
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Student Services Report **Tuesday, October 07, 2008**

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Organization Description

Marple Newtown School District

Strategic Plan

2008-2014 INTRODUCTION

The Marple Newtown School District has a long tradition of excellence in education. Marple Newtown is a suburban Philadelphia School District in Delaware County Pennsylvania. The school district services a community of more than 35,000 citizens, most of whom are involved in business and other professions. There are approximately 3,500 students enrolled in the district's K-12 schools. The high school offers a comprehensive program of studies including both vocational and academic courses. In addition, the district offers Accelerated and Advanced Placement courses in all academic areas.

The academic curriculum of the district reflects the strength of traditional academic programming while also meeting the changing needs of a technological society. The district is a clear leader in the development of high academic standards. In addition to the strong academic program which includes 20 Advanced Placement courses, 32 Honors courses are also offered to students. A variety of opportunities are also available to students through elective courses, independent study opportunities, and a wide range of extra-curricular activities and athletics. There are accelerated courses in all disciplines, a strong Gifted Support program, an Instructional Support team that helps students in need of remediation get back on grade level, and a comprehensive special education program based on an appropriate inclusion model for all students who require special services.

Marple Newtown has approximately 300 teachers, more than 215 have Master's degrees and ten have earned doctorates. Faculty members have provided leadership in county, state, and national organizations; making the district a clear leader in mathematics, social studies, foreign language and science education in the area.

Approximately 90% of graduating seniors go on to postgraduate education. Recent graduating classes have averaged in excess of \$7,000,000 in academic scholarships and almost \$500,000 in athletic grants bringing honor and recognition to the entire school community.

The six district school buildings, all over 40 years old, have recently received a Phase I renovation. These renovations include classroom and other additions, upgrades to the electrical service, upgrades of the heating, ventilation and air conditioning systems in all buildings, and the renovation of existing classrooms and other common areas in all buildings. The installation of air conditioning in all buildings allow the buildings to be available for use year round. The school board is currently considering authorizing a Phase II renovation project beginning in the high school with the other buildings to follow.

This strategic planning requirement provided an opportunity for district stakeholders to refocus on the district's mission and goals as the district prepares to face the challenges of the 21st Century. The diverse group of citizens representing every segment of the community that reviewed and revised the mission and belief statements and formulated the strategic goals helped to set the tone for the action planning committees that developed the detailed action plans which will guide the district for the next six years. The district is committed to making this strategic plan an integral part of ongoing operations. Process reviews of milestones in each action plan will insure that the district is making periodic progress toward achieving its strategic goals.

PERSONNEL:

During the 2007-2008 school year there were 3,490 students enrolled in the four elementary schools, one middle school and one high school of the district. The district currently has 317 professional employees and administrators staffed the six district schools. The district has a total of 475 full time employees and 149 part time employees, both professional and support staff provide services to the district's students.

The four neighborhood elementary schools, Culbertson, Loomis, Russell and Worrall range in size from a low of 325 students at Worrall to a high of 403 students at Culberston. Each school had one principal, one counselor, an IST teacher, a Gifted Support Teacher, a reading specialist, a librarian, a full-time nurse working in cooperation with special education, special area and regular classroom teachers. Each building is supported by an ample number of full and part time support staff.

Paxon Hollow Middle School houses 839 students. These grade sixth through grade eighth students are provided services by a staff consisting of one principal, one assistant principal, one dean, three guidance counselors, a full-time nurse, a librarian, a reading specialist, two teachers of the gifted, working in cooperation with special education, special area and regular classroom teachers. The Paxon Hollow Middle School has additional full and part time support staff.

The Marple Newtown High School houses 1,219 students in grades nine through twelve. The high school has one principal, three assistant principals, one of whom serves as the athletic director, five guidance counselors, one nurse, one librarian, two reading specialists, several teachers of the gifted and a full complement of special education, special area and regular classroom teachers. In addition, a large number of full and part time support staff work to support the delivery of educational services to the student in the building.

In addition to these building level personnel, the district employs district-wide 3.5 school psychologists, 1 K-12 curriculum supervisor for Language Arts and Federal Programs, 3 K-12 Curriculum Coordinators for Math, Science and Social Studies, 4 speech therapists, a special education supervisor, a district technology director and a full complement of central office administrators and support staff to accomplish the district mission of preparing each student for success in the 21st Century.

FACILITIES:

The district has recently embarked on an ambitious multi-million dollar building renovation program that will involve each of the six instructional facilities. Although every district school building is more than 40 years old, every building is fully air conditioned and all windows have been updated. Additionally classroom additions at the middle school, the high school and one of the elementary buildings have been completed. The high school and one of the elementary buildings have new library facilities. The first phase of the project has been completed and a second phase is on target to begin within the next year. The district is committed to providing a tremendous upgrade to the district's infrastructure and instructional facilities.

PHYSICAL PLANT:

<i>Building</i>	<i>Built</i>	<i>Square Footage</i>	<i>Grades</i>	<i>Capacity</i>	<i>Enrolled</i>
Culbertson	1959	49,075	K-5	450	403
Loomis	1957	52,060	K-5	420	336
Russell	1956	59,800	K-5	570	367
Worrall	1957	50,640	K-5	420	329
PHMS	1961	140,253	6-8	900	839
MNSHS	1957	279,972	9-12	1780	1219

TECHNOLOGY:

The District has local area networks in each building, all connected to each other through the District's wide-area network (WAN), which is a leased fiber-optic backbone. The District is connected to the Internet via a fiber backbone to the Delaware County Intermediate Unit, with Internet service provided by Widener University. The District has a student-to-computer ratio of approximately 4.75 and is in the process of developing a comprehensive plan to address technology needs across the District. For communications purposes, each classroom has a telephone and a public address system and each staff member is provided with an E-mail account. All staff are provided appropriate staff development opportunities after-school, during designated professional development days, in the Summer utilizing our 12-station training lab in the Gauntlett Center.

LIBRARY RESOURCES

Each school has a fully equipped library/media center which supports student learning by providing print and electronic media to enhance the curriculum and promote independent interests and address the needs of the students. Library information skills are integrated into the

curriculum and new technologies are integrated into the library/media centers as they become available. Each library has a number of computer terminals which provide student access to on-line sources of data and allow the district media center staff to manage all sources of data and to assess and evaluate the library's collection and services.

The student collections consist of print, non-print and computer-based resources that support the curriculum. All computers in the school libraries and classrooms have Internet access as well as access to networked CD-ROM and software programs. The print and non-print media collections are developed through teacher requests, journal reviews and relevancy to the curriculum. Collections are kept current through annual weeding in order to discard outdated and inaccurate information.

