further analysis and help, if necessary. Principals are encouraged to review lesson plans weekly and do so as time permits. Principals, assistant principals, and supervisors review learning walk summaries as well as observation summaries in order to gauge how inductees are performing.

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

The District will continue to survey teachers in order to best identify areas of need and support. The District will also coordinate all survey data for professional development needs with UDEA.

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.

Unchecked answers

- 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.

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

Mentors are selected by building principals using the criteria listed above. The district has a talented faculty from whom to draw for this important role. Through data meetings, grade level meetings, team meetings, and other school-based meetings, principals have ample opportunity to observe possible mentors in a variety of roles and gauge their potential to be an effective mentor. Of course, effective performance in the classroom is the first criteria to be considered.

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

A pilot mentor training took place at the high school for the last few years as part of the school's SIG program. The District's mentor program will look to coordinate with the needs identified by each new teacher after professional development sessions.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making		X	X	X	X	
Materials and Resources for Instruction	X	X				

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program is monitored and evaluated by the Director of Curriculum and Professional Development.

In June, the Director meets with the Curriculum Supervisors, the Director of Pupil Services, and the Assistant Superintendents to plan the orientation program for inductees which takes place in August before the academic year formally begins. An agenda is created for the two-day program and presenters are contacted. The agenda includes such items as Universal Precautions, Policies and Procedures of the Upper Darby School District, curriculum overviews, selected best instructional practices and the Code of Professional Practice and Conduct for Educators. Most of the training is done by District; the inductees, however, do spend a few hours in their new schools with the principal. Throughout July and August, the Curriculum Office interacts with the Personnel Office to verify who the new faculty and staff are who will participate in the Induction Program and acknowledge those who hold Induction Certificates from other school districts. The Curriculum Office solicits names of mentors from the building principals as soon as new faculty/staff are identified. Mentors are formally approved by the School Board in the October Board Report, although their work begins on the opening day of school.

Going forward, inductees will be surveyed at the beginning of the school year regarding their perception of their strengths and weaknesses with a focus on where they feel they will need support. The results of this survey will be shared with the building's instructional coach and the inductee's mentor.

Each school has a Building Support Team and under the direction of the Principal, the Team provides training in four after-school sessions running from September through December. Topics include; school procedures, curriculum, Positive Behavior Intervention and Support (PBIS), school safety, roles and responsibilities of the social worker, and DE/student support. Principals file their agendas with the Assistant Superintendent for Curriculum and Instruction and the Director of Curriculum and Professional Development. active engagement strategies, effective strategies for ELLS, using technology to enhance instruction, and classroom management.

Going forward, building principals will plan their New Teacher Building Support Team program during the Leadership Retreat in July or at a subsequent meeting in July to ensure that inductees have a common experience.

Beginning in January, inductees participate in a 15 hour Skills for Inductees course which is taught by a team of professionals from the school district. This course takes place in five three-hour sessions which take place monthly and end in May. Inductees write an evaluation of this course and these evaluations are reviewed by the Director of Curriculum and kept on file. Pupil services inductees attend a parallel course which is less formal due to their low numbers and which is taught by Pupil Services personnel.

Going forward, written evaluations of the second semester training for the Pupil Services inductees will be collected.

Induction certificates are issued to inductees who have attended Orientation and the New Teacher Building Support Team meetings, completed the requirements of the second semester Induction Courses and worked with their mentor. The certificates are signed by the Superintendent and the Assistant Superintendent for Curriculum and Instruction.

Inductees receive their certificates in June. Those inductees who have not completed the requirements are registered for the component(s) they are missing, sessions which take place the following year. Records for both inductees who have completed Induction and those who have not are kept in the office of the Director of Curriculum.

Going forward, written evaluations of the entire Induction experience will be required for

inductees to complete. These will be reviewed by the Assistant Superintendent for Curriculum and Instruction, the Director of Curriculum and Professional Development, the Director of Pupil Services, and the building principals.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

- Mentor documents his/her inductee's involvement in the program.

Special Education

Special Education Students

Total students identified: **2043**

Identification Method

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

Identification Method

All students in the Upper Darby School District (UDSD) are assessed regularly throughout the school year to determine individual needs in the areas of reading, math and behavior. Assessments used include Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS), Measure of Academic Progress (MAP), AIMSweb probes, and Pennsylvania System of School Assessment (PSSA) or Keystone Exams at the appropriate grade levels. Students who are not reaching proficiency are provided with differentiated instruction using a three-tiered approach. At the Tier one level, teachers differentiate instruction within the research-based core curriculum. At Tiers two and three small group or 1:1 instruction is provided to address specific needs through the use of scientifically research-based intervention programs.

In addition, weekly Student Support Team (SST) meetings occur in each building to address concerns identified by staff and/or parents. Prior to the SST meeting, individual teachers complete a comprehensive referral form that includes academic and behavioral strengths and concerns. The team collaborates and determines if further interventions are required

or recommends the need for a psycho-educational evaluation to be conducted. Currently, UDSD school psychologists use the discrepancy model for the identification of students with specific learning disabilities. The district does believe in the MTSS - RtII (Multi-tiered System of Support) process to aid in the evaluation of students; however, we do not use MTSS as the deciding factor for identifying students in need of specially designed instruction.

The UDSD Process prior to the identification of students utilizes the following data points:

1. Curriculum assessments are provided on a regular schedule to monitor grade level academic growth in reading, language arts, and mathematics.
 - Students K-5 are monitored using DIBELS Next, curriculum/intervention based assessments and PSSA at appropriate grade levels.
 - Students 6-8 are monitored using AIMSweb probes, MAP, curriculum and intervention based assessments in addition to the annual PSSA.
 - Students 9-10 are monitored using MAP, curriculum and intervention based assessments, AIMSweb probes, and Keystone Exams.
 - Students 11-12 are monitored through curriculum based assessments, MAP assessment, AIMSweb probes, and Keystone Exams.
 - Keystone Exams were administered beginning in January 2013 and will continue to be administered as directed by the Pennsylvania Department of Education (PDE).
2. School based teams organize and analyze assessment data in a timely manner to adjust instruction within the core curriculum and to determine the need for additional intervention time or a change in intervention.
3. Students performing below or well below benchmark are progress monitored weekly or bi-weekly depending on their level of need.
4. School teams may design and provide intensive instruction to students who show minimal progress after a reasonable time period (4 to 6 weeks) in any intervention.
5. Smaller group instruction or extended time, tailored to the specific needs of the student, may be provided in addition to regularly scheduled reading/math intervention. This level of support consists of no more than one adult to three students and extends the reading/math intervention standard protocol. All progress is monitored weekly for those students within this extended intervention process.
6. When the data reflect that a student has made minimal progress, the school-based team completes the SST Comprehensive Referral form and forwards the information to the SST. This team may recommend additional interventions or that a comprehensive psycho-

educational evaluation be conducted to determine if the student has a Specific Learning Disability and is in need of specially designed instruction.

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>

The Upper Darby School District does not have significant disproportionalities in the Enrollment Difference Status 2014-2015.

Disability Description	District %	State %	% Difference
Total Special Ed Enrollment	16.4	15.6	.8
Autistic/Autism	11.8	9.9	1.9
Hearing impairment including deafness	1.0	1.0	0
Intellectually disability	7.6	6.6	1
Multiple disabilities	1.1	1.1	0
Orthopedic impairment	--	.3	--
Emotional disturbance	11.0	8.5	2.5
Specific learning disability	47.9	43.3	4.6
Speech or language impairment	7.7	15.4	-7.7
Visual impairment including blindness	.9	.4	.5
Other health impairment-	10.4	13.2	-2.8

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?

Upper Darby School District does not currently host a 1306 facility (Ex. Residential Treatment Facility). However, if a 1306 facility were to open within the Upper Darby School District (UDSD) boundaries, the district would work with the facility and any school

district of attending students to ensure that all students are receiving a Free Appropriate Public Education (FAPE).

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).

The UDSD recognizes our operational responsibilities to provide a Free Appropriate Public Education (FAPE) to all students deemed eligible for Special Education services. Educational services for all incarcerated students are provided through the Delaware County Intermediate Unit (DCIU). The DCIU requests records from the UDSD to ensure appropriate services are rendered. The LEA representative is invited to attend annual IEP meetings for each student.

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.

Current LRE Data from December 1, 2015

Educational Environments	District %	State %	% Difference
Inside Regular Class 80% or More	41.2	62.4	21.2
Inside Regular Class <40%	.02	9.2	-9.18
In Other Settings	13.46	4.3	9.16

The UDSD's current Least Restrictive Environment (LRE) data in the chart above shows that the district continues to need to include a greater number of students in the general

education class 80% or more of the school day and reduce its percentage of students placed in out-of-district programs. To ensure that all IEP teams work to implement IEPs in the LRE and that students are educated to the greatest extent with their non-disabled peers, the UDSD provides ongoing staff development, maintains an effective pre-referral process, which includes a three tier process for addressing students' needs, has a strong commitment to inclusive practices and insist that all IEP teams consider the general education environment as the first option for FAPE to be provided to all students. The district recognizes the need for continued professional development in assisting teams in this decision making process and has planned accordingly. The LEA has developed the following Improvement Plan to ensure that students are placed in the Least Restrictive Environment:

- *Professional Development for all special education and general education staff on including students in general education environment.*

Topics to include:

- *SAS (Supplemental Aids and Services) Toolkit*
 - *Understanding: Autism, Mental Health Disorders, Intellectual Disability*
 - *Accommodations and Modifications*
 - *Understanding the IDEA*
 - *Understanding the IEP and the role of the General Education Teacher*
 - *Class wide behavior management systems*
 - *Structured Teaching*
 - *Verbal intervention to decrease problem behaviors.*
 - *Discipline and students with IEPs.*
 - *Inclusion in Math at the Middle School Level.*
 - *Executive Functioning in Middle and High School.*
 - *Visual Supports for Students with ASD*
 - *Individual Behavior Intervention Systems*
 - *Replacement Behavior Development*
 - *How to Conduct a Functional Behavior Assessment and Positive Behavior Support Plan*
- *All students attending our silo programs will be assigned a homeroom teacher from the beginning of the school year who will serve as a member of the individual student's IEP team. This teacher, along with the other members of the IEP team will work throughout the*

school year to find appropriate opportunities for the student to be included with non-disabled peers. The team will update and amend the student's IEP and issue a new NOREP if needed.

- *Teachers will demonstrate accurate calculation of minutes per day that student is removed from the general education environment. Teachers will complete 'Formula Spreadsheet' provided by UD Special Education Dept. Spreadsheet(s) will be forwarded to the Director of Special Education for review.*
- *All IEP teams to complete SAS (Supplemental Aids and Services) Toolkit when developing IEP for all students attending Silo programs throughout school district. (Autistic Support, Life Skills Support, Multiple Disabilities, Support, Emotional Support)*
- *Future course selection at the Upper Darby High School may include leveled general education class for English and Math.*
- *At the conclusion of the 2016-2017 school year the LEA will conference with the BSE Advisor to determine continued need and activities to address any noted needs.*

UDSD offers a continuum of services for our students with disabilities and are in need of specially designed instruction beginning with the general education environment. Students are supported in the general education environment through appropriate staff that may include: the special education teacher, classroom assistant, personal care assistant, behavior specialist, vision support teacher, speech/language, physical, hearing and occupational therapists. These professionals and paraprofessionals work closely with the general education teacher to implement accommodations and adaptations to ensure that students meet with success in the general education curriculum.

Some examples of Supplementary Aids and Services provided in the UDSD are:

Collaborative

- Scheduled time to co-plan and for team meetings
- Instructional arrangements that support collaboration (e.g. co-teaching, paraprofessional support)
- Professional development related to collaboration
- Coaching and guided support for team members in the use of assistive technology for an individual student
- Scheduled opportunities for parental collaboration
- All school personnel collaborate in the development and delivery of SaS

Instructional

- Providing modified curricular goal.
- Providing alternate ways for students to demonstrate learning
- Providing testing modification
- Providing alternate materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access, software)
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Providing research-based supplementary materials
- Providing visual strategies
- Providing instructional adaptation (e.g. preteaching, repeating directions, extra examples and nonexamples)

Physical

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g. light, sound)
- Environmental Aids (e.g. classroom acoustics, heating, ventilation)
- Structural Aids (e.g. wheelchair accessibility, trays, grab bars)

Social-Behavioral

- Social skills instruction
- Counseling supports
- Peer supports (e.g., Facilitating friendships)
- Individualized behavior support plans
- Modification of rules and expectations
- Cooperative learning strategies

Data indicate that 86.5% of our students receiving special education are supported in district programs. Learning Support, Life Skills Support, Autistic Support, Emotional Support, and Vision Support programs are offered in UDSD at the elementary, middle and high schools levels. Multiple-Disabilities Support is offered at the elementary level and will be provided at the middle and high school levels as the need occurs. UDSD also utilizes Intermediate Unit programs that are offered in neighboring districts for those students with significant language or hearing needs.

The goal of the UDSD is to provide all students with instruction in the core curriculum in the general education environment. However, depending on the level of need and the amount of supplemental aids and services deemed necessary for individual students, the IEP team will determine the appropriate district environment in which the student will make meaningful academic progress.

There are approximately 275 students (13.5% of all special needs students) currently placed in Approved Private Schools, Intermediate Unit Programs, or Private Schools, which provide educational placements for students in need of a more restrictive setting where intensive services are provided to ensure the provision of FAPE. The following chart provides a breakdown of students placed in out of district programs due to the level of supports needed to provide FAPE for each student.

Disability Category	% of 13.5% Placed	Explanation
Emotional Disturbance	37%	- Level of behavioral and mental health interventions needed. - Behavioral infractions found not to be a manifestation of the disability. - Removed from LEA for possession of drugs or weapons.
Intellectually Disabled	9.8%	-Significant behaviors associated with student's primary disability.
Autistic/Autism	17%	-Significant behaviors associated with student's primary disability.
Learning Disability	13.8%	-Behavioral infractions found not to be a manifestation of the disability. -Removed from LEA for possession of drugs or weapons.
Multiple Disabilities	4%	-Level of physical and medical supports needed to provide FAPE.
Other Health Impaired	8.7%	-Significant level of behavioral and mental health supports needed to provide FAPE.
Hearing Impairment Including Deafness	3.3%	-Significant supports needed to provide FAPE.

Visual Impairment Including Blindness	3.2%	-Significant supports needed to provide FAPE.
Speech or Language Impairment	2.5%	-Significant supports needed to provide FAPE.
Deaf-Blindness	.1%	-Significant supports needed to provide FAPE.

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.

All of UDSB schools have a Behavior Support Team that works collaboratively with building professionals and paraprofessionals to develop and implement positive and effective behavior programs for students at all grade levels.

At the start of the 2011-2012 school year, Upper Darby implemented a district-wide positive behavior support program that follows the Response to Behavioral Instruction and Intervention (RTBII) framework. Using this framework, a three-tiered model was developed by each school's behavioral committee and is based on their individual needs and resources available.

Researched based programs are used to teach, model, and support appropriate school wide behaviors. Data is collected on an on-going basis for each student. Students who present with behavioral needs are referred to the school based team where data is organized and analyzed in a timely manner to determine the appropriate strategies and interventions required to address targeted behaviors.

Examples of interventions used:

- Tier One – Responsive Classroom, Character Counts, Citizenship class, Bullying Prevention Program, Student Assistance Program (Level 1)
- Tier Two – Small group Character Counts, Second Step Social Skills Curriculum, Social Worker referral for services, behavior book, mentoring program, CICO - Check in and Check Out, Student Assistance Program (Level 2)
- Tier Three – Student Assistance Program (Level 3), customized student schedules, 1:1 sessions with support personnel.

Student Assistance Program (SAP)

The Student Assistance Program of Upper Darby School District was established in 1986 to combat the problem of drug and alcohol abuse among the students in our schools. Our program was part of a statewide effort to address the problem of drugs and alcohol in public schools. The program was set up based upon the state model and was funded and implemented with the assistance of the Pennsylvania Department of Education. SAP has further expanded to assist students with behavioral and mental health needs.

The Student Assistance Program continues to be an integral part of the instructional program of Upper Darby School District. Through education and awareness programs targeting the dangers and risks associated with the use of drugs, alcohol, and tobacco, we hope to eliminate a barrier to academic achievement and success. These programs contribute to the universal school-wide supports needed to build resilient schools in our district.

Goals of the Student Assistance Program

- To educate and heighten the awareness of students, faculty, parents, and the community concerning the risk of drug and alcohol use and mental health concerns.
- To identify students who are involved, or who are “at risk” of becoming involved with the abuse of alcohol or other drugs.
- To identify learning barriers to academic achievement and success that may involve mental health concerns.
- To intervene with the identified students and, in cooperation with their families, refer them to appropriate outside agencies for treatment and support.

The Student Assistance Program is a proactive effort to address these concerns and advance the interests of our students. At the elementary school level, the focus is on prevention through education and awareness, whereas, at the middle school and high school level SAP is primarily a referral and intervention program.

The Student Assistance Program Team

The SAP Team of each school is made up of specially trained school personnel. Teams are representative of the professional staff of the school, i.e. school nurses, teachers, guidance counselors, social workers, school psychologists, and administrators. At the secondary level, the SAP Team provides information to faculty and staff regarding the warning signs and symptoms of substance abuse through in-service presentations, departmental meetings, new teacher orientation, and written materials.

The Referral Process

Students are referred to the SAP Team by teachers, staff members, administrators, parents and/or peers. If the referral is determined to be an appropriate SAP concern, objective behavioral data is gathered and reviewed by the SAP Team. Should the data support the concern, the parent/guardian is contacted and invited in for a meeting to discuss the concern and to offer support and a possible assessment by our professional drug and alcohol specialist. Based on the assessment, appropriate support and/or treatment strategies are suggested and discussed. All SAP referrals and the information obtained and discussed throughout the process is confidential. SAP records are not included in the student's school file.

Bullying/Cyberbullying Policy

1. Purpose-

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

2. Definition-

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

- Substantial interference with a student's education
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school.

Bullying

, as defined in this policy, includes cyberbullying.

School Setting

, means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Authority

- The Board prohibits all forms of bullying by district students.

3.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliations shall occur as a result of good faith reports of bullying.

4. Delegation of Responsibility-

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

- Board's Bullying Policy
- Report of bullying incidents.
- Information on the development and implementation of any bullying preventions, intervention or education programs.

5. Guidelines-

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students. This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.

6. Education-

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

7. Consequences For Violations-

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

References-

School Code – 24 P.S. Sec. 1302-A, 1303.1-A

State Board of Education Regulations – 22 PA Code Sec. 12.3 Board Policy – 000, 218, 233, 236, 248

Purpose

– Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student’s disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

Authority –

The Board directs that the district’s behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students’ opportunity for learning and self-fulfillment.

Definition –

The following terms shall have these meanings, unless the context clearly indicates otherwise

- Aversive techniques – deliberate activities designed to establish a negative association with a specific behavior.
- Behavior support – development, change and maintenance of selected behaviors through the systematic application of behavior change techniques. Behavior Support Plan or Behavior Intervention Plan – plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student’s IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.
- Positive techniques – methods that utilize positive reinforcement to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.
- Restraints – application of physical force, with or without the use of any device, designed to restrain free movement of a student’s body, excluding the following:

- Briefly holding a student, without force, to calm or comfort him/her.
- Guiding a student to an appropriate activity.
- Holding a student's hand to escort him/her safely from one area to another.
- Hand-over-hand assistance with feeding or task completion.

Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

- Seclusion – confinement of a student in a room with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.
- Students with disabilities – school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Delegation of Responsibility –

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports of interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Guidelines –

Development of a separate Behavior Support Plan is not required when appropriate positive behavior interventions, strategies and supports can be incorporated into the student's IEP.

When an intervention is necessary to address problem behavior, the types of interventions chosen for a student shall be the least intrusive necessary.

Physical Restraints – Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of the restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff as a substitute for an educational program or employed as punishment. Restraints may be included in an IEP only if:

- The restraint is used with specific component elements of a positive Behavior Support Plan.
- The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
- Staff are authorized to use the restraint and have received appropriate training.
- Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints – Restraints which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to 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.

Seclusion – The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive environment. Aversive Techniques – The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

- Corporal punishment.
- Punishment for a manifestation of a student's disability.

- Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
- Noxious substances.
- Deprivation of basic human rights, such as withholding meals, water or fresh air.
- Suspensions constituting a pattern as defined in state regulations.
- Treatment of a demeaning nature.
- Electric shock.
- Methods implemented by untrained personnel.
- Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement – The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement – The district shall provide a copy of its procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies of the procedures shall be provided each time the administrative regulations and procedures for behavior support are reviewed by the district.

The district shall invite representatives of each local police department that has jurisdiction

over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

References:

School Code – 24 P.S. Sec. 1302. 1-A, 1303-

A

State Board of Education Regulations – 22 PA Cede Sec. 10.2, 10.21, 10.22, 10.23. 10.25, 14.104, 14.133, 14.143, 14.145

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations- 34 CFR Part 300 Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and Systems, June 2009 0

www.pattan.net

Board Policy – 000.103.1, 113.1, 113.3, 218, 218.1, 218.2, 222, 227, 805.1

The Upper Darby School District School Board PBSP Policy 113.1 includes all the required regulatory components including the use of research based practices and techniques, training and re-training of school personnel on the use of PBSP, de-escalation techniques, and emergency responses. The LEA utilizes effective techniques to teach socially appropriate alternative skills and reduce problem behaviors. A school wide positive behavior support program is in place in all schools throughout the district to reinforce universal behaviors around three themes: Be Ready, Be Responsible, Be Respectful. The LEA reports all incidences of the use of restraints through leaderservices.com as required by PDE and notifies parents when a restraint is used and offers an IEP meeting within 10 days of the restraint. Student files for those students who have experienced a restraint include all appropriate documentation. When the IEP team indicates that the student exhibits behavior that impedes his/her learning or the learning of others under Special Considerations on the IEP, the team develops a behavior support plan. The PBSP is developed based on a Functional Behavior Assessment (FBA) and becomes part of the student's IEP. When the use of restraints are indicated in a student's IEP as part of a PBSP plan, the IEP outlines when a restraint will be used in conjunction with the teaching of socially acceptable alternative behaviors. The district provides training through the Child Guidance Resource Center in de-escalation techniques, position behavior supports and interventions to immediately prevent or address student behaviors. Trainings occur annually for our staff working in our silo programs with students with low-incidence disabilities, and as needed for other staff members throughout the district. For those students where IEPs indicate the use of restraints, a plan is in place to eliminate the use of restraints through the application of PBSP. All staff, in particular the IEP teams of students who require the use of restraints, are

aware that prone restraints are prohibited. Current training reflects the most up-to-date regulations regarding the use of safe techniques for the use of physical restraints.

Emotional Support Program

UDSD recognizes the emotional development of students is part of the developmental process, and at times, inappropriate behaviors will be displayed in the normal course of child's development. UDSD also recognizes that some students need additional, individualized supports to make emotional and behavioral gains. Therefore, in addition to the School Wide Positive Behavior Support program, UDSD provides itinerant, supplemental, and full time emotional support at the elementary, middle, and high school levels. In addition to the special education teachers and classroom assistants, a Behavior Specialist, contracted through the Child Guidance Resource Center is assigned to each of our nine classrooms. These individuals conduct daily social skills group sessions and provide guidance, training and support for students and staff in the implementation of de-escalation techniques, position behavior supports and interventions to immediately address student behaviors. In addition, a part time psychologist is assigned to each level to conduct assessments and provide individual and group therapy. A clinical therapist is assigned to one elementary and one middle school to provide therapy to individual and/or small groups of students. With the assistance of the Department of Public Welfare and help from the Child Guidance Resource Center, the UDSD is able to maintain a Satellite Mental Health Clinic located on the campuses of two of our elementary school locations where students and their families are able to obtain appointments with the psychiatrist, medication checks, and therapy. The district continues to work with the Child Guidance Resource Center to establish additional clinics throughout our district schools. The district is in the process of opening a clinic which will be located at the Upper Darby High School for the beginning of the 2016-2017 school year.

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.

UDSD provides a continuum of services for students with special needs at the itinerant, supplemental, and full time levels. Child Guidance Resource Center works with UDSD in providing support and services for students with Emotional Disturbance and also provides professional development and training for teachers, staff, and administrators in de-

escalation techniques, positive behavior supports, restraint training, and understanding of mental health disabilities. In coordination with the Child Guidance Resource Center and the Department of Public Welfare, UDSD maintains a Satellite Mental Health Clinic on the campuses of the Hillcrest and Stonehurst Hills Elementary Schools, which is open to all students and their families within the Upper Darby School District.

However, there are instances where the district has exhausted its level of resources and in order to ensure that FAPE is provided must look to the Delaware County Intermediate Unit or Approved Private Schools to assist in meeting the needs of a particular student.

- The IEP team will meet regularly to discuss a student's progress and determine the resources needed to support the student in district programs. However, if the team, which includes the student's parents/guardians and any interagency personnel, determine that a more restrictive environment is needed to ensure that FAPE is provided, then and only then will the team make the recommendation for an out-of-district placement.
- District personnel will research the appropriate placement for an individual student, make application to the identified program(s), support parents/guardians in their efforts to visit a program and participate in the intake interview process, arrange transportation for the student upon acceptance, and continue to participate as the LEA and member of the IEP team.

UDSD identifies that students with a significant level of Emotional Disturbance are the primary group of students in need of a more restrictive environment where intensive mental health supports are available. Often times, when general education students are brought to an expulsion hearing, prior to moving forward, the UDSD may determine that more information is needed. A diagnostic evaluation is often proposed to families to determine if there is something that has changed or has even been missed in prior reports. The expulsion hearing is then stopped and may or may not reconvene after the evaluation is completed depending on the outcome of the evaluation. If the student is found to have a disability of emotional disturbance, the IEP team develops an IEP and the student, upon agreement with the parent, is placed in accordance with the recommendation of the IEP team, which may be an in or out-of-district program.

The DCIU has continued to create programs where students with Emotional Disturbance are receiving the level of mental health, behavioral, and academic supports necessary to address students' needs and provide FAPE. However, the UDSD will continue to work with the Department of Public Welfare to open additional Satellite Clinics throughout the school district and with Child Guidance Resource Center to further develop our Emotional Support program.

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.

Upper Darby School District's many strengths include our commitment to educate all students in the least restrictive environment. The district values the diversity of its student population from 80 native countries and takes very seriously its obligation to educate all students. The special education program is an integral part of that obligation and plays a key role in district programming. Our continuum of services provides significant opportunities for students to be educated with their non-exceptional peers.

District Programs

Learning Support -

programs are provided in all schools throughout the district. Students are provided with varying degrees of support by highly qualified special education staff who are able to support them in general education and learning support environments for all subjects. Learning Support teachers are located in each school and provide pullout or push in support to students as indicated in their IEPs. Students in the learning support environment are instructed through the use of the District's core scientifically researched-based reading and math programs with necessary adaptations or modifications. In addition to core curriculum instruction, students are provided with intensive interventions in the areas of reading and math through the use of scientifically research-based programs that include: SRA Corrective Reading, SRA Reading Mastery Plus, SRA Read to Achieve, Voyager Sopris Learning's Language and Journeys, Houghton Mifflin Edmark, Winsor Sunday System, Wilson Reading System, Wilson Foundations, Voyager Sopris Six Minute Solution, ReadNaturally, Voyager Sopris Rewards, Pearson Quick Reads, Houghton Mifflin Earobics, Sopris West Step up to Writing, Handwriting without Tears, Math Triumphs Intervention, ALEKS Math, and Pearson Successmaker. The period that a student with special needs spends in the learning support environment is highly structured and regimented to ensure a robust instructional learning environment. The district has used the Go Math! program for the last two years. This scientifically research-based program is at both the elementary and middle school levels. Go Math! is a comprehensive grade K-8 mathematics program developed to support the PA Core Standards for Mathematics and the NCTM Curriculum Focal Points. We are working with a contracted math specialist from the Making Math Matter company. The specialist has worked with our elementary staff for the past two years and is currently working with our middle school staff. The district's intention is to continue this working relationship to provide in-depth math training for all primary and middle school teachers. Math teaching trajectories have been developed for grades K-5 to help teachers find the student's true math needs and differentiate instruction in order to teach the grade level curriculum at the student's instructional level.

Autistic Support -

is provided for students at the full-time, supplemental and itinerant levels. Students are provided with opportunities to participate with typical peers in a variety of situations including inclusion for academic subjects and/or inclusion in school-wide programs. Although IEPs for students with Autism Spectrum Disorder are implemented throughout all district schools, our silo Autistic Support programs are located at the Primos Elementary (Grades K-3),

Westbrook Park Elementary (Grades 4-5), Drexel Hill Middle, Beverly Hills Middle and Upper Darby High schools where itinerant, supplemental, and full time support is provided as determined by the IEP team. All of the Autistic Support classrooms provide structure and visual strategies on a daily basis. These classrooms also incorporate various methods of Applied Behavior Analysis and Direct Instruction with consistent structured teaching throughout the school day incorporating the TEACCH method and the CORE Vocabulary.

Community skills are also addressed through community based trips throughout the school year. All teachers, administrators and assistants assigned to these classes are provided with on-going in-service opportunities on topics pertaining to the characteristics of autism, visual strategies, social stories, behavior management, data collection and progress monitoring. Parents of children with Autism Spectrum Disorder are welcome to participate in trainings and school functions. A district behavior consultant provides support and training for teachers and staff in strategies for working with students on the autism spectrum throughout the district on an on-going basis.

With the help of generous donations from our community friends, a new playground has been constructed at the Primos Elementary School for exclusive use by the students included in the Autistic Support Program.

PRIMOS SCHOOL ADDITIONS FOR THE 2016-2017 SCHOOL YEAR:

*Through the use of grant funds, an in-door play area will be created for students to participate in gross motor activities and practice appropriate peer interaction while in a play environment. In addition, a kitchenette area will be constructed for students to practice skills development in snack and simple food preparation with the opportunity to practice dining with peers.

*The district is currently conducting a facilities study to determine the efficiency of combining all classrooms to create a K-5 program that will be located at the Primos Elementary School.

Emotional Support-

Itinerant, supplemental and full time support is provided to students at the elementary, middle and high school levels. Although IEPs for students with Emotional Disturbance are implemented throughout district schools, our emotional support silo programs are located at the Hillcrest Elementary, Beverly Hills Middle, and Upper Darby High schools. In addition to the special education teachers and classroom assistants, Behavior Specialists, contracted through the Child Guidance Resource Center, are assigned to each of our nine classrooms to conduct daily social skills group sessions and to provide guidance, training and support for students and staff in the implementation of de-escalation techniques, position behavior supports and interventions to proactively and immediately address student behaviors. At the high school level the Behavior Specialists also provide 1:1 counseling, facilitate service learning projects, implement team building activities. A dedicated school psychologist is assigned to the elementary and middle school Emotional Support programs and a part time psychologist is assigned to the high school emotional support program to conduct assessments and provide individual and group therapy. Our Emotional Support classrooms utilize a positive behavioral support system that includes daily data collection through a

token economy system. Data is reviewed regularly to determine the level of support needed for each student. Consistent communication between school and home is provided to families with updated information concerning student needs and to promote a beneficial working relationship. In addition to the above supports, a clinician is assigned to Drexel Hill Middle School one day per week to help support students receiving emotional support services through the Emotional Support Resource Room. A clinician is also assigned to Stonehurst Elementary School one day a week to support students with behavioral and emotional needs through individual and group counseling sessions.

In addition, with the assistance of the Department of Public Welfare and help from the Child Guidance Resource Center the UDSD is able to maintain two Satellite Mental Health Clinics located on the campuses of the Hillcrest Elementary and the Stonehurst Hills Elementary Schools where students and their families are able to obtain appointments with the psychiatrist, medication checks, and therapy. Once a family is involved with the clinic, they may receive a plethora of outpatient services through the mental health system. Services include:

- Outpatient Mental Health Treatment
- Drug and Alcohol Outpatient Treatment
- Intensive Case Management (ICM)
- Resource Coordination (RC)
- Behavioral Health Rehabilitative Services (BHRS)
- Family Based Mental Health Services (FBS)
- Multisystem Therapy (MST treatment model)
- Functional Family Therapy (FFT)
- Family Focused Solution Based Services (FFSBS)
- Partial Hospitalization Program (PHP)
- Community Rehabilitative Residence (CRR)
- Residential Treatment Facility (RTF)
- Inpatient Psychiatric Hospitalization
- Drug and Alcohol Inpatient Treatment

The UDSD is currently working with the Department of Public Welfare and Child Guidance Resource Center in opening an additional clinic at the Upper Darby High School scheduled to open at the start of the 2016-2017 school year.

Life Skills Support-

Itinerant, supplemental and full time support is provided to students at the elementary,

middle and high school levels. Students participate in a functional academic curriculum with emphasis on daily living skills and preparation for life beyond the school environment. Students in this program are provided with weekly community-based outings that include recreation and leisure activities and weekly shopping excursions. UDSD works with the DCIU and Community Integrated Services (CIS) to provide participation of students at the high school level in employability skills training and a variety of experiences, which enable them to make informed choices regarding their future. As students transition from the school age program they are connected with agencies such as The Office of Intellectual Disabilities and The Office of Vocational Rehabilitation. The UDSD maintains a working relationship with the Goodwill Industries to provide employability skills training and possible employment opportunities for UDSD students. Teachers and staff participate in on-going inservice opportunities monthly to increase their knowledge and understanding of students with Intellectual Disability, instructional strategies, programming, services, techniques, etc.

Multiple Disabilities Support

is provided for students within our program currently located at the Westbrook Park Elementary School. A functional academic curriculum along with intensive therapeutic supports including occupational therapy, physical therapy, speech/language therapy, nursing services, and assistive technology support are provided to students. The teacher and classroom assistants have on-going training in the carry over of the therapeutic regimen for students to ensure generalization of skills learned during therapy sessions. The students have become an integral part of the school community and are included in all school wide activities as well as any classes deemed appropriate by the IEP team.

Speech/Language Support

services are provided in all schools. Mild to severe/profound speech/language disorders are addressed as they relate to disability categories including, but not limited to Autism Spectrum Disorders, students with Multiple Disabilities, Receptive/Expressive Language Disorders, Fluency Disorders, and Speech Sound Disorders. Service is provided both directly in small and large groups, and indirectly as consultation with general education and special education teachers. Students' speech/language therapy is provided to facilitate and encourage communication as it relates to curriculum via verbal communication skills or assistive technology, as it is deemed appropriate by the team. Prior to receiving support through an IEP, students are referred either by parents or by teachers who provide scientifically, research-based instruction who are concerned about the student's speech/language skills. The student is administered a screening measure, which is then brought to the Student Support Team (SST) to determine whether formal evaluation is necessary.

Vision and Hearing Support –

An itinerant level of support is available within all UDSD schools and is provided by the Delaware County Intermediate Unit and the district vision teachers. Students are provided with support and training in accessing print and other visual materials, acquiring orientation and mobility skills, accessing public and private accommodations, and using assistive technologies designed for individuals with visual impairments or blindness. The

DCIU provides services for students with the disability of hearing impairment including deafness who require services to address communication, reading, accessing public and private accommodations, and the use of assistive technologies.

Apartment Program -

The UDSD implements its Apartment Planning for Productive Living at Upper Darby (APPLAUD) program at the Upper Darby High School. This program has been created as an avenue for our students with disabilities to learn and practice the skills needed to live independently. Students will learn and practice skills such as budgeting, cooking, maintaining a home, and community exploration through authentic lessons implemented in an apartment setting at the Upper Darby High School.

Progress Monitoring

is an essential part of the special education teacher's responsibility for gathering data and determining student progress toward their IEP goals. Special education teachers are trained in scientifically research based programs, progress monitoring, the use of appropriate tools to measure student progress, writing measurable annual goals, tracking data and using information to make appropriate educational decisions. Through this effort classroom instruction is influenced to ensure student success.

Special Needs Fair -

The district sponsors an annual Special Needs Fair for staff, parents, and students to attend. Numerous vendors are invited to participate in the fair to inform parents of the many resources available for students and parents outside of the regular school day.

Multi-tiered System of Support -

Response to Instruction and Intervention Model (MTSS - RtII)

In January 2005, UDSD was accepted as a Cohort 1 District for participating with Johns Hopkins University's Center for Data Driven Reform in Education (CDDRE). Throughout participation in this project a comprehensive assessment schedule was developed and Universal Data meetings were instituted where data is organized, analyzed and utilized to drive instruction in each of our 14 schools. This commitment to data driven decision-making initiated a Response to Intervention (RtI) model in district schools at the elementary and secondary levels. In September 2006, Highland Park Elementary School was selected as one of seven model sites throughout Pennsylvania to participate in the State's RtI initiative. In 2007, all UDSD elementary schools implemented the RtI model. In 2008, Drexel Hill Middle School was selected by the state of Pennsylvania as a learning site to implement the RtI model leading to both middle schools implementing this model by September of 2009. As of this date, a tiered model is also implemented at the UDHS in the areas of reading and math. In addition to the differentiated instruction implemented in the core curriculum, each building established time that was built into their daily schedule to provide all students with targeted, direct instruction using scientifically research-based interventions and enrichment to address their specific needs.

Over the years the model has changed names from Response to Intervention (RtI) to

Response to Intervention and Instruction (RtII) to its current name Multi-Tiered System of Support (MTSS – RtII). The district and all special education and general education teachers continue to embrace this model to effectively support students in all classrooms throughout the district.

At the start of the 2011-2012 school year, Upper Darby implemented a district wide positive behavior support program that follows the Response to Behavioral Instruction and Intervention (RtBII) framework. Using this framework, now referred to as School Wide Positive Behavior Interventions and Supports (SWPBIS), a three-tiered model was developed by each school's behavioral committee and is based on their individual needs and resources available. The team works collaboratively with building professionals and paraprofessionals to develop and implement positive and effective behavior programs for students at all grade levels. Research based programs are used to teach, model, and support appropriate school wide behaviors. Data is collected on an on-going basis for each student. Students who present with behavioral needs are referred to the school based team where data is organized and analyzed in a timely manner to determine the appropriate strategies and interventions required to address targeted behaviors.