Each library is staffed with a certified professional school librarian and a paraprofessional library aide. The librarians provide instruction in information literacy skills and assist teachers and students with the acquisition and location of materials in order to integrate the libraries and their programs into all areas of the curriculum. The library aides assist with clerical duties in order to allow the librarians to work with students and staff.

Core Purpose

Mission

To provide state of the art educational opportunities for all students in a safe, healthy and effective learning environment through a collaborative commitment involving students, families, staff and community

Vision

1. Learning is meaningful and relevant
2. Providing opportunities which maximize potential of students and staff
3. Building collaboration amongst all stakeholders
4. Respecting individual differences and honoring student interests
5. Ensuring availability of and access to necessary resources

Shared Values

- Students are entitled to a safe, caring learning environment which provides for interpersonal relationships, healthy lifestyles, leading-edge resources and highly-qualified staff.
- All students can learn.

- It is the responsibility of the district to provide an innovative and secure physical environment to maximize excellence in education.
- It is essential to recruit, retain and revere high quality staff.
- Student preparation for participation in the 21st Century is a priority.
- Education of our youth occurs through the supported leadership of all stakeholders.
- Collaboration between parents, educators and the community plays an integral role in student success.

Current Student Services

Service	Comment
School Psychology	<p>Marple Newtown School District has five District Psychologists and one full-time Social Worker. In addition, The district sub-contracts with Child Guidance Resource Center for 3 behavioral specialists and 3 mental health counselors. The district also sub-contracts with Holcomb Behavior Services to provide student assistance services.</p> <p>Psychologist responsibilities include:</p> <ul style="list-style-type: none"> • Assesses difficulties of referred students through appropriate testing and diagnostic practices. • Administers tests and recommends placement for all exceptional including gifted, new, and referred children. • Participates in meetings to develop and update I.E.P.'s and E.R.'s, and recommends modifications of the school program for students. • Helps identify within the school all types of exceptional children including gifted children. • Work with the Individual Education Program Team to develop the instructional program for special education and/or gifted students. • Maintain electronic and hard copy comprehensive and accurate case records on all referred students. • Prepares, submits, reports, and consults on the needs of special education children and/or other groups with distinct needs/concerns. • Recommends corrective procedures. • Conducts individual, group, or facultative therapy for children whose diagnosed problems would benefit from psychological intervention that is essentially short-term in nature. • Confers with teachers and parents whenever necessary. • Serves as a consultant on mental health topics for instructors in the school health program. • Interprets the school psychological services to teachers and parents. • Cooperates with personnel of community health and social welfare agencies. • Attends appropriate staff, professional, and inter-agency meetings. • Assists with in service training of school personnel and continuing education of psychological staff. • Conducts appropriate research. • Keeps abreast of new developments in the field. • Serves as a member of the Crisis Intervention Team.
Counseling	<p>Marple Newtown provides a certified school counselor in each of the four elementary schools. Paxon Hollow Middle School has 3 counselors who "loop" with their students from 6th through 8th grade. Marple Newtown High School has 5 counselors who are assigned to cover various segments of the alphabet.</p> <p>In 2003 the guidance staff under the direction of the Director Of Pupil</p>

	<p>Services and with Dr. Robert Cormany acting as a facilitator wrote a district comprehensive developmental counseling program. The School Board adopted this program in 2003.</p> <p>The job responsibilities for the counselors include:</p> <ul style="list-style-type: none"> • Counsel students in the areas of personal, social, vocational/occupational, and educational development. • Assist teachers in developing sensitivity to the particular needs of individual students and in utilizing referral procedures. • Assists faculty with the development and implementation of best practice(s) necessary to differentiate instruction to meet the needs of students with diverse learning styles. • Make use of data, psychological assessment findings and other available data and resources. • Advise on the selection and use of appropriate group and individual tests, measures and inventories dealing with academic progress and achievement, interests inventories, social adjustment, physical growth and development, special aptitudes and intelligence quotients or factors. • Assist in the educational and employment placement of students and graduates. • Conduct individual and group guidance activities. • Teach courses or provide group guidance related to career information, educational requirements and opportunities, job application and interview procedures. • Participate in individualized education program planning, and other similar activities that supplement the total guidance and counseling program objectives. • Confer and meet regularly with building and district administrators, department chairpersons and others to assess the need for training sessions or changes in existing programs. • May provide school staff development activities as needed. • Works with building principals on curricular needs within the building and provides assistance in developing and promoting in-service programs. • Collaborates with principals in assessing student learning and evaluating assessment tools. • Supports the district-wide technology plan and its integration with curriculum and instructional delivery. • Reviews and recommends the purchases of programs, materials, and equipment. • Maintains the student's educational records and transfers those records as a students transitions with-in the district. • Promotes an organizational climate that results in positive staff morale and openness in the district. • Prepares periodic reports. • Maintains personal professional growth and development through attendance at seminars and workshops. • Maintains professional affiliations to keep abreast of the latest trends in field of expertise and technology.
Health	<p>Each of the public schools in the district is covered by a certified school nurse. These services are supplemented by three registered nurses who are supervised by a certified school nurse. The secondary schools have a para-professional staff member to assist them in clerical duties. The district provides state mandated services to 5 non-public schools located within our borders.</p>

The District has a board approved Doctor and dentist on call for consultations as needed. They review and assist with any necessary revisions of the district health related procedures. In addition, both professionals are available on an as needed basis to address health related questions.

The job responsibilities for the Nurses are:

- Administers a comprehensive school nurse program.
- Provides information and services in school health related areas.
- Provides direct medical/health related services and first aid services to all students, in accord with applicable laws and District policy and/or acceptable medical procedures, including, but not limited to the following:
 - (a) Catheterizing
 - (b) Parental (intravenous insertion/re-insertion of tubing).
 - (c) Administration of oxygen
 - (d) Dispensing of medication, orally, rectally, per tube, intravenously, etc.
 - (e) Stoma care and irrigation
 - (f) Respiratory assistance, including post drainage, suction, tracheotomy tube care and cleaning
 - (g) Cardio-pulmonary resuscitation
- Participates in meetings, as needed, to develop and update I.E.P.'s, 504's and E.R.'s, and recommends modifications and/or accommodations and adaptations of the school program for students who require accommodations due to a health deficit.
- Develops and maintains current health care plans for students who require special nursing interventions during the course of the school day.
- Conducts State mandated health-screening programs according to state and local mandates and guidelines.
- Maintains confidentiality regarding all school and health-related issues, in compliance with state mandates and federal regulations in a user-friendly and organized health services facility.
- Maintains electronic and hard copy comprehensive and accurate school health records for every student, as well as records of nursing services in accordance with federal, state and local laws and regulations.
- Maintains a medication protocol to safely store, administer, document, and monitor the effectiveness of medication given at school.
- Collects and analyzes epidemiological and other school health information; makes recommendations based upon statistical data.
- Examines students returning to school following an illness/communicable disease and screens students who present symptoms of communicable disease.
- Directs non-certified health office personnel (substitutes, non-certified school nurses, aides, etc.)
- Participates in the development of health-related policies and procedures in compliance with state mandates and current health practices.
- Participates as a member of the curriculum committee as a resource and specialist in health issues.
- Provides staff in-service programs on health topics such as blood borne pathogens and the district exposure control plan.
- Provides health-related classroom instruction.
- Offers health information and counseling for students, parents, and staff.
- Participates as a member of the crisis team and provides crisis intervention for students and staff when required.
- Makes appropriate assessment and referrals for suspected