Examples of interventions used:

- Tier One – Responsive Classroom, Character Counts, Citizenship class, Bullying Prevention Program, Student Assistance Program (Level 1)
- Tier Two – Small group Character Counts, Second Step Social Skills Curriculum, Social Worker referral for services, behavior book, mentoring program, Student Assistance Program (Level 2)
- Tier Three – Student Assistance Program (Level 3), customized student schedules, 1:1 sessions with support personnel.

Transition Services -

UDSD's students participate in a variety of transition program options, which provide them with skills that will help in achieving future goals beyond the school environment. These options include:

- Participation in the Delaware County Intermediate Unit's OPTIONS Program for employability skills including volunteer and paid employment experiences, Community Living and Learning Apartment Program, Travel Instructions and Situational Job Assessments.
- Career and Technical School Experience.
- Community Integration Services.
- UDSD is currently working with the Goodwill Industry to develop opportunities for students in areas of paid employment experiences and employability skills training.
- APPLAUD: Apartment Planning for Productive Living At Upper Darby.

- Partnership with the Office of Vocational Rehabilitation's Early Reach program provides monthly workshops for students to learn soft skills, job application and job interviewing skills.
- The UDSD's transition coordinator works with teachers and students to complete transition assessments. The transition coordinator also assists students with career and job exploration, job development and job coaching.
- A Postsecondary Education Informational Night is held each year to provide students and parents with information regarding the services and organizations available outside of school and after graduation for students with disabilities.

MDT Meetings -

School principals or assistant principals meet with special education teachers and other professional staff members each week to provide guidance, review Special Education paperwork, and to review progress monitoring and formal assessment data. This meeting was implemented to provide special education teachers with on-going professional development in special education policy and procedures as well as direct guidance in appropriately completing clearly understood and defensible documentation for all special needs students.

Extended School Year Services (ESY) -

In an effort to support our students in need of ESY services, UDSD has established several innovative programs within district. We currently operate programs in the areas of Autistic Support, Social Skills, Life Skills Support, Learning Support, Multiple Disability Support and Emotional Support, with any additional related services needed by a particular student.

Related Services include, Speech/Language, Occupational Therapy, Physical Therapy, Vision Support, Nursing Services, etc.

The Emotional Support program is a dual effort between the UDSD and the Child Guidance Resource Center where students are provided with academic and behavioral support and instruction.

In addition to district run programs, depending on student need, students attend out-of-district programs that include but are not limited to:

- Child Guidance Resource Center's Autistic and Emotional support programs
- DCIU programs
- Elwyn Institute
- Pathway School
- Overbrook School for the Blind
- St. Edmond's Summer Camp

- Vanguard School
- Devereux School
- Melmark
- HMS
- PA School for the Deaf
- Green Tree School
- Camp Friendship
- Kinney Center at St. Joseph's University
- Wanna Play
- Summer Stage at Upper Darby Performing Arts Center

Program Leadership Design

Special Education Leadership team:

- Director of Special Education
- Coordinators of Learning Support, Emotional Support, Low-Incidence Disabilities Support, and Technology/PIMS Reporting
- Three Local Education Agency representatives
- Transition/Professional Development
- Behavior Consultant

The main focus and priority of the core team is to provide ongoing assistance and training of all staff and administrators in the understanding and implementation of procedures as identified in the Individuals with Disabilities Improvement Act (IDEIA).

Director of Special Education:

- Develops and monitors the overall vision for special education in collaboration with all stakeholders including parents, certificated and classified staff.
- Assumes overall management responsibility for program design, compliance standards including instructional programs designed to maximize student performance.
- Provides strong leadership in the oversight of the day-to-day operations of the special education department.

- Develops and ensures implementation of the Standard Operating Procedures
- Establishes clear lines of communication at all levels; district, site and parent community regarding special education.
- Allocates resources, monitors the use of state, federal and local funds for special education programs.
- Develops, monitors and manages the special education budget.
- Manages all litigation, which includes due process, mediation and resolution meetings required in federal law.
- Develops and maintains alternative dispute resolution agreements.
- Investigates and resolves formal complaints for students with disabilities.
- Supervises and evaluates the performance of assigned personnel.
- Collaborates with the personnel office to ensure the staffing needs at all sites are maintained.
- Organizes and is responsible for providing appropriate staff development.
- Attends all Board meetings and prepares reports deemed necessary for the superintendent and/or the Board.
- Attends and presents as needed at Committee Meetings with the Board and the public.
- Attends monthly Directors' Meetings at the DCIU.
- Attends all required trainings at PaTTAN.
- Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files.
- Visits schools and other appropriate program sites to observe programs and operations.
- Keeps the assistant superintendent informed of trends and changes.
- Serves as a member of the superintendent's cabinet.
- Models district standards of ethics and professionalism.
- Performs other related duties as may be assigned by the assistant superintendent.

Learning Support, Emotional Support, Low-Incidence Disabilities Support Coordinators:

A vertical approach is utilized in working with programs for students ranging from ages five through twenty-one to coordinate a continuum of services, trainings, and programming. Coordinators work to assist staff in supporting students throughout their educational experience in the Upper Darby School District by clearly identifying student needs, developing appropriate individualized plans that incorporate related services and supplemental aides in order for students to be educated in the least restrictive environment. Each Coordinator is assigned to a particular special education program within the Upper Darby School District.

- Learning Support
- Emotional Support
- Low-Incidence Disabilities – Autistic, Life Skills, Multi-disabilities, Intensive Learning, Hearing, Vision Support

Coordinator Responsibilities Include but not limited to:

Each Coordinator will provide teachers (assigned to the specific special education programs listed above) in the on-going professional training of document development and implementation and topics related to their particular special education genre.

- Assisting in working with parents
- Organize ESY (Extended School Year) assignments, services, programs and materials.
- Develop and monitor the continuum of services and programming in each of their designated fields from kindergarten through age 21.
- Meet regularly with their team
- Attend weekly Coordinators' Meetings with the Director of Special Education
- Provide on-going support and training in Standard Operating Procedures for paperwork completion
- Assist IEP teams in making recommendations for placement based on ERs, RRs, and IEPs
- Assist teams with new student registrations of more complicated cases
- Attend IEP meetings, especially for more challenging students
- Collaborate with IEP teams when developing difficult IEPs and NOREPs
- Collect data for determining staff projections

- Coordinate transition process for students from elementary to middle and middle to high school
- Assist Director of Special Education with state plans and special projects
- Make application for out-of-district placements
- Attend Intake Interviews with families whose child has been referred for out-of-district placement
- Review completed special education paperwork for accuracy
- Coordinate the Early Intervention process

Learning Support Coordinator

works with the learning support teachers in determining student needs, developing goals for those needs, conducting on-going progress monitoring that is studied and used to make necessary changes in instruction, and further training in program implementation with fidelity.

Emotional Support Coordinator

works to fully develop each of our emotional support programs, provide staff with professional development in techniques, problem solving and documentation completion.

Low Incidence Disabilities Coordinator

works to fully develop each of our intensive special education programs, provide staff with professional development in techniques, problem solving and documentation completion.

UDSD's Early Intervention transition process:

- Conduct transition meetings with DCIU Early Intervention Supervisor
- Create individual student files that include Transition Meeting Parent Interview, Early Intervention ER/RR and IEP
- Meet with School Psychologists and School Psychology Interns to review the process for conducting evaluations/reevaluations for Early Intervention transition to school-age programming.
- Read and review student files; meet with district therapists to determine the need for new speech, OT, and/or PT evaluations; issue Permissions to Evaluate/Reevaluate; issue Permissions to Waive Reevaluation.
- Coordinate and send to the School Psychologists all paperwork needed for their review of records.
- Coordinate and conduct out-of-district observations of Early Intervention students.

- Coordinate Preschool and Early Intervention Teachers/Therapists input for each student being evaluated.
- Provide all pertinent information to therapists if new evaluations are needed for speech, OT, and/or PT.
- Maintain on-going list of evaluations/reevaluations being completed including the School Psychologist conducting the evaluation; speech, OT, PT evaluations, behavior rating scales needed and ER/RR due date.
- Read and review all Evaluation/Reevaluation Reports. Mail reports to parents so they are received within the 60-day timeline. Disseminate reports to IEP Teams.
- Coordinate IEP writers and the development of new IEPs as well as IEP amendments for those students who do not require an evaluation.
- Maintain student placement list for new school year.

Coordinator of Special Education - Technology/Assistive Technology/PIMs/Special Projects:

- Assist in the facilitation of the SETT Framework and obtain devices for students.
- Manage files and attend IEP meetings (when necessary) for students who use AT.
- Keep a lending library of devices organized for use in the district
- Organize and purchase new devices (low tech and high tech)
- Deliver, install, and train teachers and students on AT devices.
- Keep a list of all special education computers in the district
- Primary contact for Learning Ally for books on CD/digital
- Primary contact for Bookshare.org
- Run workshops about different AT devices/software in the district
- Maintain the Earobics database of licenses for the sped department
- Distribute, collect and maintain PASA video cameras
- Train all teachers to use the IEPPlus System
- Primary contact for all teachers and administrators for the IEPPlus System

- Serve as the district contact person for the monthly IEPPlus meetings with the PA user group
- Configure and upload new documents to IEPPlus
- Add all drop down menus and coded comments to IEPPlus
- Fix any problems users have on IEPPlus on a daily basis
- Run Penn Data and PIMs in November/December and June.
- Write Contingency Funds annually
- Organize Special Projects/Audits as needed
- Attends monthly Directors' Meetings at the DCIU.

Secondary Transition/Professional Development Responsibilities:

- Provide training for postsecondary transition and the IEP
- Conduct parent/student postsecondary planning nights with guest speakers
- Provide ongoing written information to teachers and parents for postsecondary planning
- Attend IEP meetings to provide postsecondary transition support
- Create referrals for students to receive transition services from outside agencies and coordinates with those agencies while student is being provided services.
- Attends all IEP meetings of students wishing to attend the Delaware County Vocational Technical High School.
- Oversees the overall programming, scheduling, and budgeting of the APPLAUD program.
- Attends county Transition Council and Transition Coordinators meetings
- Coordinates with outside agencies to maximize resources and ensure a smooth transition
- Provide trainings for Special Education Teachers, Therapists, General Education Teachers, Paraprofessionals, High School Guidance Counselors, School Nurses, and School Administrators. Topics include:
 - Chapter 15: What it is and what it all means

- The General Education Teacher and the IEP
- Navigating the Secondary Transition Process and the IEP
- Understanding the Evaluation/Reevaluation Report
- Understanding and Writing a Defendable IEP
- Developing Appropriate IEP Goals
- Supporting Students with Autism Spectrum Disorder
- Special Education and ELL
- Caring for Students with Autism Spectrum Disorder
- Understanding the Early Intervention Transition Process

Local Education Agency Representatives Responsibilities:

The primary responsibility of the LEA is to work with parents and students attending out-of-district placements.

- Review all special education paperwork
- Attend intake meetings
- Attend RR/IEP meetings
- Participate in RR/IEP meetings for students placed in residential treatment centers
- Attend or participate in CASSP meetings
- Assist schools in writing measurable annual goals based on student needs
- Aid in the development of Functional Behavior Assessments and Positive Behavior Support Plans
- Review class lists and submit changes as necessary to Director of Special Education
- Secure acceptance letters, issue NOREPs and 4010s and request transportation for newly placed students
- Issue email change of placement
- Revise IEPs with receiving schools when students change programs
- Review PSSA, PASA and Keystone data
- Inform district personnel of police involvement

- Document preparation for scheduled Manifestation Determination meetings
- Assist in completion of Manifestation Determination Reports and attend the meetings
- View bus videos
- Hold meetings and communicate with students, parents, staff of APS, DCIU and other Private School programs, members of the Upper Darby School District Transportation Department and district administration to address student transportation issues and concerns including behavioral incidents, personal care assistants, nurses, and bus drivers/assistants
- Maintain and document communication and/or meetings with parents/guardians
- Communicate with special education coordinators, secretaries, and director of special education
- Consult with social workers to discuss student behavior and support services
- Meet or phone probation officers to review current status of students on probation
- Meet with district and school psychologists to address evaluation and reevaluation reports
- Keep district coordinator of psychologists informed when students require reevaluations
- Facilitate individual student mediation and sessions to address behavioral concerns
- Confer with administration, teachers, and staff to provide guidance and advice regarding special education issues
- Remain informed of current special education laws, regulations, and procedures
- Coordinate Extended School Year services, including progress monitoring data, placement of students, documentation and record keeping
- Issue ESY NOREPs
- Maintain a system of spreadsheets to record all current and requested information on assigned students
- Meet with registrar to secure school records and to update files for out-of-district students
- Provide student records to appropriate personnel
- Meet with out-of-district schools to review graduation requirements and records for seniors

- Issue graduation NOREPs to parents and schools of graduating seniors and complete Penn Data
- Gather transcripts and documentation including summary of performance on graduates and submit to high school registrar
- Submit names of potential graduates to special education secretary and update as necessary
- Facilitate assistive technology consultation process
- Communicate with state and local police officers to review the status of students reported missing by their parents or schools, student behavior on buses, reports of 911 calls etc.
- Participate in transition process for students returning to district programs, provide all paperwork including transcripts if applicable, schedule meetings through principal and/or high school coordinator, ensure participation of all parties, (done by the returning school) inform parents of reregistration process, complete A300
- Review requests for PCAs in school and on transportation, discuss data, inform special education director, inform schools when individual is selected
- Interview PCAs when requested by parent
- Request change of PCAs when schools contact LEA with issues or problems related to PCA and assist with investigation when necessary
- Communicate the change of PCA to parent and transportation
- Request residency checks when notified that students may no longer reside in district and follow up weekly with the registration department
- Contact schools when financial questions arise
- Maintain communications with mental health providers, foster agencies, OID, OBH, OVR, etc.
- Provide in-service trainings as requested by district
- Attend in-services offered by district and DCIU
- Contact parents when emergency restraints are implemented or suspensions applied
- Attend or participate in reentry meetings from suspensions
- Provide emergency restraint information to district, once it is received from schools
- Communicate with special education attorney when requested

- Review procedures/process for students wanting dual attendance at APS and Community College
- Review inpatient hospitalization and partial hospitalization data with schools to determine how to implement recommendations when student return to school
- Alert appropriate personnel when students transfer in and out-of-district
- Provide IEPs to district PTs/OTs when a request for evaluation is requested by parents and schools and submit their documentation to parents and schools
- Participate in process development with outside consultants when requested by APS directors who are revising their mission/vision statements
- Submit all special education paperwork to administration and make personal file copies of all documents
- Complete A-300 forms
- Notify involved district staff when a student's educational placement is changed
- Upload all paperwork ON IEPPlus
- Insure the provision of FAPE to all Upper Darby School District students who are placed in court adjudicated and mental health residential treatment facilities
- Secure end of year report cards for all out of district students and submit to home schools
- Forward surveys to out of district schools as requested by district psychologist several times a year
- Attend task force meeting
- Participate in Special Education Fair
- Submit spreadsheet for ESY transportation and list of programs, dates, times to transportation
- Meet with transportation directors in June to review ESY transportation and in August to review transportation for new school year
- Submit yearly school calendars to transportation and alert them to changes throughout the year
- Gather attendance and report card data for truancy court
- Record all associated organizations, important dates, related services, and disability information on IEPPlus
- Review AEDY forms prior to submission

Behavior Consultants Responsibilities:

- Works directly with special education teachers to assist them with conducting Functional Behavior Assessments.
- Assist teachers with data collection forms specific to their individual student's needs.
- Suggests strategies to be included in a Behavior Intervention Plan.
- Assists in the development and creation of daily point sheets and materials necessary to implement
- Behavior Intervention Plans.
- Gives guidance and support with the paperwork procedures required for Functional Behavior Assessments and Behavior Intervention Plans.
- Conducts observations to be included in IEPs and FBAs, as well as to understand a student's behavior before ideas and suggestions are given.
- Meets with general education teachers and PCAs to give guidance on how to address behaviors within the classroom environment.
- Consults with special education teachers on an ongoing basis to discuss and review progress towards behavior goals and if any changes/modifications need to be made to increase the level of success.
- Meets with building social skills providers to discuss individual student needs and how they can best be met.
- Provides social skills instruction with social skills materials from research based curriculums as well as lesson plans and activities that will meet individual student needs upon request.
- Provides direct social skill instruction on an individual basis to students with Anxiety disorders and ASD who require more supports to meet with success in their LRE.
- Participates on the Central Special Education team.
- Develops procedures and guidelines for addressing behavioral needs through the Individual Education Plan. Including but not limited to: FBAs, BIPs and social skills instruction to teach replacement behaviors.
- Attends ER, RR and IEP meetings.
- Develops and facilitates staff trainings and workshops.

- Creates materials and visual supports for students with ASD who are receiving support through the Learning Support Program.