	<p>abuse/neglect as mandated.</p> <ul style="list-style-type: none"> â€¢ Orders and maintains health supplies and equipment for building use. â€¢ Maintains communication with administrators, teachers, staff, and parents/guardians to enhance cooperative action in meeting the health and safety needs of students. â€¢ Initiates contact with and acts as a liaison between the home, school, community health agencies, and the private medical sector to enhance the health and wellness of the school community. â€¢ Participates as a member of the multidisciplinary team and the Child Study Team in the identification, evaluation, and placement of students into special education programs or 504 plans. Consults on the health component of the Individual Education Plan or 504 Plan as necessary. â€¢ Utilizes continuing education opportunities to enhance professional knowledge in both nursing and education fields. â€¢ Prepares first aid kits for field trips and provides needed services on field trips or other school activities. â€¢ Ensures that proper first aide and health care supplies are in stock and re-ordered as necessary. â€¢ May participate in a communicable disease prevention and control program in cooperation with the local and state public health agencies. â€¢ May assess the health and safety needs of the school environment in compliance with Occupational Safety and Health Administration (OSHA) guidelines, implementing the Bloodborne Pathogen Exposure Control Plan and other interventions as needed.
Social Work	<p>A certified Home and School Visitor/Social Worker (HSV) is employed by the district in a full-time capacity. The HSV supports district students, staff, and families who may require help from the various community resources available. In addition, the HSV is responsible for all questions arising with residency issues. The HSV is a prime member of the student assistance team and works with the school psychologist on issues of mental health with our students. The HSV is available for IEP or 504 meetings and assists the families in acquiring medical ACCESS when needed. The HSV facilitates the interagency meetings and assists in planning for return to school for all students who have been hospitalized.</p> <p>The Job responsibilities of the Home and School Visitor/ Social Worker are:</p> <ul style="list-style-type: none"> â€¢ Develops positive interpersonal relationships between district staff and specialist, students and parents, external agencies and service providers, and community and neighborhood organizations. â€¢ Serves as attendance officer investigating reasons for school absences by students and enforcing compulsory attendance provisions of law and district policy. â€¢ Serves as attendance officer investigating residency requirements for school assignments enforcing provisions of law and district policy. â€¢ Provides casework services to pupils and parents to support enhance and, improve student performance and experiences in the school environment. â€¢ Serves as liaison between school district, students and parents and external social service providers for students and families. â€¢ Participates in meetings to identify, consult, and coordinate the delivery of social services and recommends modifications of the school program for students. â€¢ Helps identify within the school all types of exceptional children. â€¢ Maintain electronic and hard copy comprehensive and accurate case

	<p>records on all referred students.</p> <ul style="list-style-type: none"> • Prepares, submits, reports, and consults on the needs of special education children and/or other groups with distinct needs/concerns. • Recommends corrective procedures. • Conducts individual, group, or facultative therapy for children whose diagnosed problems would benefit from intervention that is essentially short-term in nature. • Confers with staff and parents whenever necessary. • Attends appropriate staff, professional, and inter-agency meetings. • Assists with training of school personnel and continuing education of staff when needed. • Conducts appropriate research. • Keeps abreast of new developments in the field. • Serves as a member of the Crisis Intervention Team and Student Assistance Team.
Student Assistance	<p>The Student Assistance program is fully functional at both secondary schools. The teams meet on a weekly or biweekly basis. All members of the teams have completed all the necessary training to be efficient and competent members of the Student Assistance Teams. The student Assistance Program is an integral part of the psychological and counseling services of the district.</p>
Administrative Support	<p>The Department of Pupil Services is administered by a Director. The Director holds a Doctorate in Educational Leadership, a Masters of Science in Educational Leadership, and has certifications as a secondary principal and a Superintendent's Letter of Eligibility. Three full time secretarial support staff provide exceptional assistance to the administration and staff of the Pupil Services Department.</p>

Needs Assessment

The following members of the Marple Newtown school community participated in the development of the specific areas of the Student Services Plan. The areas of development included; an assessment of needs, development of goals, and the development of action plans. Each member reviewed the needs of their specific area within their buildings and within the district. The plan is in alignment with the District's Strategic Plan and following the Chapter 12 requirements.

School Psychologists
 District Social Worker/ Home and School Visitor
 Student Assistance Team members
 Counselors
 Nurses
 Administrator representatives
 Community member representatives
 Special Education Teacher Representative
 Regular Education Representative

Action Plan - Narratives

Developmental Services

Domain I: Developmental Services

Service: Psychological

Standard: 1.a. Continuous enhancement of regular classroom strategies to enable learning, through a tri-annual assessment of students academic progress.
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Description of the Program or Service:

The school psychologist will work in unison with team members to acquire and use academic screening results to assist with the development of Tier I instructional practices. The school psychologist will focus on assessment, data analysis and consult with teachers and team member on scientifically based instructional practices.

This Program will include the following components:

- a. Tri- annual assessments using scientifically based instruments that will allow the team to monitor and analyze students' progress in the general education curriculum.
- b. Review/analysis of all students' performance to assist with global interventions in the regular education curriculum.
- c. Consultation with teachers/educators on differentiated instruction.
- d. Consultation with educators regarding students who require a more intense level of intervention than what is provided in Tier I instructional practices.
- e. Assist within the referral process for students who do not respond to Tier I instructional practices.

Priority: 1

Assignment: All district school psychologists as well as team members designated by the building principal

Time: Fall/Winter/Spring

Evaluation: Data will be collected three times a year and analyzed by the school psychologist and the team to determine if students' are making appropriate progress.

Domain I: Developmental Services
Service: Psychological
Standard: 1.d. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Description of the Program or Service:

The school psychologist will work with the Individual Education Program team to develop appropriate specially designed instruction and related services for students who have met criteria for special education and/or gifted education.

This Program will include the following components:

- a) Based on the results from the multidisciplinary evaluation, the psychologist will work with the IEP/GIEP team to develop appropriate specially designed instruction and related services to meet students' individual needs.
- b) The psychologist will conduct additional testing as determined by the IEP/GIEP team for re-evaluation.

Priority: 2

Assignment: All district school psychologists along with multidisciplinary team members.

Time: Year around

Evaluation: Clinical interview, behavioral observation, data collection from multiple resources (e.g. parents, teachers, outside professionals), formal assessment instruments.

Domain I: Developmental Services

Service: Psychological

Standard: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and social crises.

Description of the Program or Service:

The school psychologist will work in unison with guidance counselors, school based mental health providers, home and school visitor, and administrators to respond and intervene with students who present with acute emotional and behavioral needs that pose a risk to themselves or others.

This Program will include the following components:

For students who present with acute emotional and behavioral needs:

- a. The psychologist will perform or consult with school based mental health providers, guidance counselors and administrators to assess students to determine the risk of harm to themselves or others.
- b. Based on assessment results, the psychologist will consult with school based mental health providers, guidance counselors and administrators to determine the appropriate level of intervention required to assure the safety and well being of the student and school community.
- c. The psychologist will assist with contacting parents, community professionals and school based professionals to coordinate intervention(s).
- d. The psychologist will consult with guidance counselors, school based mental health providers and administrators to plan and implement follow up services.

Priority: 2

Assignment: All district school psychologists along with multidisciplinary team members and the home and school visitor.

Time: Year around

Evaluation: Clinical interview, behavioral observation, data collection from multiple resources (e.g. parents, teachers, outside professionals), formal assessment instruments.

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. b. Continuous enhancement of programs and systems for a full range of transition supports.

Description of the Program or Service:

The elementary counselors will assist students and parents with their transition into kindergarten, transfer to or from another school, and transition to middle school.

This program will include the following components:

- a. **Counselors will attend kindergarten orientation and back-to-school night to provide information about the school's counseling program and welcome families into the community.**

- b. Counselors will meet with each class at the beginning of the school year to welcome students, introduce the counseling program, and assess students' counseling needs.
- c. Counselors will provide classroom guidance lessons in the fall for the kindergarten classes to explore their feelings and ease their transition into kindergarten.
- d. Counselors will provide new students groups to meet the new students, provide an opportunity for students to discuss their feelings, and enable new students to meet other new students that may share their experiences.
- e. Counselors will meet with the fifth grade classes in the spring to discuss their highest hopes and deepest fears regarding their transition to middle school.
- f. Counselors will assist students and parents with the students' course selection for middle school placements.
- g. Counselors will conduct a series of lessons for all students in fourth grade related to goal setting, career education, and educational/career planning.

PRIORITY: 2

ASSIGNMENT: All elementary school counselors

TIME: Fall and Spring

EVALUATION: Student, teacher, and parents informal reports

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. c. Continuous enhancement of programs and systems to strengthen home and school connections.

Description of the Program or Service:

The elementary counselors will serve as a liaison between home, school, and community resources.

This program will include the following components:

- a. Counselors will maintain an updated web site with information pertaining to the counseling program and school related events.
- b. Counselors will provide regular parent newsletters as a means of enhancing communication with the school community.
- c. Counselors will attend school related information sessions (i.e. kindergarten orientation, back-to-school night) to enhance the connection between parents and school.
- d. Counselors will contact parents as needed to discuss individual student concerns.
- e. Counselors will attend parents-teacher conferences as needed to discuss students' progress.
- f. Counselors will assist parents by providing a referral list of local mental health agencies upon request.

PRIORITY: 2

ASSIGNMENT: All elementary school counselors

TIME: Duration of academic school year

EVALUATION: Parent counseling program survey

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. d. Continuous enhancement of program and systems for responding to, and where feasible preventing personal and social crisis.

Description of the Program or Service:

The elementary school counselors provide developmentally appropriate lessons, groups, need based individual counseling, and preventative services for all students at each academic level.

This program will include the following components:

- a. Counselors will provide developmentally appropriate guidance lessons. The topics include: understanding feelings, self-awareness, communication skills, problem-solving, learning styles, career exploration, non-verbal communication, empathy, and transition to middle school.
- b. Counselors will implement the BABES (drug and alcohol) prevention program for all 2nd grade students.
- c. Counselors will assess all students counseling needs with a formal needs assessment at the beginning of each year and informally throughout the year, based on teachers' and parents' recommendations.
- d. Counselors will provide individual counseling to students as necessary.
- e. Counselors will provide social skills, friendship, and coping with changing families groups for students based upon their needs.
- f. Counselors will assist parents by providing a referral list of local community agencies upon request.
- g. Counselors will facilitate the school's bully prevention program and assist with programs aimed at fostering a positive school climate (i.e. student leadership, character education, wellness committee).

PRIORITY: 2

ASSIGNMENT: All elementary school counselors

TIME: Duration of academic school year

EVALUATION: Parent counseling program survey, student survey, teacher and administrative feedback.

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. d. Continuous enhancement of program and systems for responding to, and where feasible preventing personal and social crisis.

Description of the Program or Service:

The middle school counselors participate in the preventative and proactive services for all students in each grade level.

This program will include the following components:

- a. Counselors will participate in the Student Assistance Program. The SAP team focuses on prevention and intervention. Its purpose is to identify barriers that are impeding the success of an individual student. The counselors assist in identifying at-risk students, process referrals; discuss options and possible interventions and assessments. The counselors and team members work with staff members, parents, and students to provide support and effective interventions.
- b. At the beginning of the year, the SAP team reviews the SAP process and members with all middle school students. The team reviews the barriers and explains how to refer a student to the SAP team. Student referrals are located throughout the building.
- c. Counselors will provide individual counseling to all students as needed.
- d. Counselors can provide group counseling to address social skills, friendship issues, conflict, peer pressure and family changes for all students as needed.
- e. Counselors will assist parents by providing referrals of local community agencies upon request.
- f. Counselors will assist with the school's bully prevention program and provide any needed interventions when needed.
- g. Counselors will participate in the Child Study Team to discuss, monitor and assist the team in the assessment and planning process for the purpose of identifying and enhancing a students academic, social and emotional functioning.

PRIORITY: 2

ASSIGNMENT: Middle School Counselors

TIME: Duration of academic school year

EVALUATION: Parent, student and administrative feedback

DOMAIN: 1. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. b. Continuous enhancement of programs and systems for a full range of transition supports.

Description of the Program or Service: The middle school counselors will assist students and parents with their transition and transfer from elementary to middle school and then to high school.