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Chatham Park Elementary School	Neighboring School Districts	Speech and Language Support	1
Community School	Special Education Centers	Emotional Support	16
Cooperstown Elementary School	Neighboring School Districts	Speech and Language Support	2
Delaware County Academy	Special Education Centers	Emotional Support	5
George W. Hill Correctional Institution	Other	Emotional Support	1
Glen Mills	Other	Emotional Support	2
Glenwood Elementary School	Neighboring School Districts	Speech and Language Support	2
Marple Education Center	Special Education Centers	Autistic Support	11
Marple Education Center	Special Education Centers	Emotional Support	2
Pennington School	Special Education Centers	Emotional Support	1
Pennington School	Approved Private Schools	Life Skills Support	2
Pennington School	Approved Private Schools	Multiple Disabilities Support	4
Strath Haven High School	Neighboring School Districts	Deaf or Hearing Impaired Support	1
Swarthmore Rutledge School	Neighboring School Districts	Deaf or Hearing Impaired Support	5
The County Alternative School	Special Education Centers	Emotional Support	21
Buxmont Academy	Other	Emotional Support	4
Buxmont Academy	Other	Learning Support	1
Child Guidance Resource Center	Other	Autistic Support	1
Child Guidance Resource Center	Other	Emotional Support	13
Foundations Behavioral Health	Other	Emotional Support	2
Mill Creek	Other	Emotional Support	7
Children and Adult Disability & Education Services - CADES	Approved Private Schools	Life Skills Support	2
Children and Adult Disability & Education Services - CADES	Approved Private Schools	Multiple Disabilities Support	3
Davidson School - Elwyn	Approved Private Schools	Autistic Support	17

Davidson School - Elwyn	Approved Private Schools	Emotional Support	11
Davidson School - Elwyn	Approved Private Schools	Multiple Disabilities Support	4
Devereux Brandywine	Approved Private Schools	Emotional Support	2
Devereux Day	Approved Private Schools	Emotional Support	6
Devereux Kanner Center	Approved Private Schools	Emotional Support	1
Green Tree School	Approved Private Schools	Emotional Support	5
HMS - School for Children with Cerebral Palsy	Approved Private Schools	Multiple Disabilities Support	3
Martin Luther School	Approved Private Schools	Emotional Support	8
Melmark	Approved Private Schools	Autistic Support	1
Melmark	Approved Private Schools	Multiple Disabilities Support	2
Overbrook School for the Blind	Approved Private Schools	Blind or Visually Impaired Support	10
Pathway School	Approved Private Schools	Autistic Support	3
Pathway School	Approved Private Schools	Emotional Support	5
Pathway School	Approved Private Schools	Learning Support	1
Pathway School	Approved Private Schools	Life Skills Support	1
Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	3
Vanguard School	Approved Private Schools	Autistic Support	7
Vanguard School	Approved Private Schools	Emotional Support	4
Woods Services	Approved Private Schools	Multiple Disabilities Support	4
Wordsworth Academy	Approved Private Schools	Emotional Support	7
Point Pleasant Pediatric Facility-Holland Glen	Other	Multiple Disabilities Support	1
Bridge Way School	Other	Emotional Support	1
Strath Haven Middle School	Neighboring School Districts	Deaf/Hearing Support	1
Ithan Elementary School	Neighboring School Districts	Learning Support	1
Springton Lake Middle School	Neighboring	Learning Support	1

	School Districts		
MCIU- Anderson Alternative Program	Special Education Centers	Emotional Support	1
Camp Hill Special School	Other	Life Skills Support	1
Child Career Development Center	Other	Emotional Support	2
Child Career Development Center	Other	Learning Support	1
Davidson School - Elwyn	Approved Private Schools	Life Skills Support	1
Delta School	Approved Private Schools	Emotional Support	2
George W. Hill Correctional Institution	Other	Learning Support	1
Glen Mills	Other	Learning Support	5
Green Tree School	Approved Private Schools	Autistic Support	1
Latham	Out-of-State Schools	Multiple Disabilities Support	1
Life Works Academy	Other	Autistic Support	4
Life Works Academy	Other	Emotional Support	1
Life Works Academy	Other	Emotional Support	1
Lifeworks School	Other	Emotional Support	26
New Hope Academy	Other	Emotional Support	2
Pennington School	Other	Learning Support	1
Residential Treatment Facilities	Other	Emotional Support	3
Residential Treatment Facilities	Other	Learning Support	2
St. Lucy's Day School for Children with Visual Impairments	Other	Blind or Visually Impaired Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	5	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.5

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	6	0.5
Justification: Students are seen in small group and meet the age range requirements.							
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	7	1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	2	0.1
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	3	0.4
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 12	5	0.5

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	30	0.9
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	11 to 14	14	1

		programs are operated	20%)				
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Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	3	0.5
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.5

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	6	0.3
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	4	0.2
Beverly Hills Middle	A Middle	A building in	Full-Time	Emotional	13 to	5	0.5

School	School Building	which General Education programs are operated	Special Education Class	Support	14		
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Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	2	0.2
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	0.7
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	11 to 11	1	0.1

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	1

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	3	0.3
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	0.7

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	31	1

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	6	0.5
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	3	0.25
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	13 to 13	1	0.25

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	2	0.4
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	0.6

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.2
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	0.8

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	1

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	7	0.3
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	0.7

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	11	0.5

Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.5
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Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.5
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	7	0.5

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	5	0.3
Bywood Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	9 to 10	7	0.5

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	18	1

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	14	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.5

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 14	5	1

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	5	0.2
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.8

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of Support	Level of	Age	Caseload	FTE
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		Type		Support	Range		
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	13	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.5

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	13	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.5

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 14	15	1

		operated					
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Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	3	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	0.5

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	6	0.3
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.7

Program Position #32 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.5

Program Position #33 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	15	1

Program Position #34 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	8	0.5

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	5	0.3
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.7

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle	A Middle	A building in	Supplemental	Autistic	12 to	8	1

School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	14		
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Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	10	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	2	0.5

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	4	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.5

		programs are operated					
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Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	5	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.5

Program Position #40 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	4	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	0.5

Program Position #41 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 7	1	0.2
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	2	0.2
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 7	3	0.6

Program Position #42 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.5
Hillcrest Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	9 to 11	6	0.5

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	14	1

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 6	1	0.3
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.2
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.5

		are operated					
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Program Position #45 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.1
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	2	0.4
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 10	5	0.5

Program Position #46 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1

Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.1
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	4	0.5
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 10	1	0.3

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	11	1

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Life Skills	7 to 9	13	1

	School Building	General Education programs are operated	but More Than 20%)	Support			
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Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 6	5	1

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	0.3
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	11	0.7

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	10	1

Program Position #52 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 11	9	1

Program Position #53 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
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		Type	Support	Support	Range		
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	12	0.5
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.5

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	9	0.5
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	9	0.5

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	7	0.5
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	7	0.5

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	26	1

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	8	1

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	3	0.5
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	6	0.5

Program Position #59 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	6	0.5
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	5	0.5

Program Position #60 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	6	0.5
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.5

Program Position #61 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	5	0.5
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.5

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	6	1

Program Position #63 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	6	1

Program Position #64 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Autistic Support	6 to 7	4	1

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #65 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	5	1

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	6	1

Program Position #67 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	8	0.5
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.5

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	6	1

Program Position #69 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
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		Type	Support	Support	Range		
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	5	1

Program Position #70 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	4	0.4
Justification: Students are seen in small groups for instruction which meet the age range criteria.							
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	9	0.6
Justification: Students are seen in small groups for instruction which meet the age range criteria.							

Program Position #71 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1

		programs are operated					
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Program Position #72 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	5	0.5
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.5

Program Position #73 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	1	0.5
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	9	0.5

Justification: The students are seen in small groups according to grade and meet the age range requirements.

Program Position #74 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	3	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	5	0.5

Program Position #75 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	8	0.5
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.5

		are operated					
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Program Position #76 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.2
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	14	0.8

Program Position #77 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	2	0.5
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.5

Program Position #78 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	20	1

Program Position #79 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	7	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	6	0.5

Program Position #80 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.5

Program Position #81 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.1

Program Position #82 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	0.6
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.4

Program Position #83 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #84 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of Support	Level of	Age	Caseload	FTE
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		Type		Support	Range		
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	7	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.5

Program Position #85 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	2	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	2	0.1

Program Position #86 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	10	1

Program Position #87 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	9	0.5

Program Position #88 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	8	0.4
Upper Darby High	A Senior	A building in	Supplemental	Learning	14 to	9	0.5

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		
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Program Position #89 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	14	0.9
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	19 to 19	1	0.1

Program Position #90 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	0.7
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.2

Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	2	0.1
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Program Position #91 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	8	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	12	0.8

Program Position #92 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	2	0.1
Upper Darby High School	A Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.05

		programs are operated					
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	10	0.85

Program Position #93 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	19 to 21	2	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	5	0.8

Program Position #94 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	13	0.5
Upper Darby High School	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	16 to 18	7	0.5

	School Building	Education programs are operated	but More Than 20%)				
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Program Position #95 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.05
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	2	0.1
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 18	10	0.85

Program Position #96 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	8	1

Program Position #97 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	9	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.5

Program Position #98 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.55
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 16	3	0.25

Program Position #99 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	8	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	13	0.8

Program Position #100 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	6	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.5

Program Position #101 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	11	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	10	0.6

Program Position #102 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	12	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	9	0.6

Program Position #103 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	10	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.6

Program Position #104 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	1	0.1
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.8
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.1

Program Position #105 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	16	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.5

Program Position #106 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	6	0.3
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	10	0.7

Program Position #107 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	11	0.8
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 15	1	0.2

Program Position #108 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	3	0.25
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.25
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	7	0.25
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	3	0.25

Program Position #109 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.12
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	6	0.12
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75

Program Position #110 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 19	2	0.3
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	11	0.5
Upper Darby High	A Senior	A building in	Supplemental	Emotional	16 to	2	0.2

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	17		
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Program Position #111 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	6	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.5

Program Position #112 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	9	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	7	0.5

		operated					
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.1

Program Position #113 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	8	0.5

Program Position #114 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School - Opportunity Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	1

Program Position #115 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	5	0.3
Justification: Students are seen in small group which meets the age range criteria.							
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	10	0.7
Justification: Students are seen in small group which meets the age range criteria.							

Program Position #116 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	7 to 10	6	1

Program Position #117 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016*

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	5	0.5
Justification: Students are seen in small group which meets the age range criteria							
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.5

Program Position #118 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.5
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.5

Program Position #119 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	7	1

Program Position #120 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.5
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 10	1	0.5

Program Position #121 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of	Level of	Age	Caseload	FTE
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			Support	Support	Range		
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.3
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.3

Program Position #122 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.5
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.5

Program Position #123 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	6 to 6	1	0.33

		operated					
Highland Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	1	0.33
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	6	0.33
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #124 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 8	4	0.5
Highland Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	10	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #125 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary	A building in which General	Itinerant	Speech and Language	6 to 11	7	0.5

	School Building	Education programs are operated		Support			
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 6	11	0.5

Program Position #126 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	6	1

Program Position #127 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	9	0.5
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	12	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #128 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 11	17	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	4	0.5

Program Position #129 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	6	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	4	0.5

Program Position #130 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	7	1
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #131 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 5	1	1

Program Position #132 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education	Itinerant	Learning Support	11 to 13	20	1

		programs are operated					
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Program Position #133 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	7	1

Program Position #134 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	14	1

Program Position #135 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	6	0.5

Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.5
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Program Position #136 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	8	1

Program Position #137 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	7	1

Program Position #138 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford	An	A building in	Itinerant	Speech and	6 to 11	10	1

Elementary School	Elementary School Building	which General Education programs are operated		Language Support			
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #139 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	8	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration Building	1
Director of Pupil Services	Administration Building	1
Coordinator of Special Education - Learning Support	Administration Building	1
Coordinator of Special Education - Emotional Support	Administration Building	1
Coordinator of Special Education - Low Incidence Supports	Administration Building	1
Coordinator of Special Education - Technology/PIMs	Drexel Hill Middle School	1
Behavior Consultant	Drexel Hill Middle School	1
LEA for Out of District Students	Upper Darby High School	1
Transition Consultant/Professional Development	Administration Building	1
LEA for Out of District Students	Upper Darby High School	1
LEA for Out of District Students	Highland Park Elementary School	1
School Psychologists	All Schools	13.5
Social Workers/Home and School Visitors	All Schools	17
School Nurse	All Schools	15
Special Education Classroom Assistants	All Schools	51
Physical Therapists	All Schools	1
Occupational Therapist	All School	3

Special Education Transportation Assistants	District	36
PCAs	District	43

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Personal Care Assistants - 112 employees	Outside Contractor	5 Days
Occupational Therapists - 8 therapists	Outside Contractor	195 Hours
Orientation and Mobility	Intermediate Unit	8.25 Hours
Physical Therapists	Outside Contractor	2.5 Days
Occupational Therapists - 3 COTAs	Outside Contractor	62 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:

Accomplishments:

Data indicated growth in Math in all tested grades.

Data indicated growth for Biology on the Keystone Exams.

The Upper Darby School District has increased communication among all stakeholder groups.

The Upper Darby School District has welcomed a more transparent form of communication with the implementation of monthly committee meetings (in addition to monthly legislative meetings).

The Upper Darby School District has begun an Education and Specifications process in order to address student enrollment as well as the infrastructure of the district.

The Upper Darby School District has reviewed all district policies and developed administrative regulations/guidelines where necessary.

Systemic Challenges:

The systemic challenges at this point relate to the following guiding questions: 1, 2, 4,5, 9, and 10.

District Accomplishments

Accomplishment #1:

According to the Pennsylvania Value Added Assessment Data District Quintile Diagnostic Report (s) grades 4, 5, and 7 on the Math PSSA, showed moderate evidence (blue) that students exceeded the standard for PA academic growth

Accomplishment #2:

According to the Pennsylvania Value Added Assessment District Quintile Diagnostic Report for ELA, 8th grade students in the lowest and highest achievement areas showed moderate evidence that they exceeded the PA standard for Academic Growth.

Accomplishment #3:

According to the Pennsylvania Value Added Assessment System District Quintile Diagnostic Report(s) for ELA, 4th grade and 5th grade students in the lowest and middle achievement groups showed moderate evidence that they exceeded the PA standard for Academic Growth.

Accomplishment #4:

According to the Pennsylvania Value Added Assessment District Quintile Diagnostic Report for Reading/ELA, 8th grade students in the highest achievement group showed moderate evidence that they exceeded the PA standard for Academic Growth.

Accomplishment #5:

According to the Pennsylvania Value Added Assessment District Quintile Diagnostic Report for the Algebra 1 Keystone Exam, students from all five achievement groups showed moderate evidence that they exceeded the PA standard for Academic Growth.

Accomplishment #6:

According to the Pennsylvania Value Added Assessment District Quintile Diagnostic Report for the Biology Keystone Exam, students from all five achievement groups showed moderate evidence that they exceeded the PA standard for Academic Growth.

District Concerns**Concern #1:**

According to the Pennsylvania Value Added Assessment District Quintile Diagnostic Report, data indicate a need to improve the achievement and growth of proficient and advanced students in the following grade levels: 5th Reading/ELA, 6th Reading/ELA/math, 7th Reading/ELA, and Keystone

Literature. In the area of reading/ELA, there is an overall concern about the lack of achievement and growth for students in the highest achievement group.

Concern #2:

The Upper Darby School District recognized the need to better inform and communicate with all stakeholders in the community. In 2013-2014, the Upper Darby School district implemented several new initiatives in order to increase transparency and increase parent and community engagement (a noted area of concern). The Upper Darby School District developed the following communication initiatives that included the following: District and Township Liaison Dinner, District Home and School, the Royal Scroll, Upper Darby School District Facebook, Upper Darby School District Twitter account, Parent Information Night as well as monthly Committee meetings. While these initiatives have increased public awareness and community engagement, there is still a desire on the behalf of the district to increase the number of engaged parents and community members.

Concern #3:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

Concern #4:

School Climate and Culture is an area of concern for the district. In order to address this concern, the District must assess and analyze the data to better inform goals and strategies in this area. In order to set goals, we need a picture of what is happening in school buildings drawn by the people who are there. The district should utilize the following data collection tools to help establish a goal in this area: ethnographic observations, interviews at multiple building sites, multiple forums for convening focus groups, and building level discipline data. The District will continue to develop Positive Behavior Intervention and Supports.

Concern #5:

There are a high number (2,100) of students who have at least 3 truant days of school. The district must continue to address attendance concerns with parents/guardians and the community.

Concern #6:

The Upper Darby School District must better develop the technology infrastructure at all levels. In alignment with the overall comprehensive plan and the emphasis on increasing the literacy skills of students by the end of 2nd grade, the District should prioritize needed improvements and updates to technology throughout all elementary schools within the District. In order to improve student achievement at the elementary level, the District must investigate assessment resources, materials, and professional development opportunities that best support instructional practices at the Elementary Level (including computers, etc.). It is also a priority to invest in the infrastructure and related technologies at the Elementary Level in order to support instruction.

Concern #7:

The Upper Darby School District must better develop a targeted professional development program based on the needs of all professional staff. The District is fortunate that UDEA is involved in gathering the professional development needs of staff.

Concern #8:

The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

According to the Pennsylvania Value Added Assessment District Quintile Diagnostic Report, data indicate a need to improve the achievement and growth of proficient and advanced students in the following grade levels: 5th Reading/ELA, 6th Reading/ELA/math, 7th Reading/ELA, and Keystone Literature. In the area of reading/ELA, there is an overall concern about the lack of achievement and growth for students in the highest achievement group.

The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

Systemic Challenge #2 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

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The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

Systemic Challenge #3 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago

when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

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The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

Systemic Challenge #4 (*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:

The Upper Darby School District recognized the need to better inform and communicate with all stakeholders in the community. In 2013-2014, the Upper Darby School district implemented several new initiatives in order to increase transparency and increase parent and community engagement (a noted area of concern). The Upper Darby School District developed the following communication initiatives that included the following: District and Township Liaison Dinner, District Home and School, the Royal Scroll, Upper Darby School District Facebook, Upper Darby School District Twitter account, Parent Information Night as well as monthly Committee meetings. While these initiatives have increased public awareness and community engagement, there is still a desire on the behalf of the district to increase the number of engaged parents and community members.

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School Climate and Culture is an area of concern for the district. In order to address this concern, the District must assess and analyze the data to better inform goals and strategies in this area. In order to set goals, we need a picture of what is happening in school buildings drawn by the people who are there. The district should utilize the following data collection tools to help establish a goal in this area: ethnographic observations, interviews at multiple building sites, multiple forums for convening focus groups, and building level discipline data. The District will continue to develop Positive Behavior Intervention and Supports.

There are a high number (2,100) of students who have at least 3 truant days of school. The district must continue to address attendance concerns with parents/guardians and the community.

Systemic Challenge #5 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

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The Upper Darby School District must better develop a targeted professional development program based on the needs of all professional staff. The District is fortunate that UDEA is involved in gathering the professional development needs of staff.

The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

The Upper Darby School District must better develop the technology infrastructure at all levels. In alignment with the overall comprehensive plan and the emphasis on increasing the literacy skills of students by the end of 2nd grade, the District should prioritize needed improvements and updates to technology throughout all elementary schools within the District. In order to improve student achievement at the elementary level, the District must investigate assessment resources, materials, and professional development opportunities that best support instructional practices at the Elementary Level (including computers, etc.). It is also a priority to invest in the infrastructure and related technologies at the Elementary Level in order to support instruction.

Systemic Challenge #6 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

The Upper Darby School District recognized the need to better inform and communicate with all stakeholders in the community. In 2013-2014, the Upper Darby School district implemented several new initiatives in order to increase transparency and increase parent and community engagement (a noted area of concern). The Upper Darby School District developed the following communication initiatives that included the following: District and Township Liaison Dinner, District Home and School, the Royal Scroll, Upper Darby School District Facebook, Upper Darby School District Twitter account, Parent Information Night as well as monthly Committee meetings. While these initiatives have increased public awareness and community engagement, there is still a desire on the behalf of the district to increase the number of engaged parents and community members.

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There are a high number (2,100) of students who have at least 3 truant days of school. The district must continue to address attendance concerns with parents/guardians and the community.

The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

Systemic Challenge #7 (*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:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

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The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

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Systemic Challenge #8 (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

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The English and Language Arts curriculum, instruction, and assessments (Middle and Elementary Levels) require better alignment with the PA Core standards.

Systemic Challenge #9 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Recent Literature Keystone Exam results indicate a decline for both student achievement and growth. The data reflect the financial difficulties the district faced several years ago when 30 elementary and middle school reading specialists were reduced. According to Pennsylvania Value Added Assessment System (PVAAS), data for the Keystone Literature Exam indicate moderate evidence that students did not exceed or even maintain achievement or growth in the lowest and highest achievement groups.

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District Level Plan

Action Plans

Goal #1: 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.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Surveys, interviews at multiple building sites, increased participation at parent forums.

Specific Targets: The District would like to see an increase from the baseline data for parent parents/guardian participation by no less than 10 percent each year for the next three years at school district events. The District would also like to see parent and staff survey data indicate an increase in satisfaction with district and school communications, programs and services.

Type: Annual

Data Source: Safe Schools Data

Specific Targets: Keep the number of student offender between 5%- 10% of the student population.