This program will include the following components:

- a. Counselors will attend back-to-school night events to provide information about the school and welcome families into the community.
- b. Counselors will meet with the elementary and high school counselors and teachers to discuss the student's needs as they transition to the middle and high school.
- c. Counselors will attend IEP/GIEP meetings when needed for 5th grade students to assist in the academic planning and transitioning services.
- d. Counselors will attend the 5th grade parent orientation night at the middle school in order to provide information about the school and services available.
- e. Counselors will participate in the 5th grade orientation when the students visit and are introduced to the classes and staff at the middle school.
- f. Counselors will assist students and parents with their course selection in the middle school and with their transition to the high school.

- g. Counselors will meet with each student when they enter the middle school in 6th grade to welcome them and introduce them to the activities and services available.
- h. Counselors are available to provide individual and group counseling to any student struggling with the transition into middle school.

PRIORITY: 2

ASSIGNMENT: Middle School Counselors

TIME: Duration of academic school year

EVALUATION: Parent, student and administrative feedback

DOMAIN: 1. Developmental Services

SERVICE: A. Counseling

STANDARD: 1.c. Continuous enhancement of programs and systems to strengthen home and school connection.

Description of the Program or Service:

The middle school counselors will serve as a liaison between home, school and community resources.

This program will include the following components:

- a. Counselors will communicate with parents as needed to discuss individual student concerns.
- b. Counselors will attend parent-teacher conferences as needed to consult and collaborate with the team and to provide any student support needed.
- c. Counselors will assist parents by providing referral lists of local community agencies and support systems upon request.
- d. Counselors will attend school related information sessions (i.e. back-to-school night, 5th grade parent orientation) to enhance the connection between home and school.
- e. Counselors will encourage parents to utilize the on-line service of Edline so that they can monitor their child's academic progress from home and can use the web pages to keep informed of their child's upcoming academic assessments.
- f. Counselors will participate in the Student Assistance Program. The SAP team focuses on prevention and intervention. Its purpose is to identify barriers that are impeding the success of an individual student. The counselors assist in identifying at-risk students, process referrals, discuss options and possible interventions and assessments. The counselors and team members work with staff members, parents, and students to provide support and effective interventions.

PRIORITY: 2

ASSIGNMENT: Middle School Counselors

TIME: Duration of academic school year

EVALUATION: Parent, student and administrative feedback

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. d. Continuous enhancement of program and systems for responding to, and where feasible preventing personal and social crisis.

Description of the Program or Service:

The high school counselors provide developmentally appropriate lessons, groups, need based individual counseling, and preventative services for all students at each academic level.

This program will include the following components:

- a. Counselors will participate in SAP (student assistance team) meetings to assist the team in addressing and responding to referrals regarding concern for individual students' academic, social, and/or emotional functioning.
- b. Counselors will participate in Child Study team meetings to assist the team in the assessment and planning process for students for whom there is concern regarding their academic, social and/or emotional functioning.
- c. Counselors will assess all students counseling needs informally throughout the year, based on teachers' and parents' recommendations.
- d. Counselors will provide individual counseling to students as necessary.
- e. Counselors will provide grief/loss, healthy choices, and coping with changing families groups for students based upon their needs.
- f. Counselors will assist parents by providing a referral list of local community agencies upon request.

PRIORITY: 2

ASSIGNMENT: All high school counselors

TIME: Duration of academic school year

EVALUATION: Student, teacher and parents informal reports and administrative feedback.

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. b. Continuous enhancement of programs and systems for a full range of transition supports.

Description of the Program or Service:

The high school counselors will assist students and parents with their transition into high school; transfer to or from another school and transition to college or other post secondary plans.

This program will include the following components:

- a. Counselors will participate in the 8th grade visitation day each spring and provide information and resources that will enable students entering the high school to get involved, be responsible and apply themselves.
- b. Counselors will attend high school orientation and back-to-school night to provide information about the school's counseling program and welcome families into the community.

- c. Counselors will meet with each class at the beginning of the school year to welcome students, introduce the counseling program, and assess students' counseling needs.
- d. Counselors will hold several "new student days" each year in order to conduct brief assessments for use in placement in academic classes, provide an orientation to the high school, and provide an opportunity to answer questions related to transitioning to MNHS.
- e. Along with a panel of MNHS recently graduated alumni, counselors will meet with all seniors in December to discuss their highest hopes and deepest fears regarding their transition to college and/or other post secondary plans.
- f. Counselors will meet with the 8th grade counselor each spring to discuss individual students' needs in transitioning to the high school.
- g. Counselors will make students aware of the opportunity to take advantage of concurrent enrollment agreements.
- h. Counselors will meet with all students in ninth grade in classroom size groups to reveal and encourage ways to get involved and meet with success at the high school.
- i. Counselors will meet with all students to discuss post high school options and work with the student to formulate plans for the individualized transition of each student.
- j. Counselors will maintain up to date information and provide resources relevant to transition on the high school web page.
- k. Counselors will meet individually with all students in grades 9, 10 and 11 to plan their academic courses for the following year.

PRIORITY: 1

ASSIGNMENT: All high school counselors

TIME: Duration of academic school year

EVALUATION: Student, teacher, and parents informal reports and senior survey.

DOMAIN: I. Developmental Services

SERVICE: A. Counseling

STANDARD: 1. C. Continuous enhancement of programs and systems to strengthen home and school connections.

Description of the Program or Service:

The high school counselors will serve as a liaison between home, school, and community resources.

This program will include the following components:

- a. Counselors will maintain an updated web site with information pertaining to the counseling program and school related events.
- b. Counselors will attend school related information sessions (i.e. freshmen orientation, back-to-school night) to enhance the connection between parents and school.
- c. Counselors will contact parents as needed to discuss individual student concerns.
- d. Counselors will attend parents-teacher conferences as needed to discuss students' progress.
- e. Counselors will assist parents by providing a referral list of local mental health agencies upon request.

PRIORITY: 2

ASSIGNMENT: All high school counselors

TIME: Duration of academic school year

EVALUATION: Parent, student, and teacher informal reports.

DOMAIN: Developmental Services

SERVICE: A. Counseling

STANDARD: 1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

Description of the Program or Service:

The high school counselors will make students aware of opportunities to engage in programs within the community.

This program will include the following components:

- a. Counselors will inform and encourage students to take advantage of career fairs and information sessions relative to their individual interests.
- b. Counselors will help facilitate, as needed, the high school junior initiative program for all students in grade 11.
- c. Counselors will help facilitate, as needed, the high school senior project required for all students in grade 12.
- d. Counselors will maintain a list of summer programs available to high school students.
- e. Counselors will make students aware of as well as help to maintain and develop concurrent enrollment agreements between Marple Newtown High School and other institutions of higher education.

PRIORITY: 2

ASSIGNMENT: High School Counselors

TIME: Duration of academic school year

EVALUATION: Student graduation survey

DOMAIN: I. Developmental Services

SERVICE: B. Health

STANDARD: 1. C. Continuous enhancement of programs and systems to strengthen home and school connections.

Description of the Program or Service:

Nurses will focus on direct services designed to facilitate the normal development of students. The district nurses act as a liaison between home, school and community resources.

This program will include the following components:

- a. Conduct mandated health screenings for vision, hearing, scoliosis, height, weight and body mass index. Referrals are made to appropriate community agencies as needed.
- b. Evaluate the health needs and provide first aid and medical care for students and staff with acute and chronic illness and injury.
- c. Administer medications ordered by health care providers as outlined in District policy.

- d. Monitor students' compliance with state immunization laws.
- e. Maintain accurate and comprehensive health records for all students. Including state mandated physical and dental exams.
- f. Provide health counseling and teaching about chronic illness, nutrition, disease prevention, and healthy life styles.
- g. Monitor communicable diseases in the school environment.
- h. Represent the Nursing Department at District and building Wellness Committees meetings, in order to be part of development, implementation and communication of new health related issues and policies.

PRIORITY: 2

ASSIGNMENT: Director of Pupil Services, District Health Coordinator, Certified School Nurses, Health Room Nurses, Health Assistants

TIME: Planning and development during the entire school year.

EVALUATION: Track and discuss health office epidemiological trends, treatments and outcomes.

DOMAIN I: Developmental Services

SERVICE: B: Home and School Visitor

STANDARD: 1. c. Continuous enhancement of programs and systems to strengthen home and school connections.

Description of the Program or Service:

The Home and School Visitor will act as a liaison between the home and the school to help the students reach their potential and be successful in the school environment by monitoring student attendance.

This program will include the following components:

- a. HSV will monitor the attendance of the students, and do periodic checks through the attendance software program to identify those students who have 3 or more unexcused\illegal absences.
- b. HSV will consult with the student's counselor or in the elementary schools the teacher, regarding the student's unexcused\illegal absences.
- c. The HSV will do home visits when appropriate to support the parents and student.
- d. HSV will issue a written notice to any parent\guardian who fails to comply with the compulsory attendance law. Such notice will inform the parent\guardian of the date on which the absence occurred that the absence was unexcused and in violation of the law, and that further violation during the school term will be prosecuted without notice.
- e. If further violations occur, the HSV will file a Summary Complaint with the District Court.
- f. The HSV will represent the school district at legal proceedings related to attendance issues.
- g. The HSV will communicate with the school the results of the Hearing.

PRIORITY: 1

ASSIGNMENT: Home and School Visitor

TIME: Duration of academic school year

EVALUATION: Data from the District Court proceedings and tracking of the student's attendance.

DOMAIN 1: Developmental Services

SERVICE: Home and School Visitor

STANDARD: 1.b Continuous enhancement of programs and systems for a full range of transition supports.

Description of the Program or Service:

The Home and School Visitor will be responsible for investigating the validity of suspected non-resident students.

This program will include the following components:

- a. The HSV will conduct observations of the students suspected of not residing within the District.
- b. The HSV will do a written report of the observations and investigation and give the report to the Superintendent, the Director of Pupil Services, and the Principal.
- c. The HSV will attempt to resolve the residency disputes in collaboration with central office and the building administrator.
- d. The HSV will attend any legal hearings when required.

PRIORITY: 1

ASSIGNMENT: Superintendent, Director of Pupil Services, Home and School Visitor

TIME: Duration of academic school year

EVALUATION: Informal and formal data collected from the observations and the investigation.

Diagnostic, Intervention and Referral Services

Domain II: Diagnostic, Intervention, and Referral Services

Service: Psychological

Standard: 1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Description of the Program or Service:

The school psychologist will work in unison with team members to assess a student's need for specially designed instruction and/or gifted support services. The school psychologist will focus on data collection and student assessment.

This Program will include the following components:

- a. Data collection, observations, appropriate standardized assessments, curriculum based assessments, review of rerecords, functional behavioral assessment, and parent/teacher input will be utilized to determine the need for specially designed instruction and/or gifted support

services.

- b. The psychologist will provide feedback to the team as to the results of the multi-disciplinary evaluation.
- c. Based on the recommendations of the multi-disciplinary evaluations it will be determined whether the student is in need of specially designed instruction.

Priority: 2

Assignment: All district school psychologists as well as multi-disciplinary team members.

Time: Time set by state and federal law.

Evaluation: Data will be collected by the school psychologist and the team to determine if students' is in need of specially designed instruction.

Domain II: Diagnostic, Intervention, and Referral Services

Service: Psychological

Standard: 1.a. Continuous enhancement of classroom interventions to enable learning, through assessments of a student progress, who has not responded to Tier I instructional practices.

Description of the Program or Service:

The school psychologist will work in unison with team members to assess goals and intervention to assist with a student's progress. The school psychologist will focus on data analysis and consult with teachers and team member on scientifically based interventions.

This Program will include the following components:

- a. Tri- annual assessments using scientifically based instruments that will allow the team to monitor and analyze a student's progress towards their goals.
- b. Review/analysis of a students' performance to analyze their response to Tier II interventions.
- c. Consultation with teachers/educators on differentiated instruction
- d. Consultation with educators regarding students who require a more intense level of intervention then what is provided in Tier II interventions.
- e. Assist within the referral process for students who do not respond to Tier II interventions.
- f. Assist in the referral to community and district resources.

Priority: 1

Assignment: All district school psychologists as well as team members designated by the building principal

Time: Duration of intervention period.

Evaluation: Data will be collected by the school psychologist and the team to determine if students' are making appropriate progress.

DOMAIN: II. Diagnostic, Intervention and Referral Services

SERVICE: A. Counseling

STANDARD: 1. a. Continuous enhancement of regular classroom strategies to enable learning.

Description of the Program or Service:

The elementary school counselors provide individualized, counseling services for all students, as needed or regularly, depending on the students' needs.