Strategies:

Implementation of RtII for Behavior System and Supportive Relationships

Description:

A system of school-wide positive behavioral interventions and supports is currently implemented. Seven of our elementary schools were recognized in May 2015 for their successful implementation of the Tier 1 Universal PBIS system. The Upper Darby School District will continue this district-wide 3 tiered Multi-Tiered System of Support(MTSS) approach with students for behavior. Expected behaviors are defined and explicitly taught across all settings. The district is implementing effective instructional practices in the area of positive behavior support and we are gathering and analyzing data in order to continuously improve. Expectations and consequences are consistent and understood by staff and students. A system is in place to positively reinforce appropriate student behaviors. Staff utilizes de-escalation techniques with inappropriate student behavior.

The District is partnering with Dr. Eran Magen, the Scientific Director of the Center for Supportive Relationships. Dr. Magen piloted a program with middle school students in the Spring of 2013 on Supportive Relationships. This program will continue to expand into both middle schools as well as District elementary schools. The program focuses on helping teachers and students engage in meaningful, respectful conversations with the goal of building positive relationships among peers and with the faculty and staff. Currently, we are collaborating to provide real-time, in class relational skills coaching to our classroom teachers.

SAS Alignment: Safe and Supportive Schools, Assessment, Instruction, Standards

Implementation of Parent Engagement Interventions

Description:

Parents will participate in a variety of activities with the purpose of including parents in school life and helping them promote their children's academic success. These activities include goal-setting conferences with teacher and student, restorative meetings, truancy prevention programs, and school/district parent forums.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Partnership with Universities

Description:

The Upper Darby School District will continue to collaborate with Dr. Angela Duckworth, Associate Professor of Psychology from the University of Pennsylvania. The District will also look to partner with other local Universities.

SAS Alignment: Standards, Instruction, Safe and Supportive Schools

Educational Specifications Review

Description:

The District will form a new committee, the Educational Specifications Committee, to analyze student enrollment in the schools and plan for school capacity. Working monthly, the Committee will make recommendations to the Board of School Directors regarding building options including the possibility of building new schools, modifying school boundaries, and/or adding space to existing buildings. This work directly relates to climate and culture in the schools, since, in some instances, overcrowding is a deterrent to a positive environment for students and faculty.

The district-wide priority for the Educational Specifications is to provide facilities that support academic achievement. The district is accounting for the major systems (boilers and roofs, for example) in each of our 14 schools and 2 maintenance buildings through a preventive maintenance and capital building plan. The time they were purchased, life expectancy, current condition and replacement cost will be documented. As a result, we will be able to program and schedule major expenses and budget accordingly. This will also help us make decisions whether to replace or renovate each building. We will be able to prioritize the work so that our children and staff continue to attend safe, functional and attractive schools. To accomplish this, the district is carefully considering ways that we

can improve our efficient use of resources to support student achievement and help close the achievement gap. A comprehensive Educational Specification Committee was commissioned to study the three parts of the planning triangle; demographics and enrollment, educational programs and facilities. We believe that we can level and lower maximum class-sizes for elementary school students and, as a result, provide a fifth prep to elementary school teachers and full day kindergarten to all residents of the district by appropriately assigning rising kindergartners and elementary school students to schools within walking distance, wherever possible. We purchased geographic information systems software and are in the midst of a district-wide facility study so that the best decisions for our community can be made. Our focus is initially on the elementary schools since they have the greatest opportunity to provide academic and financial benefit to the district.

SAS Alignment: Instruction, Safe and Supportive Schools

Budget Process

Description:

Superintendent will ensure that the school district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organized work routines in the district while maintaining integrity of classroom instruction.

Indicator of implementation: Education and Pupil Services Committee meetings and agendas, Finance and Operations Committee meetings and agendas, enrollment projections, Principal Briefings, Cabinet meetings, staffing meetings, and Superintendent meetings.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

Delaware Valley Consortium for Excellence & Equity (DVCEE)

Description:

The Delaware Valley Consortium for Excellence & Equity (formerly the Delaware Valley Minority Student Achievement Consortium or DVMSAC) is a collaborative association of 36 school districts located throughout Pennsylvania, southern New Jersey and northern Delaware, as well as several intermediate units, and the PA State Education Association(<http://www.gse.upenn.edu/pcel/programs/leei/projects#DVMSAC>).

DVCEE members are committed to working together to enhance the achievement and well-being of all of their students, and most specifically, to increasing the academic performance, engagement, and future success of their students of color, first-generation college attendees, students of economic disadvantage, and other traditionally marginalized student groups (<http://www.gse.upenn.edu/pcel/programs/leei/projects#DVMSAC>).

SAS Alignment: Standards, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Positive Behavior, Intervention and Support for Students (PBIS)

Description:

The school district has partnered with the DCIU to provide professional development to core behavior teams for every school in the district. Behavior teams have already been formed by each school, and the DCIU will continue to provide added professional development and structure to the district's current system.

Indicators of implementation include sign in sheets indicating that administrative staff and teaching staff (behavior teams) members participated in and completed the program.

Start Date: 6/21/2013 **End Date:** 6/21/2020

Program Area(s):

Supported Strategies:

- Implementation of RtII for Behavior System and Supportive Relationships

Response to Behavior Intervention and Support Manual (RtBII)

Description:

Each school in the district will continue to refine their 3 tiered-MTSS behavior manual driven by the academic and behavioral needs of the students. The MTSS manual will indicate how students move from one tier/intervention of support to another when necessary. The MTSS manual will include a flow chart, lesson plans, and school-wide behavioral and academic data for students in need of support.

Indicator of implementation includes documented, district-approved and detailed 3-tiered MTSS manual for each building in the district.

For the 2015- 2016 school year, the District budgeted \$10,000 in order to support this initiative. The cost moving forward will be discussed during the budget process each year.

Start Date: 9/4/2013 **End Date:** 6/30/2020

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

Supported Strategies:

- Implementation of RtII for Behavior System and Supportive Relationships

Parent Information Night

Description:

The district will conduct a parent information night each Fall on the following by not limited to topics: student achievement, state assessments, school and community mental health resources, education specifications, home access center, prescription drug abuse, PSSA/Keystone exams, character education, special education, etc.

Indicators of implementation include filmed presentations on local cable channel, information posted on district website, and parent participation at each forum.

Start Date: 9/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Implementation of Parent Engagement Interventions

*Parent, Teacher, and Student Engagement in Climate and Culture:
Goal Setting Conferences*

Description:

Description: Parents, teachers, and students will establish goals during a goal setting conference with students during the Fall of each school year. This process will take place with elementary and middle school students. The goals will be both academic and social in nature. Teachers and administrators will discuss the progress toward these goals during data meetings and with parents as needed.

Indicators of implementation include documented student goals.

Start Date: 9/9/2014 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Implementation of Parent Engagement Interventions

Parent Surveys

Description:

At the descretion of the Board of School Directors under the direction of the Superintendent, district and school administrators will survey parents regarding their perceptions of the schools their children attend and the district as a whole. These surveys will be printed, shared with key stakeholders, and analyzed.

Indicators of implementation include electronic surveys and printed survey results used in conjunction with data collected from student discipline and overall improved academic achievement as measured by SPP, ORF, and other local assessments.

Start Date: 10/1/2013 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Implementation of Parent Engagement Interventions

Upper Darby Parent Advisory Group

Description:

The District Home and School Committee will change its name and focus. The purpose of the group will still be to promote the welfare of the children and youth in the home, school, and community, to develop united efforts between educators and the public to secure for every child the highest advantages in physical, mental, social, and moral development, to develop closer connection between school and home by encouraging parent involvement and to improve climate and culture in schools through volunteer support of parents. The group will consist of the elected Home and School officials from each school, the superintendent, the school board liaison, and selected members of the superintendent's cabinet and will meet on a bi-monthly basis. The superintendent will facilitate this group and provide updates on district initiatives that will be taken back to schools and shared through the building Home and School meetings. Members of the group will also bring school-based feedback to the superintendent. The goals of this group will be to obtain consistent representation from each school in the district throughout the year and communicate to stakeholders important district initiatives using consistent messaging throughout the district.

Indicators of implementation include printed agendas, meeting notes, and meeting summaries provided to members of the committee.

Start Date: 1/30/2014 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Implementation of Parent Engagement Interventions

Parent and Community Engagement: Family and Community Partnerships

Description:

The District Action Research Climate and Culture Team will continue to research best practices in order to develop a system district-wide in order to increase parent involvement.

Indicator of implementation includes a document of best practices along with action steps around parent and community engagement.

The District will use social media to connect with students, parents and the community. Social media will be used to inform and promote the school district. Current examples of the use of technology to partner with the community are teacher web pages, upperdarbysd.org, Facebook, Twitter, and E-School home access center.

Start Date: 2/1/2014 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Implementation of RtII for Behavior System and Supportive Relationships
- Implementation of Parent Engagement Interventions

District and Building Level Information for Parents and Community (Royal Scroll)

Description:

The Royal Scroll is a publication which contains good news from all 14 of the district's schools, district-wide department updates, as well as information from the Board of School Directors. A School's individual newsletters will be found on the school's web page; the Royal Scroll will be housed on the district's homepage. The Royal Scroll will inform parents and community members regarding positive happenings which may include student achievement, ways in which students celebrate, parents' contributions to the schools and the like.

Indicator(s) of implementation is the publishing of the Royal Scroll on the district's website with material regarding all schools.

Start Date: 1/10/2014 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Implementation of Parent Engagement Interventions

Diversity Training

Description:

The District will continue to collaborate with Andrea Lawful-Sanders from C.A.P.E.S. and the Bryson Institute to provide diversity training to administrators and building teams. The areas of focus for this training has been race relations, cultural sensitivity and sexuality. The District will be embedding elements of the book Cultural Proficiency in all professional development sessions.

Andrea Lawful-Saunders will continue work with parents from the 2016-17 District Home and School Committee to engage them in a Parents as Leaders workshop. The areas of focus for this 12 session workshop include race relations, cultural sensitivity, and parent advocacy.

Start Date: 3/2/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Implementation of RtII for Behavior System and Supportive Relationships

Upper Darby Cost Center Manager Budget Submission

Description:

The budget process will be reviewed during Finance and Operations Committee meetings. The budget process will include information gained from principal briefings, cabinet briefings, enrollment projections, staffing requests, and capital improvements/facility improvements.

Indicator of implementation: Finance and Operation Committee Agendas, summary presentation of principal briefings and cabinet briefings, Budget adoption and approval each year.

Start Date: 7/1/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Budget Process

Delaware Valley Consortium for Excellence & Equity (DVCEE)

Description:

Upper Darby School District Teams consisting of educators and students will participate in workshops run by (DVCEE). The District will keep record of those who attended and ask that feedback be provide through our administrative regulation (ARs) process. It is a requirement that staff members complete a summary review of professional development opportunities. The Assistant Superintendent of Human Resources is currently developing a 5 year Diversity Training Plan.

Start Date: 8/29/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Implementation of RtII for Behavior System and Supportive Relationships
- Implementation of Parent Engagement Interventions

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

Specific Targets: The percentage of students scoring proficient/advanced in reading will increase by the percent established each year by the Superintendent.

Type: Annual

Data Source: School Performance Profile

Specific Targets: The percentage of students scoring proficient/advanced in math will increase by the percent established each year by the Superintendent.

Type: Annual

Data Source: Oral Reading Fluency DIBELS NEXT

Specific Targets: Increase the percentage of students meeting the spring of 1st grade ORF over the next three years. It is our goal to increase basic early literacy skills for K-2 students.

Type: Annual

Data Source: School Performance Profile

Specific Targets: Meet the closing the achievement gap and historically underperforming data as indicated for each school (SPP)

Type: Annual

Data Source: School Performance Profile

Specific Targets: Each elementary school that receives a School Performance Profile Score will demonstrate growth in each academic area.

Strategies:

Improvement of Instructional Practices in Reading

Description:

The District will investigate a new formative assessment as an alternative/supplement to DIBELS Next, AIMSweb, and benchmark tests so that timely and affordable formative assessment data is available for staff to make well-informed instructional decisions. The district will also continue to refine our MTSS system and data meeting process. There will be a focus in the classroom on higher order questioning, "I Do, You Do, We Do," and metacognitive conversations (talking to the text, read aloud). Teachers will post objectives, discuss them during class, and assess them at the close of each lesson (ex. ticket out). Writing will be embedded across the curriculum.

Teachers will meet with students to develop personal goals. Teachers will use the Danielson Framework to guide instruction from the planning phase through reflective practice. Teachers will access data for students through Performance Plus (District data system) during data meetings.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Improvement of Instructional Practices in Mathematics

Description:

The District will continue to investigate a new formative assessment system as a supplement to the Harcourt benchmark tests currently in use. Professional Development for math will be provided by Tena Fulghum (Making Math Matter) pending budgetary constraints. Of primary focus will be teachers' understanding of numeracy and the ability to teach problem solving using the recently adopted Go Math! series by Harcourt/Houghton Mifflin. Teachers will continue to be trained in the 8 Mathematical Standards and the use of the SAS website as a resource for lesson planning. Additionally, the professional development of teachers will concentrate on analyzing benchmark data derived from the math series' tests and differentiating teaching during core instruction using Harcourt materials and supplemental materials when necessary.

The district will improve math instruction through Making Math Matters. The district will work to frontload math instruction, stressing academic vocabulary. Classrooms will also utilize Math Focus Walls. Teachers will focus on numeracy and problem solving skills. The math classrooms will focus on the eight mathematical practices. Teachers will also utilize SPP best practices videos to supplement instruction. Math fluency will be a district wide focus. Performance Plus will be utilized as schools continue to follow and refine the data meeting process. OGAP (U of Pennsylvania) will also be utilized to improve math instruction grades 3-5. Classrooms will also incorporate illustrative mathematics.

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

Improvement of Instructional Practices in Writing

Description:

The Upper Darby School District will continue to develop its elementary teachers as effective teachers of writing. Using the recently created writing program, based on the work of Lucy Calkins and the Portland Oregon School District, the District will provide professional development for teachers to fully ensure that students are able to do process writing; are able to write for a variety of purposes and audiences; are fluent in handwriting, spelling, word processing and sentence construction; and are able to work as an engaged community of writers.

Writing instruction will focus on the use of text dependent analysis. Five paragraph essays will be developed through the use of graphic organizers at elementary and middle school levels. Teachers will focus on citing evidence from text and research. Students will be taught to prepare their writing by dissecting the prompt for their writing. Students in grades K-3 will focus on short answer responses in order to develop their writing skills. The District has implemented this practice during a writing block. Writing will be infused into all content areas for the start of the 2016-2017 school year.

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

Improvement of Instructional Practices in Science

Description:

The Upper Darby School District will provide professional development to elementary teachers so that they understand the educational philosophy behind teaching the STC kits and continue to develop non-fiction reading skills. This includes teachers learning the importance of experiential learning and understanding the necessity of teaching the entire kit so that students see the whole picture of science. The Science Supervisor will work with principals at budget time to ensure that the proper materials (kits, teachers' guides, refills) are available to teachers so that they can teach the entire kit with integrity. Finally, professional development will be provided to teachers regarding writing and reading in science so that students have multiple opportunities to read non-fiction texts and write informational pieces on topics related to science. Teachers will be guided through the SAS website which will provide them with exemplary lessons and teaching practices. The District will also looking to increase the time allotted to elementary instruction related to science.

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

District Management Group (DMGroup)

Description:

The District has entered into a 3-year agreement with District Management Group (DMGroup). DMGroup, “believes that strengthening the management capacity of school leaders is essential for raising student achievement, improving operational efficiency, and allocating resources more effectively.” The work with DMGroup originally focused on three goals: Raising Student achievement back to 2010 levels and beyond, Broaden the definition of struggling learners so that more students are supported, and narrow the achievement gap for students with disabilities, minorities and those in poverty. The Upper Darby School District will continue to work on reaching these goals; however, the work with DMGroup has shifted. The original three year contract with DMGroup will focus on professional development for building level administrators as well as a District Principal succession plan. This will allow the District to identify future leaders.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

District Management Council (DMGroup) Elementary School Schedules

Description:

The goal of the multi-year engagement between DMGroup and UDSD is to support the development of effective and cost-effective master schedules for elementary schools that support best practices in teaching and learning. The cost each year for three years will be \$30,000.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Technology Plan

Description:

The Information Technology department will update the district's technology infrastructure. Each building will be upgraded to a high capacity connection to the data center and our Internet connection will be monitored and increased when necessary. The network closets have upgraded switches that connect each workstation / access point up to a high capacity connection. Each classroom will have updated network cabling installed between the data closet and

the classroom. Also, each classroom will have a dedicated wireless access connection to prepare for a one to one computer initiative for each student.

Our Information systems (Student Information, Library Information, Transportation Systems, Naviance, PBIS, Food Service, Financial Systems, HR Systems) will be continually monitored to make sure we have the latest version to meet our educational objectives.

A computer replacement cycle will be developed to insure that the computer devices that our staff and students need are able to complete our educational objectives.

Professional development for using the network and Information Systems will be continually provided for staff. Technology support for each building will be monitored to insure that staff and student resources are maintained.

SAS Alignment: Materials & Resources, Assessment, Instruction

Implementation Steps:

Professional Development Focused on Reading Aligned with the Pennsylvania Core

Description:

Improve instructional practice by providing professional development and follow-up in the action areas listed:

- increasing academic language vocabulary and content area vocabulary so that students' language skills improve
- building background knowledge
- citing evidence in a text
- focus on close reading and metacognitive conversations
- increasing non-fiction reading
- developing and using higher-order questions stems associated with the Common Core Standards. The District will continue to focus on Costa's Level of Questioning

Indicator(s) of Implementation include data meetings (at least 3 times a year), formal observations, learning walks, and walk-through documentation. Professional development in this area will depend on the individual needs of staff. The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The number of staff

and amount of professional development will vary based on individual need.

Start Date: 9/6/2013 **End Date:** 6/30/2021

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

Supported Strategies:

- Improvement of Instructional Practices in Reading

Investigate and Identify New Formative Assessment System

Description:

Description: Investigate new formative assessment system as an alternative to DIBELS Next, AIMSweb, and the Harcourt benchmark tests so that timely and affordable formative assessment data is available. The District has made recommendations to the Board and the public, but any new assessment at the elementary school level will require more technology.

Indicator of Implementation: Report of current assessment systems, time, ease of use, and overall cost when compared to MAP, STAR, etc.

Start Date: 6/5/2013 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Improvement of Instructional Practices in Mathematics
- Improvement of Instructional Practices in Writing
- Improvement of Instructional Practices in Science

*Professional Development Focused on Mathematical Practices
Aligned with the Pennsylvania Core*

Description:

Description: Provide professional development with support from the DCIU and identified teacher leaders throughout the District. The District will continue to train teachers on the 8 Mathematical practices, higher order problem solving, and math fluency. In addition, the district will provide professional development in the area of intervention.

Indicators of Implementation: Observations, Learning Walks, Walk Through, and math data. Professional development in this area will depend on the individual needs of staff. The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The professional development time will also vary given the time for providing training at each level.

Start Date: 9/30/2013 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Mathematics

*Professional Development Focused on Writing Aligned with the
Pennsylvania Core*

Description:

Teachers will receive professional development in effective practices for teaching writing across all subjects through the following structures: weekly grade-level meetings, early dismissal in-services, full day staff development trainings.

The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The professional development time will also vary given the time for providing training at each level.