This program will include the following components:

- a. Counselors will participate in the IEP/GIEP meetings when counseling services are to be discussed.
- b. Counselors will participate in Child Study Team meeting to assist the team in the assessment and planning process aimed at enhancing an individual student's academic, social, and/or emotional functioning.
- c. Counselors will consult and collaborate with teachers and school personnel to discuss issues impacting the students' academic progress on a need to know bases.
- d. Counselors will make referrals to appropriate intervention services within the school and the community when necessary.
- e. Counselors will communication with families as needed to discuss counseling services, social, emotional, and academic concerns.
- f. Counselors will coordinate all Section 504 plans, facilitate 504 meetings, and disseminate 504 plans to the appropriate school personnel.
- g. Counselors will engage in naturalistic student observations, develop functional behavioral assessments, develop behavior support plans, and implement behavior support plans as needed.

PRIORITY: 2

ASSIGNMENT: All Elementary School Counselors

TIME: Duration of academic school year

EVALUATION: CST minutes and data, parent surveys, student surveys, and administrative feedback.

DOMAIN: II. Diagnostic, Intervention and Referral Services

SERVICE: A. Counseling

STANDARD: 1. f. Continuous enhancement of programs and systems to facilitate students and family access to effective services and special assistance as needed.

Description of the Program or Service:

The elementary school counselors provide individualized behavioral assessments to assist students in accessing his/her education.

This program will include the following components:

Counselors will facilitate functional behavioral assessments and providing input and suggestions to help develop appropriate interventions to assist student in making meaningful academic progress.

- a. Counselors will participate in Instructional Support Team meeting to assist the team in the assessment and planning process for the purpose of enhancing an individual student's academic, social, and emotional functioning.
- b. Counselors will conduct the K-BIT assessments as an initial screening to assess students' eligibility for further gifted testing.

- c. Counselors will make referrals to appropriate intervention services within the school and the community when necessary.
- d. Counselors will engage in naturalistic student observations and develop behavior plans as needed.

PRIORITY: 2

ASSIGNMENT: All Elementary School Counselors

TIME: Duration of academic school year

EVALUATION: CST minutes and data, parent surveys, student surveys, and administrative feedback.

DOMAIN: II. Diagnostic, Intervention and Referral Services

SERVICE: A. Counseling

STANDARD: 1.a. Continuous enhancement of regular classroom strategies to enable learning.

Description of the Program or Service:

The middle school counselors provide individualized counseling services for all students as needed.

This program will include the following components:

- a. Counselors will participate in the Child Study Team to discuss, monitor and assist the team in the assessment and planning process for the purpose of enhancing a students academic, social, and emotional functioning.
- b. Counselors will coordinate all Section 504 plans, facilitate 504 meetings, and disseminate 504 plans to the appropriate school personal.
- c. Counselors will participate in the Student Assistance Program. The SAP team focuses on prevention and intervention. Its purpose is to identify barriers that are impeding the success of an individual student. The counselors assist at identifying at-risk students, process referrals; discuss options and possible interventions and assessments. The counselors and team members work with staff members, parents, and students to provide support and effective interventions.
- d. Counselors will participate in IEP/GIEP meetings in a supportive and collaborative role.
- e. Counselors will consult and collaborate with teachers to discuss issues impacting the students' academic progress in the classroom.
- f. Counselors will make referrals to appropriate intervention services within the school and the community when necessary.
- g. Counselors will communicate with families as needed to discuss counseling services.

PRIORITY: 2

ASSIGNMENT: Middle School Counselors

TIME: Duration of academic school year

EVALUATION: SAP minutes and data, Child Study Team data, informal and formal reports and administrative feedback.

DOMAIN: II. Diagnosis, Intervention, and Referral Services

SERVICE: A. Counseling

STANDARD: 1. f. Continuous enhancement of programs and systems to facilitate students and family access to effective services and special assistance needed.

Description of the Program or Service:

The middle school counselors will provide assistance in the planning and the assessment process in order to provide an appropriate education.

This program will include the following components:

- a. Counselors will participate in the Child Study Team to discuss, monitor and assist the team in the assessment and planning process for the purpose of enhancing the students academic, social, and emotional functioning.
- b. Counselors will make referrals to appropriate intervention services within the school and community when necessary.
- c. Upon request, counselors will engage in student observations and develop functional behavioral assessments and behavior plans as needed.
- d. Counselors will participate in the Student Assistance Program. The SAP team focuses on prevention and intervention. Its purpose is to identify barriers that are impeding the success of an individual student. The counselors assist in identifying at-risk students, process referrals; discuss options and possible interventions and assessments. The counselors work with staff members, parents, and students to provide support and effective interventions.
- e. The counselors collaborate with the home and school visitor to make referrals for any families needing assistance.

PRIORITY: 2

ASSIGNMENT: Middle School Counselors

TIME: Duration of academic school year

EVALUATION: Parent, student and administrative feedback

DOMAIN: II. Diagnostic, Intervention and Referral Services

SERVICE: A. Counseling

STANDARD: 1. f. Continuous enhancement of programs and systems to facilitate students and family access to effective services and special assistance as needed.

Description of the Program or Service:

The high school counselors serve as a liaison between home, school, and community resources.

This program will include the following components:

Counselors will participate in SAP (student assistance team) meetings to assist the team in addressing and responding to referrals regarding concern for individual students' academic, social and/or emotional functioning.

- a. Counselors will participate in Child Study Team meetings to assist the team in the assessment and planning process for the purpose of enhancing an individual student's academic, social, and emotional functioning.
- b. Counselors will make referrals to appropriate intervention services within the school and the community when necessary.

PRIORITY: 2

ASSIGNMENT: All High School Counselors

TIME: Duration of academic school year

EVALUATION: CST minutes and data, parent surveys, student surveys, and administrative feedback.

DOMAIN: II. Diagnostic, Intervention and Referral Services

SERVICE: A. Counseling

STANDARD: 1.a. Continuous enhancement of regular classroom strategies to enable learning.

Description of the Program or Service:

The high school counselors provide individualized, counseling services for all students, as needed or regularly, depending on the students' needs.

This program will include the following components:

- a. Counselors will participate in IEP/GIEP meetings for all special education students.
- b. Counselors will participate in Child Study meetings to assist the team in the assessment and planning process aimed at enhancing an individual student's academic, social and/or emotional functioning.
- c. Counselors will consult and collaborate with teachers and school personnel to discuss issues impacting the students' academic progress on a need to know basis.
- d. Counselors will make referrals to appropriate intervention services within the school and community when necessary.
- e. Counselors will communicate with families as needed to discuss counseling services, social, emotional, and academic concerns.
- f. Counselors will coordinate all Section 504 plans, facilitate 504 meetings, and disseminate 504 plans to the appropriate school personnel.

PRIORITY: 2

ASSIGNMENT: All high school counselors

TIME: Duration of academic school year

EVALUATION: Child study minutes and data, parent surveys, student surveys and administrative feedback.