Start Date: 6/10/2013 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Writing

Professional Development in Elementary Science

Description:

Description: Improve instructional practice in elementary science by providing teachers with training in the use of the STC kits, writing for learning in the science notebook, and reading non-fiction texts to support science instruction.

Indicators of implementation including but not limited to lesson plans, learning walks, and formal observations. The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The professional development time will also vary given the time for providing training at each level.

Start Date: 1/24/2014 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Improvement of Instructional Practices in Science

K-2 Reading and Technology Initiative

Description:

The K-2 Reading and Technology Initiative is the result of collaboration between the Upper Darby School District and the Upper Darby Arts and

Education Foundation. This collaboration will result in state of the art projection and tablet technology that teachers will be able to use with students in the instruction of reading and mathematics. Emphasis will also be put on using this technology with students who need additional support and/or intervention.

Indicator(s) of implementation include equipment installed in all district k-2 classrooms, observation of teachers using this technology effectively and students using this technology prompting more active engagement.

Start Date: 9/30/2013 **End Date:** 6/30/2020

Program Area(s): Educational Technology

Supported Strategies:

- Improvement of Instructional Practices in Reading

DMGroup Guiding Coalition Team

Description:

District Management Council (DMC) along with Upper Darby School District teachers and administrators (Guiding Coalition) will focus on student outcomes, operational efficiency, and resource allocation.

Indicators of Implementation: Education and Pupil Services Meetings, calendar of dates referring to Guiding Coalition Meetings, and posting of frequently asked questions based on reports from data collection, timelines from sub-committees

Start Date: 4/7/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Reading
- District Management Group (DMGroup)
- District Management Council (DMGroup) Elementary School Schedules
- Technology Plan

New Elementary School Schedules

Description:

Elementary school principals along with the District Management Group (DMGroup) will develop new elementary school schedules for the 2016-2017 school year. The first year of the new schedules will address a contractual obligation of providing a 5th prep to elementary teachers. During the 2016-2017 school year, DMGroup and the District will evaluate current best practices for reading instruction and analyze the District's literacy block for possible revisions and improvements for subsequent years. In summary, this work will look to address the specialization of special education teachers, strengthening the approach for teaching reading and defining roles, elementary class size, and a 5th prep with the consideration of new elementary specials. The new elementary school schedules will also work in conjunction with the Education and Specifications process which will determine class size and school boundaries for students.

Indicators of implementation: Education and Pupil Service Agendas, Leveled Class Sizes, Completed Schedules, Documented Description of the ELA period, math period, Intervention for reading and math, increase in time for Science and Social Studies, and documented calendar meetings and timelines of work completion, definition of roles for reading teachers and special education teachers, class size and boundary determination, implementation of 5th prep and use of special teachers/classes.

Start Date: 2/9/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Improvement of Instructional Practices in Mathematics
- Improvement of Instructional Practices in Writing
- Improvement of Instructional Practices in Science
- District Management Group (DMGroup)
- District Management Council (DMGroup) Elementary School Schedules
- Technology Plan

District Mathematics Sequence

Description:

The district will implement a change to the math sequence specifically for students who transition from 5th into 6th grade and throughout middle school into high school. The district is preparing for the superintendent's goal of having 90% of all students Algebra ready in the next few years. The district will continue to analyze the pros and cons with content specific teachers in the elementary schools.

Start Date: 3/8/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Mathematics

Elementary School Writing

Description:

All elementary school teachers will be trained on writing across the curriculum. The Upper Darby School District has encouraged writing in all content areas

Start Date: 8/29/2016 **End Date:** 6/12/2017

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Improvement of Instructional Practices in Mathematics
- Improvement of Instructional Practices in Writing
- Improvement of Instructional Practices in Science

Goal #3: Establish a district system that fully ensures that student results from common assessments and the support of instructional coaches and supervisors is used to improve the effectiveness of instructional practices in all classrooms.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS

School Performance Profile

Specific Targets: All district schools that receive a School Performance Profile score will demonstrate academic growth for all subjects.

Strategies:

Common Assessments and Data Meetings

Description:

The Upper Darby School District will continue to hold regular data meetings at all three instructional levels. At these meetings, teachers and administrators examine benchmark data to determine student progress and student placement in MTSS classes. Currently, the District uses DIBELS Next and theme test data at the elementary level for Reading and Go Math! curriculum assessments at the elementary level for mathematics. Both the middle and high schools use MAP assessments to analyze student growth. Data analysis will also be explained to parents and the public in order to further support student achievement. Finally, PSSA/Keystone results complete the picture at all three instructional levels. Going forward, the District will be investigating a new formative assessment system to determine if there are more efficient and less expensive assessment products available.

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

Instructional Coaching

Description:

The Upper Darby School District has an instructional coaching program, work done through its network of MTSS Specialists who work in the elementary and high school. The coaches perform four roles: data coach, staff developer, instructional specialist, and classroom supporter. Begun as a system for providing support to teachers and principals in the teaching of Reading, the program has expanded to include the teaching of Mathematics. Going forward, the District will need to determine how it can sustain instructional coaches with school district funds. It is also anticipated that sustainability is potentially an issue for coaches throughout the school district. The District will continue to investigate the ideal personnel group(s) (coaches, lead teacher, or assistant principal).

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

Curriculum Maps K-12

Description:

The District will continue to map the curriculum K-12. It is anticipated that curriculum maps will be a very helpful tool in supporting the work of teachers, principals, and instructional coaches and, most importantly, ensuring that Upper Darby students receive a 21st century education. Once the curriculum is mapped the focus will shift toward assessments both formative and summative.

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

Implementation Steps:

Curriculum Mapping K-12 District Team

Description:

The Director of Curriculum will bring together the district supervisors, teachers representing each grade and core subject area, assistant principals, and building principals. The purpose of this work is to unpack and align the standards for each grade level with teachers and administrators leading the work. The District has attempted to build a team of 88 teachers and district staff to support this process. Included on this team of 88 are teachers from the related arts subject areas as a continued effort toward developing cross-curricular activities. As the elementary core content areas are mapped, high school teachers will be working with elementary teachers in math, science, social studies, and English and Language Arts in order to provide vertical alignment from highly qualified teachers. This work is ongoing and is subject to revision based on student achievement data. The budget for this process is subject to annual revision, and the funds available for this process may change.

Indicators of implementation: Calendar of meetings and completed curriculum maps

Start Date: 1/30/2014 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Maps K-12

Schedule Data Meetings

Description:

Going forward, the Upper Darby School District will make every effort to schedule data meetings during in-service time so that sufficient time is devoted to this practice. This will ensure that data meetings are intentional and effective. Additionally, training for new principals and coaches will take place so that they are conversant with the data protocols used in the district.

Indicator(s) of implementation include calendar with data meetings and data meeting notes.

Start Date: 9/6/2013 **End Date:** 6/30/2020

Program Area(s): Special Education, Student Services

Supported Strategies:

- Common Assessments and Data Meetings
- Instructional Coaching
- Curriculum Maps K-12

Goal #4: Establish a district system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- 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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

Specific Targets: All district schools will continue to have an attendance rate of 90% or higher.

Type: Annual

Data Source: School Performance Profile

Specific Targets: Upper Darby High School will have greater than 85% of each cohort of students graduate.

Type: Annual

Data Source: School Performance Profile

Specific Targets: The Upper Darby School District will work to close the achievement gap for all students over the next 6 years.

Strategies:

Diversity Training

Description:

The Upper Darby School District will conduct diversity training for its school board, administrators, faculty, staff and teachers. This training will enable the school community to accept differences among people while extinguishing negative stereotypes. This aligns with vision of the Upper Darby School District where staff, faculty, and parents honor diversity through student achievement. The district has collaborated with Andrea Lawful-Sanders from C.A.P.E.S. and the Bryson Institute to provide diversity training to administrators and building teams. The areas of focus for this training has been race relations, cultural sensitivity and sexuality. The purpose of of this training is to support student achievement and close the achievement gap through the understanding of diverse cultures and the education of a large diverse community.

SAS Alignment: Instruction, Safe and Supportive Schools, Assessment, Curriculum Framework, Materials & Resources

MTSS Framework

Description:

The district's use of MTSS at all three instructional levels is a powerful tool for ensuring that students graduate from Upper Darby High School with a high level of achievement and a firm post-secondary plan. The MTSS process is in need of continuous improvement and updating as a result of budgetary concerns. The identification of intervention programs targeted for students' areas of challenge is effective in closing gaps that have surfaced in students' learning. MTSS has grown to include interventions for students in the areas of reading, math, and behavior. At all three levels reading and positive behavior interventions are in place. Math intervention is implemented in the middle school and has been introduced in some buildings at the elementary level (plan will be to increase this with the new elementary schedules). The district's experience with this programming in reading has formed a strong precedent. However, all District schools should adopt this practice consistently.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Curriculum Framework, Safe and Supportive Schools

Cyber Academy/Online Learning Solution

Description:

The Upper Darby School District will develop and provide students with an opportunity to take online classes K-12. The Upper Darby K-12 cyber academy will provide an alternative path toward earning an Upper Darby School District diploma. The program will be taught by Pennsylvania certified teachers. The District's priority is to have the online cyber classes taught by Upper Darby School District teachers.

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

Implementation Steps:

Diversity Training: District Level Teams and Building Level Teams

Description:

The School Board engaged in diversity training in 2014. The School Board approved the continuation of this process on a District level. As a result, the District has begun to develop District level teams (Central Administration) and building level teams (principals and teachers).

Discussions related to the effectiveness of this training will follow and planning for other stakeholder groups e.g. teachers and staff will continue over the next several years.

Indicator(s) of implementation include workshop for Board members and plans for the rest of the school community.

Start Date: 1/18/2014 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Diversity Training

MTSS Planning

Description:

The district will engage in MTSS planning to ensure that sufficient time and resources exist in the schedule. Additional professional development will be provided to teachers and staff. Current and additional instructional materials will be explored to ensure best practices are delivered, and that appropriate training is delivered to faculty and staff. The district will continue to reevaluate district schedules and use of staff in order to support this process.

Start Date: 8/29/2016 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- MTSS Framework

Upper Darby School District K-12 Cyber Academy

Description:

The Upper Darby School District will provide online learning opportunities to students K-12. The cyber program will provide an alternative path toward graduation. The Upper Darby School District Curriculum and Instruction Office will lead this initiative by holding a series of informative parent and community workshops.

Start Date: 5/1/2017 **End Date:** 6/30/2021

Program Area(s): Student Services, Educational Technology

Supported Strategies: None selected

Chapter 339: K-12 School Counseling Plan

Description:

The Upper Darby School District provides a comprehensive school counseling program that supports the academic, social/emotional, personal, and career development of all students. The program relies on the effective collaboration of school, family, and community stakeholders to empower students to become competent lifelong learners and responsible citizens in a diverse community.

Upper Darby School District is committed to supporting all students in addressing their academic, behavioral, health, personal, and social development needs. The middle school and high school counseling programs provide universal school-wide supports to help meet the developmental needs of its students and foster their resilience. The school counseling program is structured to provide consistency and continuity of service to students. In the middle school, one counselor is assigned to each grade level and they move up with their students, allowing them to develop a long-term relationship with their students and focus on the developmental needs of each specific age group. At the high school, three counselors serve the Freshman Academy each year, focusing on the transition needs of that cohort. Upon entering the 10th grade, students are assigned to one of three counselors by alphabet who follow their students through to graduation. Developmental services are provided by the counseling staff through individual counseling, small group counseling, large group information sessions, consultations, orientations, and the dissemination of information via print materials, emails, phone calls, and web-based platforms.

Start Date: 6/21/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- MTSS Framework

Goal #5: Establish a professional development system to ensure that each school/district leader has the capacity to provide the expertise needed to comply with state initiatives and manage the use of data by teachers to improve instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Principal Evaluations

Specific Targets: All principals must demonstrate their ability to manipulate and refer to the following data sources as part of their evaluation: PVAAS, Emetric, Local Curriculum Measures and SPP.

Type: Annual

Data Source: Central Administrative Evaluations relative to student achievement

Specific Targets: The following district cabinet members: Assistant Superintendent of Curriculum and Instruction, Director of Curriculum, Director of Special Education, Director of Pupil Services, Manager of Data and Information, Coordinator of ELL, and DW Supervisors must demonstrate their ability to manipulate and refer to the following data sources as part of their evaluation: PVAAS, Emetric, Local Curriculum Measures and SPP.

Strategies:

Professional Education Program for Leaders: Data Analysis Procedures

Description:

The Upper Darby School District will continue to train its school leaders in data analysis processes and procedures. The data involved include curriculum measures, PSSA, Keystone Exams, PVAAS, and MAP assessments. These trainings will empower school district leaders to craft effective school improvement plans, better inform instruction, and improve student achievement in their schools.

SAS Alignment: Assessment, Standards, Curriculum Framework, Instruction

Professional Education Program for Leaders: Action Research

Description:

The Upper Darby School District will continue to foster the instructional leadership skills of all District administrators by engaging them in action research groups. These groups will identify problem areas, work to find solutions, and report the results of their research to the district community as a whole. Areas for action research in the past have included reading, mathematics, climate and culture, improvement of data meetings, and gaps in curriculum. The action research projects will be used to evaluate principals and assistant principals. All action research projects must consider the impact any change will have on student achievement, related fiscal responsibility, professional development needed for improvement, and how change will be communicated to all stakeholders.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Curriculum Framework, Safe and Supportive Schools

Professional Education Program for Leaders: Pennsylvania Core Standards

Description:

The Upper Darby School District will continue to train its school administration on the Pennsylvania Core Standards. This work will include performing crosswalks between the state standards and the core standards, identifying best instructional practices that support the standards, and learning effective ways for using core standards' based instructional materials.

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

Professional Education Program for Leaders: Teacher Evaluation

Description:

The Upper Darby School District will continue to train school leaders in best practices associated with teacher evaluation and the Danielson Framework. The district will continue to rely on OASYS software to streamline the evaluation process. The district will continue to train all staff on the evaluation process with a focus on ensuring fair evaluations. Administrators will be trained and asked to discuss teacher evaluations during principal meetings/trainings in order to better develop inter-rater reliability. The district will also develop its own Upper Darby Evaluation Manual for all staff so that everyone receives a fair evaluation.

SAS Alignment: Instruction

Professional Education Program for Leaders: Safe Schools

Description:

The Upper Darby School District will continue to train its school and district leaders in procedures and policies related to keeping students safe. These include but are not limited to crisis management and safety drills such as shelter in place, active shooter, lock-down, evacuation, and fire. All building administrators have been trained in recognition and awareness of unidentified visitors (RAPTOR identification system).

All administrators, building assistants, personal care assistants, and physical education teachers have been trained in AED and CPR. In addition all teachers and staff are trained annually in Universal Precautions.

SAS Alignment: Safe and Supportive Schools, Standards, Instruction

Implementation Steps:

Principal and Supervisor Trainings

Description:

Building principals, supervisors, cabinet members, and assistant superintendents will gather weekly to engage in professional development in a variety of topics including but not limited to assessments, core standards, school safety, teacher evaluation, administrative evaluation,

PVAAS, and School Performance Profile data. Elementary principals will meet as a group in order to receive training on topics relative to their responsibilities. On an alternating bi-weekly basis, secondary principals will meet as a group to receive training on topics relative to their responsibilities followed by elementary school principals.

Start Date: 7/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Education Program for Leaders: Data Analysis Procedures
- Professional Education Program for Leaders: Action Research
- Professional Education Program for Leaders: Pennsylvania Core Standards
- Professional Education Program for Leaders: Teacher Evaluation
- Professional Education Program for Leaders: Safe Schools

School Level Improvement Plans

Description:

Each School must develop a school level improvement plan. The development of the plan should include all stakeholders and focus on meeting the overall goals and objectives listed in the District Level Comprehensive Plan. Each school level plan will be the basis for principal briefings and also act as the foundation for individual principal evaluations. Title 1 schools must also meet all federal and state requirements as they develop their school level improvement plans. During the development of this District Level Comprehensive Plan, Charles Kelly Elementary School (Priority) and Stonehurst Hills (Focus) are federally designated schools and require Board approval.

Indicators of Implementation: Board resolution approving plans and posting of plans on each schools website

Start Date: 7/1/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Professional Education Program for Leaders: Data Analysis Procedures
- Professional Education Program for Leaders: Action Research
- Professional Education Program for Leaders: Pennsylvania Core Standards
- Professional Education Program for Leaders: Teacher Evaluation
- Professional Education Program for Leaders: Safe Schools

Superintendent Meetings

Description:

Building Principals will present their building level improvement plans to district cabinet members. Each Principal will provide a one page summary of their overall plan. The principal briefings will focus on the guiding questions and data analysis recommended by PDE in the development of School Level Plans. The process will consider areas of strength and areas in need of improvement. This process will better inform District Cabinet members about the supports and resources needed for each building. The briefings will lead to Cabinet level briefings. The process will begin each year once the state releases all student achievement data.

Indicator of implementation: Calendar list of principal and cabinet briefings, artifacts from each briefing loaded in to evaluation system, discussion of briefing needs during committee meetings and budget process, school level plans posted on district website.

Start Date: 7/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Education Program for Leaders: Data Analysis Procedures
- Professional Education Program for Leaders: Action Research

Goal #6: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS

Specific Targets: PVAAS data will indicate that all students will maintain or exceed the PA Academic Standard for growth as indicated on the Quintile Diagnostic Report (ALL TESTED AREAS AND GRADES).

Type: Annual

Data Source: School Performance Profile Data (SPP)

Specific Targets: Each School in the Upper Darby School District will demonstrate growth as measured by PVAAS.

Strategies:

Improvement of Instructional Practices in Reading

Description:

The District will investigate a new formative assessment as an alternative/supplement to DIBELS Next, AIMSweb, and benchmark tests so

that timely and affordable formative assessment data is available for staff to make well-informed instructional decisions. The district will also continue to refine our MTSS system and data meeting process. There will be a focus in the classroom on higher order questioning, “I Do, You Do, We Do,” and metacognitive conversations (talking to the text, read aloud). Teachers will post objectives, discuss them during class, and assess them at the close of each lesson (ex. ticket out). Writing will be embedded across the curriculum. Teachers will meet with students to develop personal goals. Teachers will use the Danielson Framework to guide instruction from the planning phase through reflective practice. Teachers will access data for students through Performance Plus (District data system) during data meetings.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Improvement of Instructional Practices in Mathematics

Description:

The District will continue to investigate a new formative assessment system as a supplement to the Harcourt benchmark tests currently in use. Professional Development for math will be provided by Tena Fulghum (Making Math Matter) pending budgetary constraints. Of primary focus will be teachers' understanding of numeracy and the ability to teach problem solving using the recently adopted Go Math! series by Harcourt/Houghton Mifflin. Teachers will continue to be trained in the 8 Mathematical Standards and the use of the SAS website as a resource for lesson planning. Additionally, the professional development of teachers will concentrate on analyzing benchmark data derived from the math series' tests and differentiating teaching during core instruction using Harcourt materials and supplemental materials when necessary.

The district will improve math instruction through Making Math Matters. The district will work to frontload math instruction, stressing academic vocabulary. Classrooms will also utilize Math Focus Walls. Teachers will focus on numeracy and problem solving skills. The math classrooms will focus on the eight mathematical practices. Teachers will also utilize SPP best practices videos to supplement instruction. Math fluency will be a district wide focus. Performance Plus will be utilized as schools continue to follow and refine the data meeting process. OGAP (U of Pennsylvania) will also be utilized to improve math instruction grades 3-5. Classrooms will also incorporate illustrative mathematics.

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

Improvement of Instructional Practices in Writing

Description:

The Upper Darby School District will continue to develop its elementary teachers as effective teachers of writing. Using the recently created writing program, based on the work of Lucy Calkins and the Portland Oregon School District, the District will provide professional development for teachers to fully ensure that students are able to do process writing; are able to write for a variety of purposes and audiences; are fluent in handwriting, spelling, word processing and sentence construction; and are able to work as an engaged community of writers.

Writing instruction will focus on the use of text dependent analysis. Five paragraph essays will be developed through the use of graphic organizers at elementary and middle school levels. Teachers will focus on citing evidence from text and research. Students will be taught to prepare their writing by dissecting the prompt for their writing. Students in grades K-3 will focus on short answer responses in order to develop their writing skills. The District has implemented this practice during a writing block. Writing will be infused into all content areas for the start of the 2016-2017 school year.

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

Improvement of Instructional Practices in Science

Description:

The Upper Darby School District will provide professional development to elementary teachers so that they understand the educational philosophy behind teaching the STC kits and continue to develop non-fiction reading skills. This includes teachers learning the importance of experiential learning and understanding the necessity of teaching the entire kit so that students see the whole picture of science. The Science Supervisor will work with principals at budget time to ensure that the proper materials (kits, teachers' guides, refills) are available to teachers so that they can teach the entire kit with integrity. Finally, professional development will be provided to teachers regarding writing and reading in science so that students have multiple opportunities to read non-fiction texts and write informational pieces on topics related to science. Teachers will be guided through the SAS website which will provide them with exemplary lessons and teaching practices. The District will also looking to increase the time allotted to elementary instruction related to science.

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

Instructional Coaching

Description:

The Upper Darby School District has an instructional coaching program, work done through its network of MTSS Specialists who work in the elementary and high school. The coaches perform four roles: data coach, staff developer, instructional specialist, and classroom supporter. Begun as a system for providing support to teachers and principals in the teaching of Reading, the program has expanded to include the teaching of Mathematics. Going forward, the District will need to determine how it can sustain instructional coaches with school district funds. It is also anticipated that sustainability is potentially an issue for coaches throughout the school district. The District will continue to investigate the ideal personnel group(s) (coaches, lead teacher, or assistant principal).

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

Curriculum Maps K-12

Description:

The District will continue to map the curriculum K-12. It is anticipated that curriculum maps will be a very helpful tool in supporting the work of teachers, principals, and instructional coaches and, most importantly, ensuring that Upper Darby students receive a 21st century education. Once the curriculum is mapped the focus will shift toward assessments both formative and summative.

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

Professional Education Program for Leaders: Data Analysis Procedures

Description:

The Upper Darby School District will continue to train its school leaders in data analysis processes and procedures. The data involved include curriculum measures, PSSA, Keystone Exams, PVAAS, and MAP assessments. These trainings will empower school district leaders to craft effective school

improvement plans, better inform instruction, and improve student achievement in their schools.

SAS Alignment: Assessment, Standards, Curriculum Framework, Instruction

Professional Education Program for Leaders: Action Research

Description:

The Upper Darby School District will continue to foster the instructional leadership skills of all District administrators by engaging them in action research groups. These groups will identify problem areas, work to find solutions, and report the results of their research to the district community as a whole. Areas for action research in the past have included reading, mathematics, climate and culture, improvement of data meetings, and gaps in curriculum. The action research projects will be used to evaluate principals and assistant principals. All action research projects must consider the impact any change will have on student achievement, related fiscal responsibility, professional development needed for improvement, and how change will be communicated to all stakeholders.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Curriculum Framework, Safe and Supportive Schools

Professional Education Program for Leaders: Pennsylvania Core Standards

Description:

The Upper Darby School District will continue to train its school administration on the Pennsylvania Core Standards. This work will include performing crosswalks between the state standards and the core standards, identifying best instructional practices that support the standards, and learning effective ways for using core standards' based instructional materials.

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

Professional Education Program for Leaders: Teacher Evaluation

Description:

The Upper Darby School District will continue to train school leaders in best practices associated with teacher evaluation and the Danielson Framework. The district will continue to rely on OASYS software to

streamline the evaluation process. The district will continue to train all staff on the evaluation process with a focus on ensuring fair evaluations. Administrators will be trained and asked to discuss teacher evaluations during principal meetings/trainings in order to better develop inter-rater reliability. The district will also develop its own Upper Darby Evaluation Manual for all staff so that everyone receives a fair evaluation.

SAS Alignment: Instruction

Professional Education Program for Leaders: Safe Schools

Description:

The Upper Darby School District will continue to train its school and district leaders in procedures and policies related to keeping students safe. These include but are not limited to crisis management and safety drills such as shelter in place, active shooter, lock-down, evacuation, and fire. All building administrators have been trained in recognition and awareness of unidentified visitors (RAPTOR identification system).

All administrators, building assistants, personal care assistants, and physical education teachers have been trained in AED and CPR. In addition all teachers and staff are trained annually in Universal Precautions.

SAS Alignment: Safe and Supportive Schools, Standards, Instruction

Implement the MTSS framework and increase instructional time for all students UDHS

Description:

Upper Darby High School will continue to implement the MTSS framework. Tier 2 interventions will be provided during the school day, replacing a 38 minute study hall period. Tier 3 interventions are provided by replacing an elective course in a 79 minute block with intensive instruction. Students who need intervention in reading will be placed in one Tier 2 or Tier 3 interventions.

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

Transformational Leadership: Administrators and Data Driven Decision Making

Description:

Administrators will continue to be trained in curricular assessments as well as state assessments to improve student achievement. District administrators will demonstrate mastery of skills during superintendent meetings, during administrative trainings, and in public parent forums.

Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Investigate and Identify New Formative Assessment System

Description:

Description: Investigate new formative assessment system as an alternative to DIBELS Next, AIMSweb, and the Harcourt benchmark tests so that timely and affordable formative assessment data is available. The District has made recommendations to the Board and the public, but any new assessment at the elementary school level will require more technology.

Indicator of Implementation: Report of current assessment systems, time, ease of use, and overall cost when compared to MAP, STAR, etc.

Start Date: 6/5/2013 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Implement the MTSS framework and increase instructional time for all students UDHS
- Transformational Leadership: Administrators and Data Driven Decision Making

K-2 Reading and Technology Initiative

Description:

The K-2 Reading and Technology Initiative is the result of collaboration between the Upper Darby School District and the Upper Darby Arts and Education Foundation. This collaboration will result in state of the art projection and tablet technology that teachers will be able to use with students in the instruction of reading and mathematics. Emphasis will also be put on using this technology with students who need additional support and/or intervention.

Indicator(s) of implementation include equipment installed in all district k-2 classrooms, observation of teachers using this technology effectively and students using this technology prompting more active engagement.

Start Date: 9/30/2013 **End Date:** 6/30/2020

Program Area(s): Educational Technology

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Instructional Coaching

Curriculum Mapping K-12 District Team

Description:

The Director of Curriculum will bring together the district supervisors, teachers representing each grade and core subject area, assistant principals, and building principals. The purpose of this work is to unpack and align the standards for each grade level with teachers and administrators leading the work. The District has attempted to build a team of 88 teachers and district staff to support this process. Included on this team of 88 are teachers from the related arts subject areas as a continued effort toward developing cross-curricular activities. As the elementary core content areas are mapped, high school teachers will be

working with elementary teachers in math, science, social studies, and English and Language Arts in order to provide vertical alignment from highly qualified teachers. This work is ongoing and is subject to revision based on student achievement data. The budget for this process is subject to annual revision, and the funds available for this process may change.

Indicators of implementation: Calendar of meetings and completed curriculum maps

Start Date: 1/30/2014 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Improvement of Instructional Practices in Mathematics
- Improvement of Instructional Practices in Writing
- Improvement of Instructional Practices in Science
- Curriculum Maps K-12

Principal and Supervisor Trainings

Description:

Building principals, supervisors, cabinet members, and assistant superintendents will gather weekly to engage in professional development in a variety of topics including but not limited to assessments, core standards, school safety, teacher evaluation, administrative evaluation, PVAAS, and School Performance Profile data. Elementary principals will meet as a group in order to receive training on topics relative to their responsibilities. On an alternating bi-weekly basis, secondary principals will meet as a group to receive training on topics relative to their responsibilities followed by elementary school principals.

Start Date: 7/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Implement the MTSS framework and increase instructional time for all students UDHS

- Transformational Leadership: Administrators and Data Driven Decision Making
- Improvement of Instructional Practices in Mathematics
- Improvement of Instructional Practices in Writing
- Improvement of Instructional Practices in Science
- Instructional Coaching
- Professional Education Program for Leaders: Data Analysis Procedures
- Professional Education Program for Leaders: Action Research
- Professional Education Program for Leaders: Pennsylvania Core Standards
- Professional Education Program for Leaders: Teacher Evaluation
- Professional Education Program for Leaders: Safe Schools
- Curriculum Maps K-12

Board Policy and Administrative Regulations Process

Description:

The Upper Darby Board of School Directors adopts school district policies. The first reading of a new policy takes place a legislative meeting and a majority vote moves the policy to a committee meeting for public questioning. At a committee meeting, the first reading of a policy is discussed. If the first reading requires significant revision, the Board may decide to table the policy and ask for more input. If the first reading of the policy does not warrant any significant revision, the first reading will move forward to a second reading at the next month's legislative board meeting. Certain board policies require the Superintendent and or designee to develop administrative regulations and procedures that support each policy.

Administrators will develop and review administrative regulations during Superintendent meetings and principal trainings.

Indicator of implementation: Calendar of meetings, approved regulations posted under each policy posted on the district page, documentation of ARs prior to board approval.

Start Date: 7/1/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Professional Education Program for Leaders: Data Analysis Procedures

- Professional Education Program for Leaders: Action Research
- Professional Education Program for Leaders: Teacher Evaluation
- Curriculum Maps K-12

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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.

Strategy #1: Implementation of RtII for Behavior System and Supportive Relationships

Start	End	Title	Description
6/21/2013	6/21/2020	Positive Behavior, Intervention and Support for Students (PBIS)	<p>The school district has partnered with the DCIU to provide professional development to core behavior teams for every school in the district. Behavior teams have already been formed by each school, and the DCIU will continue to provide added professional development and structure to the district's current system.</p> <p>Indicators of implementation include sign in sheets indicating that administrative staff and teaching staff (behavior teams) members participated in and completed the program.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent for Curriculum and Instruction/ Director	6.5	2	100	DCIU	IU	No

of Pupil
Services/Director of
Curriculum and
Instruction

Knowledge

Teachers will apply best practices to improve classroom management. School district leaders will learn how to design and implement a school and district-wide PBIS process.

Supportive Research

The PBIS process is a national model with proven results.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

	<p>Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>		
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Participant survey Safe School reporting data</p>

LEA Goals Addressed: 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.

Strategy #1: Implementation of RtII for Behavior System and Supportive Relationships

Start	End	Title	Description
9/4/2013	6/30/2020	Response to Behavior Intervention and Support Manual (RtBII)	Each school in the district will continue to refine their 3 tiered-MTSS behavior manual driven by the academic and behavioral needs of the students. The MTSS

manual will indicate how students move from one tier/intervention of support to another when necessary. The MTSS manual will include a flow chart, lesson plans, and school-wide behavioral and academic data for students in need of support.

Indicator of implementation includes documented, district-approved and detailed 3-tiered MTSS manual for each building in the district.

For the 2015- 2016 school year, the District budgeted \$10,000 in order to support this initiative. The cost moving forward will be discussed during the budget process each year.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent for Curriculum and Instruction/Director of Pupil Services	2.0	20	96	District Professional Staff and DCIU	IU	No

Knowledge

Administrators and PBIS Teams will continue to meet and discuss ways to provide support for students whose behaviors disrupt the learning environment. Administrators and teachers will learn how to develop and establish positive relationships with all students and parents.

Positive Behavior Intervention and Supports is well documented in the literature.

Supportive Research

Designed to Accomplish

For classroom teachers, school counselors and education

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 School counselors
 Related Service Personnel
 Parents

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)
 High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Creating lessons to meet

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data

varied student learning styles

Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Review of participant lesson plans
 Review of written reports
 summarizing instructional activity

LEA Goals Addressed: 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.

Strategy #1: Implementation of RtII for Behavior System and Supportive Relationships

Start	End	Title	Description
3/2/2015	6/30/2018	Diversity Training	<p>The District will continue to collaborate with Andrea Lawful-Sanders from C.A.P.E.S. and the Bryson Institute to provide diversity training to administrators and building teams. The areas of focus for this training has been race relations, cultural sensitivity and sexuality. The District will be embedding elements of the book <u>Cultural Proficiency</u> in all professional development sessions.</p> <p>Andrea Lawful-Saunders will continue work with parents from the 2016-17 District Home and School Committee to engage them in a Parents as Leaders workshop. The areas of focus for this 12 session workshop include race relations, cultural sensitivity, and</p>

parent advocacy.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	6.0	12	50	C.A.P.E.S	C.A.P.E.S.	No

Knowledge Cultural Diversity

Supportive Research The District will rely on Cultural Proficiency (Lindsey, Robins, & Terrell, 2009).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Classified Personnel
- New Staff
- Other educational

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

	specialists Related Service Personnel Parents	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.

Strategy #1: Improvement of Instructional Practices in Reading

Start	End	Title	Description
9/6/2013	6/30/2021	Professional Development Focused on Reading Aligned with the Pennsylvania Core	<p>Improve instructional practice by providing professional development and follow-up in the action areas listed:</p> <ul style="list-style-type: none"> increasing academic language vocabulary and content area vocabulary so that students' language skills improve

- building background knowledge
- citing evidence in a text
- focus on close reading and metacognitive conversations
- increasing non-fiction reading
- developing and using higher-order questions stems associated with the Common Core Standards. The District will continue to focus on Costa's Level of Questioning

Indicator(s) of Implementation include data meetings (at least 3 times a year), formal observations, learning walks, and walk-through documentation. Professional development in this area will depend on the individual needs of staff. The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The number of staff and amount of professional development will vary based on individual need.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent for Curriculum/Director of Curriculum/Supervisor of Reading/Elementary Literacy Coordinator	2.0	4	300	Identified District Personnel	School Entity	Yes

Knowledge

In order to improve student achievement by and reach the Superintendent's goals each year, teachers will use best practices in literacy. The District will also infuse information from Pennsylvania's Comprehensive Literacy Plan.

Supportive

Research and best practices as discussed with District Management Council and Pennsylvania's Comprehensive

Research Literacy Plan.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
Classified Personnel

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment data other than the PSSA
 Classroom student assessment data

LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.</p> <p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Improvement of Instructional Practices in Reading</p> <p>Strategy #2: Improvement of Instructional Practices in Mathematics</p> <p>Strategy #3: Improvement of Instructional Practices in Writing</p> <p>Strategy #4: Improvement of Instructional Practices in Science</p>
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Start	End	Title	Description
6/5/2013	6/30/2021	Investigate and Identify New Formative Assessment System	<p>Description: Investigate new formative assessment system as an alternative to DIBELS Next, AIMSweb, and the Harcourt benchmark tests so that timely and affordable formative assessment data is available. The District has made recommendations to the Board and the public, but any new assessment at the elementary school level will require more technology.</p> <p>Indicator of Implementation: Report of current assessment systems, time, ease of use, and overall cost when compared to MAP, STAR, etc.</p>

Person Responsible Assistant Superintendent for Curriculum and Instruction/Director of Curriculum	SH 1.0	S 1	EP 10	Provider District	Type School Entity	App. No No
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Knowledge New assessment for data driven decision-making

Supportive Research Data driven decision-making

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Dir

High (grades 9-12)

Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data
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LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.	Strategy #1: Improvement of Instructional Practices in Mathematics
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Start	End	Title	Description
9/30/2013	6/30/2020	Professional Development Focused on Mathematical Practices Aligned with the Pennsylvania Core	Description: Provide professional development with support from the DCIU and identified teacher leaders throughout the District. The District will continue to train teachers on the 8 Mathematical practices, higher order problem solving, and math fluency. In addition, the district will provide professional development in the area of intervention. Indicators of Implementation: Observations, Learning Walks, Walk Through, and

math data. Professional development in this area will depend on the individual needs of staff. The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The professional development time will also vary given the time for providing training at each level.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum/Supervisor of Mathematics	2.0	4	300	District Personnel, Math Supervisor, and the DCIU	IU	No

Knowledge

Teachers will learn how to teach problem solving and engage students in the 8 mathematical practices associated with the Common Core Standards.

Supportive Research

Pennsylvania Core Standards, National Association of the Teachers of Mathematics, and the Standard Aligned System (SAS)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each

Strategy #1: Improvement of Instructional Practices in Writing

school.

Start	End	Title	Description				Type	App.
6/10/2013	6/30/2021	Professional Development Focused on Writing Aligned with the Pennsylvania Core	<p>Teachers will receive professional development in effective practices for teaching writing across all subjects through the following structures: weekly grade-level meetings, early dismissal in-services, full day staff development trainings.</p> <p>The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The professional development time will also vary given the time for providing training at each level.</p>				School Entity	No
		<p>Person Responsible Director of Curriculum/ Supervisor of Reading/Elementary Literacy Coordinator</p>	SH 2.0	S 4	EP 300	Provider Upper Darby School District		

Provide professional development to teachers so that their students:

Knowledge

- are able to do process writing
- are able to write for a variety of purposes and audiences
- are fluent in handwriting, spelling, word processing and sentence construction
- work as an engaged community of writers

Supportive Research

Best practices as outlined in the Pennsylvania Core and SAS website.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

School Whole Group Presentation

Training Format

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex Dir
 Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Analysis of student work,

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data

with administrator and/or peers
 Creating lessons to meet varied student learning styles
 Lesson modeling with mentoring

Classroom student assessment data
 Review of participant lesson plans

LEA Goals Addressed: **Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.**

Strategy #1: Improvement of Instructional Practices in Science

Start	End	Title	Description	Provider	Type	App.
1/24/2014	6/30/2020	Professional Development in Elementary Science	Description: Improve instructional practice in elementary science by providing teachers with training in the use of the STC kits, writing for learning in the science notebook, and reading non-fiction texts to support science instruction. Indicators of implementation including but not limited to lesson plans, learning walks, and formal observations. The District and UDEA will continue to work on a survey tool that will enable the district to provide meaningful and appropriate professional development in this area. The professional development time will also vary given the time for providing training at each level.	School District	School Entity	Yes
		Person Responsible Director of Curriculum/Supervisor of Science		SH 2.0	S 4	EP 300

Knowledge Teachers will learn to more effectively use the STC kits and to assess students in science. Additionally, teachers

will learn how to use non-fiction texts in science instruction and use the science notebook with their students.