DOMAIN: II. Diagnostic, Intervention and Referral Services

SERVICE: B. Health

STANDARD: 1.a. Continuous enhancement of regular classroom strategies to enable learning.

Description of the Program or Service:

The School Nurses will provide nursing services for medically fragile students who have been identified as requiring such related service as part of their IEPs and/or their 504 plans.

This program will include the following components:

- a. Participation in the IEP/504 meetings where nursing services are to be discussed.
- b. Provide resource materials appropriate to the health topic to the classroom teacher and other staff on a need to know basis.
- c. Health related sessions with students according to the frequency and objectives established in the IEPs/504s.
- d. Referral to appropriate intervention services within the school and the community when necessary.
- e. Communication with families as needed to discuss nursing services.

PRIORITY: 2**ASSIGNMENT:** All Certified School Nurses**TIME:** Upon request**EVALUATION:** observation and interview assessments of students and families, consultation with the IEP/504/CST team; progress reports and IEP/504/CST meeting minutes.**DOMAIN II:** Diagnostic, Intervention and Referral Services**SERVICE:** B: Home and School Visitor**STANDARD:** 1. a. Continuous enhancement of regular classroom strategies to enable learning.**Description of the Program or Service:**

The Home and School Visitor provides services, interventions and referrals to individual students who are experiencing problems attaining educational achievement appropriate to their learning potential.

This program will include the following components:

- a. The HSV will participate in IEP, CST, MDT, CASSP meetings when appropriate, in order to provide support, interventions, and referrals to the student and family.
- b. The HSV will serve as a liaison between the home and the school. The HSV will meet with the parents to identify the concerns the family is having that support or mitigate the experiences the school is having with the students. Through the home visits the HSV will strengthen the home and school connection and draw the parents of the student and the school into an educational partnership.
- c. HSV will participate in the Student Assistance program at the middle school and high school. The HSV assists at identifying at-risk students, process referrals discuss options and possible interventions and assessments. The HSV and team members work with staff members, parents and students to provide support and effective interventions.
- d. The HSV will assist the crisis team and family with the student in crisis. The HSV will be the liaison person for the school, family, and hospital.

PRIORITY: 2

ASSIGNMENT: Home and School Visitor

TIME: Duration of academic school year

EVALUATION: Feedback from parents, and school staff, attendance reports, informal and formal reports. SAP minutes and data.

Consultation and Coordination Services

DOMAIN: III. Consultation and Coordination Services

SERVICE: B. Health

STANDARD: 2.c. Capacity building for developing, maintaining and evolving the component.

Description of the Program or Service:

Provide District nurses with opportunities and encouragement for skill and knowledge maintenance and advancement. Meeting educational needs of nurses will allow them to function at their peak and will assist the District in achieving its goals.

This program will include the following components:

- a. Nurses will conduct a medical needs assessment of student/staff populations to determine in-service needs. This will be done by any of the following strategies: checklists, professional standards, or group brainstorming etc.
- b. In-service activities will be based on providing information/education that makes nurses more effective and efficient - such as:
 1. streamlining clinical skills
 2. skills/knowledge maintenance — such as CPR or universal precautions required for new department employees
 3. required as a result of new knowledge or new technology
 4. promote peer sharing
- c. Nursing in-services will be based on information/education needs and available resources.
- d. Nurses will use a variety of media such as smart boards or online computer instruction for in-service presentations.
- e. Nurses will use self study courses, experienced staff members as teachers or preceptors, or will attend off site continuing education programs.

PRIORITY: 3

ASSIGNMENT: Director of Pupil Services, Directors of Secondary and Elementary Education, District Health Coordinator, Certified School Nurses, Health Room Nurses, and Health Assistants

TIME: Duration of academic school year

EVALUATION: Roundtable discussion, evaluation forms completed by nurses at the end of each in-service activity or summarizations written after the in-service

DOMAIN III: Consultation and Coordination Services

SERVICE: Home and School Visitor

STANDARD: 1. f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Description of the Program or Service:

The Home and School Visitor supports district students, staff and families who need help from various community resources.

This program will include the following components:

- a. The HSV is the district Homeless Family liaison and will identify homeless children, inform parents of educational rights, mediate enrollment disputes and inform parents of all transportation options.
- b. The HSV will assist and support the district families with enrolling their child in a health system by acting as a liaison between family and provider.
- c. The HSV will do the following when appropriate:
 - 1. Will contact community businesses when needy families are without fuel, electricity and water.
 - 2. Will identify the families at Thanksgiving and Christmas who are in need of Thanksgiving meals and Holiday gifts and help in the distribution.
 - 3. Will facilitate in the enrollment of a student in the free and reduce lunch program.
 - 4. Will make referral for a family to the Eastern Delaware County Food Bank.
- d. The HSV will participate in the meeting for Truancy and Delinquency Prevention Partnership program. The group of mental health workers, Judges, police officer, probation officer, CYS worker, school social worker, and county agencies meet to share information, available resources, and programs.
- e. The HSV will attend Student Assistance Council Meetings, which provide information and education that make the HSV more effective and efficient.

PRIORITY: 2

ASSIGNMENT: Home and School Visitor

TIME: Duration of academic school year

EVALUATION: Formal and informal data collected from school staff, agencies and families.

Student Assistance Program

Domain I: Developmental Services

Service: Student Assistance Program

Standard: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and social crises.

Description of the Program or Service:

The school psychologist will work in unison with guidance counselors, school based mental health providers and administrators to respond and intervene with students who present with acute emotional and behavioral needs that pose a risk to themselves or others.

This Program will include the following components:

For students who present with acute emotional and behavioral needs:

- a) The psychologist will perform or consult with school based mental health providers, guidance counselors and administrators to assess students to determine the risk of harm to themselves or others.
- b) Based on assessment results, the psychologist will consult with school based mental health providers, guidance counselors and administrators to determine the appropriate level of intervention required to assure the safety and well being of the student and school community.
- c) The psychologist will assist with contacting parents, community professionals and school based professionals to coordinate intervention(s).
- d) The psychologist will consult with guidance counselors, school based mental health providers and administrators to plan and implement follow up services.

Priority: 2

Assignment: All district school psychologists along with multidisciplinary team members.

Time: Year around

Evaluation: Clinical interview, behavioral observation, data collection from multiple resources (e.g. parents, teachers, outside professionals), formal assessment instruments.

Communication

1. How do you provide information to students and parents or guardians about educational opportunities of the school's instructional program? How do parents and students access these opportunities?

For the elementary schools we provide the following: There is a "Back to School Night", "New Parents Tea "and "Kindergarten Orientation" held each year and parents are invited and encouraged to attend. Parents receive a copy of the School Handbook, letters are sent to parents when achievement assessments