Supportive Research

National Science Foundation, National Science Teachers Association, NGSS

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p>

Series of Workshops

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	Evaluation Methods	Student PSSA data Classroom student assessment data Review of participant lesson plans

peers
 Peer-to-peer lesson
 discussion
 Lesson modeling with
 mentoring

LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.</p> <p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Improvement of Instructional Practices in Reading</p>
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Start	End	Title	Description
9/30/2013	6/30/2020	K-2 Reading and Technology Initiative	<p>The K-2 Reading and Technology Initiative is the result of collaboration between the Upper Darby School District and the Upper Darby Arts and Education Foundation. This collaboration will result in state of the art projection and tablet technology that teachers will be able to use with students in the instruction of reading and mathematics. Emphasis will also be put on using this technology with students who need additional support and/or intervention.</p> <p>Indicator(s) of implementation include equipment installed in all district k-2 classrooms, observation of teachers using this technology effectively and students</p>

using this technology prompting more active engagement.

Person Responsible	SH	S	EP	Provider	Type	App.
Technology Task Force	2	6	120	District Personnel, Supervisor of Instructional Technology	School Entity	No

Knowledge Teachers will use the provided technology to enhance instruction in the area of literacy.

Supportive Research PA Comprehensive Literacy Plan

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

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.

Series of Workshops

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>
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LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.

Strategy #1: Improvement of Instructional Practices in Mathematics

Start	End	Title	Description	Provider	Type	App.	
3/8/2016	6/30/2020	District Mathematics Sequence	The district will implement a change to the math sequence specifically for students who transition from 5th into 6th grade and throughout middle school into high school. The district is preparing for the superintendent's goal of having 90% of all students Algebra ready in the next few years. The district will continue to analyze the pros and cons with content specific teachers in the elementary schools.	<p>SH S EP</p> <p>6.5 2 25</p>	District Mathematics Supervisor, Director of Curriculum and Instruction; Assistant Superintendent of Curriculum and Instruction	School Entity	No

Instruction

Knowledge Elementary and Middle School teachers will now understand the district's process to see more students algebra ready.

Supportive Research SAS, 8 mathematical practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
 Enhances the educator's content knowledge in the area of the educator's certification or assignment.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:
 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.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format LEA Whole Group Presentation
 School Whole Group Presentation

Participant Roles	Classroom teachers	Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.</p> <p>Strategy #1: Improvement of Instructional Practices in Reading</p> <p>Strategy #2: Improvement of Instructional Practices in Mathematics</p> <p>Strategy #3: Improvement of Instructional Practices in Writing</p> <p>Strategy #4: Improvement of Instructional Practices in Science</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2016	6/12/2017	Elementary School Writing	All elementary school teachers will be trained on writing across the curriculum. The Upper Darby School District has encouraged writing in all content areas	Assistant Superintendent for Curriculum and	6.5	1	355	Collins Education Associates	Collins Education	No

Instruction, Director
of Curriculum and
Instruction, and
Curriculum
Supervisors all
Content Areas

Associate
s

Knowledge

Simply put, the Collins Writing Program works! Featuring practical, sustainable strategies, high student engagement, and efficient use of teacher time, the program has a truly remarkable record of success. With the new standards, our writing and thinking across the curriculum approach is precisely what K–12 schools need—no matter what the classroom circumstances are (<http://collinsed.com/approach/>).

The Collins Writing Program is designed to improve students’ thinking and writing skills simultaneously. It is based on three essential principles:

**Supportive
Research**

1. Thinking and writing skills develop with frequent, meaningful practice.
2. Most students develop writing and thinking skills incrementally through a variety of informal and formal writing experiences.
3. Each of the Five Types of Writing serves a distinct instructional purpose that is easily adapted to student needs and differences between subject areas.

The program provides districts with a unified K–12 program that can be used in all classrooms and in all subject areas. It is not another add-on increasing teachers’ workloads (<http://collinsed.com/approach/>).

Designed to Accomplish

For classroom teachers, school
counselors and education
specialists:

Enhances the educator’s content knowledge in the area of the educator’s
certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with
attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

LEA Whole Group Presentation

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

LEA Goals Addressed: Establish a district system that fully ensures that student results from common Strategy #1: Curriculum Maps K-12

assessments and the support of instructional coaches and supervisors is used to improve the effectiveness of instructional practices in all classrooms. Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Start	End	Title	Description				Type	App.
1/30/2014	6/30/2021	Curriculum Mapping K-12 District Team	<p>The Director of Curriculum will bring together the district supervisors, teachers representing each grade and core subject area, assistant principals, and building principals. The purpose of this work is to unpack and align the standards for each grade level with teachers and administrators leading the work. The District has attempted to build a team of 88 teachers and district staff to support this process. Included on this team of 88 are teachers from the related arts subject areas as a continued effort toward developing cross-curricular activities. As the elementary core content areas are mapped, high school teachers will be working with elementary teachers in math, science, social studies, and English and Language Arts in order to provide vertical alignment from highly qualified teachers. This work is ongoing and is subject to revision based on student achievement data. The budget for this process is subject to annual revision, and the funds available for this process may change.</p> <p>Indicators of implementation: Calendar of meetings and completed curriculum maps</p>				School Entity	No
		<p>Person Responsible Director of Curriculum, DW Supervisors, and Assistant Superintendent of</p>	<p>SH 6.5</p>	<p>S 7</p>	<p>EP 90</p>	<p>Provider School district</p>		

Curriculum and Instruction

Knowledge

Better understandings of PA Core Standards.

Supportive Research

ASCD, SAS, and Key component of the Comprehensive Plan

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles

Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)
 High (grades 9-12)

Follow-up Activities	Preparation of curriculum maps	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans
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LEA Goals Addressed: Establish a district system that fully ensures that student results from common assessments and the support of instructional coaches and supervisors is used to improve the effectiveness of instructional practices in all classrooms.

Strategy #1: Common Assessments and Data Meetings
Strategy #2: Instructional Coaching
Strategy #3: Curriculum Maps K-12

Start	End	Title	Description
9/6/2013	6/30/2020	Schedule Data Meetings	<p>Going forward, the Upper Darby School District will make every effort to schedule data meetings during in-service time so that sufficient time is devoted to this practice. This will ensure that data meetings are intentional and effective. Additionally, training for new principals and coaches will take place so that they are conversant with the data protocols used in the district.</p> <p>Indicator(s) of implementation include calendar with data meetings and data meeting notes.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
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Assistant Superintendent for Curriculum and Instruction and Director of Curriculum

3.0 3 300 District

District Data meeting process at all 3 levels Yes

Knowledge

Data driven decision-making

Supportive Research

Data driven decision-making

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
	Dir School counselors Other educational specialists Related Service Personnel		

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans
	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles		

LEA Goals Addressed: Establish a district system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.

Strategy #1: Diversity Training

Start End Title Description

1/18/2014 6/30/2020 Diversity Training: District Level Teams and Building Level Teams

The School Board engaged in diversity training in 2014. The School Board approved the continuation of this process on a District level. As a result, the District has begun to develop District level teams (Central Administration) and building level teams (principals and teachers). Discussions related to the effectiveness of this training will follow and planning for other stakeholder groups e.g. teachers and staff will continue over the next several years.

Indicator(s) of implementation include workshop for Board members and plans for the rest of the school community.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	2	1	800	District and C.A.P.E.S	C.A.P.E.S.	Yes
					S.	

Knowledge

Diversity training that will better support the District's desire to help all students achieve.

Supportive Research

Diversity training that will better support the District's desire to help all students achieve.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school and district administrators, and other educators seeking leadership roles:

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: Establish a district system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school

Strategy #1: MTSS Framework

college and/or career ready.

Start	End	Title			Description			
8/29/2016	6/30/2020	MTSS Planning			The district will engage in MTSS planning to ensure that sufficient time and resources exist in the schedule. Additional professional development will be provided to teachers and staff. Current and additional instructional materials will be explored to ensure best practices are delivered, and that appropriate training is delivered to faculty and staff. The district will continue to reevaluate district schedules and use of staff in order to support this process.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent for Curriculum and Instruction, Principals, and Director of Curriculum and Instruction	3	3	14	District	School Entity	Yes

Knowledge Data driven decision-making.

Supportive Research MTSS is a nationally supported best practice. The district will continue to develop a multi-tiered system of support for all students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,
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implementation outcomes, with involvement of administrator and/or peers

Lesson modeling with mentoring

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data

LEA Goals Addressed: Establish a district system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
5/1/2017	6/30/2021	Upper Darby School District K-12 Cyber Academy	The Upper Darby School District will provide online learning opportunities to students K-12. The cyber program will provide an alternative path toward graduation. The Upper Darby School District Curriculum and Instruction Office will lead this initiative by holding a series of informative parent and community workshops.	Assistant Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, and Instructional Technology Supervisor	6.5	1	10	Pearson	For Profit Company	No

Knowledge

Provide online instruction for students K-12.

Supportive Research Online learning solution that will allow the District to provide alternative learning opportunities to students in need.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
Live Webinar

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Lesson modeling with

Evaluation Methods

Review of written reports summarizing instructional activity

mentoring

LEA Goals Addressed:	<p>Establish a professional development system to ensure that each school/district leader has the capacity to provide the expertise needed to comply with state initiatives and manage the use of data by teachers to improve instructional practices.</p> <p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Professional Education Program for Leaders: Data Analysis Procedures</p> <p>Strategy #2: Professional Education Program for Leaders: Action Research</p> <p>Strategy #3: Professional Education Program for Leaders: Pennsylvania Core Standards</p> <p>Strategy #4: Professional Education Program for Leaders: Teacher Evaluation</p> <p>Strategy #5: Professional Education Program for Leaders: Safe Schools</p>
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Start	End	Title	Description				Provider	Type	App.
7/1/2016	6/30/2021	Principal and Supervisor Trainings	Building principals, supervisors, cabinet members, and assistant superintendents will gather weekly to engage in professional development in a variety of topics including but not limited to assessments, core standards, school safety, teacher evaluation, administrative evaluation, PVAAS, and School Performance Profile data. Elementary principals will meet as a group in order to to receive training on topics relative to their repsonsibilities. On an alternating bi-weekly basis, secondary principals will meet as a group to receive training on topics relative to their responsibilities followed by elementary school principals.				School District	School Entity	No
		Person Responsible Assistant Superintendent for Curriculum and Instruction	SH 1.0	S 30	EP 30				

Knowledge School leaders will be continually updated in a variety of topics ranging from instructional issues to school safety.

Supportive Research ASCD, PDE, among others

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles: 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.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format LEA Whole Group Presentation
 Series of Workshops
 Live Webinar
 Online-Synchronous
 Online-Asynchronous
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	Evaluation Methods	Student PSSA data Participant survey

LEA Goals Addressed:	Establish a professional development system to ensure that each school/district leader has the capacity to provide the expertise needed to comply with state initiatives and manage the use of data by teachers to improve instructional practices.	Strategy #1: Professional Education Program for Leaders: Data Analysis Procedures Strategy #2: Professional Education Program for Leaders: Action Research Strategy #3: Professional Education Program for Leaders: Pennsylvania Core Standards Strategy #4: Professional Education Program for Leaders: Teacher Evaluation Strategy #5: Professional Education
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Program for Leaders: Safe Schools

Start	End	Title	Description
7/1/2016	6/30/2021	School Level Improvement Plans	Each School must develop a school level improvement plan. The development of the plan should include all stakeholders and focus on meeting the overall goals and objectives listed in the District Level Comprehensive Plan. Each school level plan will be the basis for principal briefings and also act as the foundation for individual principal evaluations. Title 1 schools must also meet all federal and state requirements as they develop their school level improvement plans. During the development of this District Level Comprehensive Plan, Charles Kelly Elementary School (Priority) and Stonehurst Hills (Focus) are federally designated schools and require Board approval.

Indicators of Implementation: Board resolution approving plans and posting of plans on each schools website

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principal and Assistant Superintendent of Curriculum and Instruction	1.0	14	40	District	School Entity	No

Knowledge School and District level needs assessment. The process will provide PD on a building by buildin level and also help support the District's budget.

Supportive Research The District will require all schools to complete the school level planning document as provided by PDE.

Designed to Accomplish
 For classroom teachers, school counselors and education Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation School Whole Group Presentation		
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Monthly review of progress toward school and district improvement plans	Evaluation Methods	Public presentation demonstrating progress toward goals listed in school and district improvement plan

LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school.</p> <p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Improvement of Instructional Practices in Reading</p> <p>Strategy #2: Implement the MTSS framework and increase instructional time for all students UDHS</p> <p>Strategy #3: Transformational Leadership: Administrators and Data Driven Decision Making</p>
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Start	End	Title	Description
6/5/2013	6/30/2021	Investigate and Identify New Formative Assessment System	<p>Description: Investigate new formative assessment system as an alternative to DIBELS Next, AIMSweb, and the Harcourt benchmark tests so that timely and affordable formative assessment data is available. The District has made recommendations to the Board and the public, but any new assessment at the elementary school level will require more technology.</p> <p>Indicator of Implementation: Report of current assessment systems, time, ease of use, and overall cost when compared to MAP, STAR, etc.</p>
		Person Responsible SH S EP	Provider
			Type App.

Assistant Superintendent for Curriculum and Instruction/Director of Curriculum	1.0	1	10	District	School Entity	No
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Knowledge New assessment for data driven decision-making

Supportive Research Data driven decision-making

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

LEA Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals Supt / Ast Supts / CEO / Ex		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data
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LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices using model curriculum across all classrooms in each school. Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Improvement of Instructional Practices in Reading Strategy #2: Instructional Coaching
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Start	End	Title	Description
9/30/2013	6/30/2020	K-2 Reading and Technology Initiative	The K-2 Reading and Technology Initiative is the result of collaboration between the Upper Darby School District and the Upper Darby Arts and Education Foundation. This collaboration will result in state of the art projection and tablet technology that teachers will be able to use with students in the instruction of reading and mathematics. Emphasis will also be put on using this technology with students who need additional support and/or intervention.

Indicator(s) of implementation include equipment installed in all district k-2 classrooms, observation of teachers using this technology effectively and students using this technology prompting more active engagement.

Person Responsible	SH	S	EP	Provider	Type	App.
Technology Task Force	2	6	120	District Personnel, Supervisor of Instructional Technology	School Entity	No

Knowledge Teachers will use the provided technology to enhance instruction in the area of literacy.

Supportive Research PA Comprehensive Literacy Plan

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

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.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	<p>Establish a district system that fully ensures that student results from common assessments and the support of instructional coaches and supervisors is used to improve the effectiveness of instructional practices in all classrooms.</p> <p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Improvement of Instructional Practices in Reading</p> <p>Strategy #2: Improvement of Instructional Practices in Mathematics</p> <p>Strategy #3: Improvement of Instructional Practices in Writing</p> <p>Strategy #4: Improvement of Instructional Practices in Science</p> <p>Strategy #5: Curriculum Maps K-12</p>
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Start	End	Title	Description
1/30/2014	6/30/2021	Curriculum Mapping K-12 District Team	The Director of Curriculum will bring together the district supervisors, teachers representing each grade and core subject area, assistant principals, and building principals. The purpose of this work is to unpack and align the standards for each

grade level with teachers and administrators leading the work. The District has attempted to build a team of 88 teachers and district staff to support this process. Included on this team of 88 are teachers from the related arts subject areas as a continued effort toward developing cross-curricular activities. As the elementary core content areas are mapped, high school teachers will be working with elementary teachers in math, science, social studies, and English and Language Arts in order to provide vertical alignment from highly qualified teachers. This work is ongoing and is subject to revision based on student achievement data. The budget for this process is subject to annual revision, and the funds available for this process may change.

Indicators of implementation: Calendar of meetings and completed curriculum maps

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, DW Supervisors, and Assistant Superintendent of Curriculum and Instruction	6.5	7	90	School district	School Entity	No

Knowledge Better understandings of PA Core Standards.

Supportive Research ASCD, SAS, and Key component of the Comprehensive Plan

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Preparation of curriculum maps	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	Establish a professional development system to ensure that each school/district leader has the capacity to provide the	Strategy #1: Improvement of Instructional Practices in Reading Strategy #2: Implement the MTSS
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expertise needed to comply with state initiatives and manage the use of data by teachers to improve instructional practices. Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

- framework and increase instructional time for all students UDHS
- Strategy #3: Transformational Leadership: Administrators and Data Driven Decision Making**
- Strategy #4: Improvement of Instructional Practices in Mathematics**
- Strategy #5: Improvement of Instructional Practices in Writing**
- Strategy #6: Improvement of Instructional Practices in Science**
- Strategy #7: Instructional Coaching**
- Strategy #8: Professional Education Program for Leaders: Data Analysis Procedures**
- Strategy #9: Professional Education Program for Leaders: Action Research**
- Strategy #10: Professional Education Program for Leaders: Pennsylvania Core Standards**
- Strategy #11: Professional Education Program for Leaders: Teacher Evaluation**
- Strategy #12: Professional Education Program for Leaders: Safe Schools**
- Strategy #13: Curriculum Maps K-12**

Start	End	Title	Description
7/1/2016	6/30/2021	Principal and Supervisor Trainings	Building principals, supervisors, cabinet members, and assistant superintendents will gather weekly to engage in professional development in a variety of topics including but not limited to assessments, core standards, school safety, teacher evaluation, administrative evaluation, PVAAS, and School Performance Profile data.

Elementary principals will meet as a group in order to to receive training on topics relative to their responsibilities. On an alternating bi-weekly basis, secondary principals will meet as a group to receive training on topics relative to their responsibilities followed by elementary school principals.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent for Curriculum and Instruction	1.0	30	30	School District	School Entity	No

Knowledge School leaders will be continually updated in a variety of topics ranging from instructional issues to school safety.

Supportive Research ASCD, PDE, among others

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles: 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.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- Live Webinar
- Online-Synchronous
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	Evaluation Methods	Student PSSA data Participant survey
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LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all	Strategy #1: Professional Education Program for Leaders: Data Analysis Procedures
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students.

Strategy #2: Professional Education Program for Leaders: Action Research
Strategy #3: Professional Education Program for Leaders: Teacher Evaluation
Strategy #4: Curriculum Maps K-12

Start	End	Title	Description					
7/1/2016	6/30/2021	Board Policy and Administrative Regulations Process	<p>The Upper Darby Board of School Directors adopts school district policies. The first reading of a new policy takes place a legislative meeting and a majority vote moves the policy to a committee meeting for public questioning. At a committee meeting, the first reading of a policy is discussed. If the first reading requires significant revision, the Board may decide to table the policy and ask for more input. If the first reading of the policy does not warrant any significant revision, the first reading will move forward to a second reading at the next month's legislative board meeting. Certain board policies require the Superintendent and or designee to develop administrative regulations and procedures that support each policy.</p> <p>Administrators will develop and review administrative regulations during Superintendent meetings and principal trainings.</p> <p>Indicator of implementation: Calendar of meetings, approved regulations posted under each policy posted on the district page, documentation of ARs prior to board approval.</p>					
		Person Responsible Superintendent	SH 2.0	S 12	EP 56	Provider School District	Type School Entity	App. Yes

Knowledge	Administration will follow Federal, State, and local regulations.
Supportive Research	PSBA updates with policies and administrative regulations

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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.

LEA Whole Group Presentation

Training Format

Participant Roles	Dir	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Use of ARs		Evaluation Methods	Use of ARs

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).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer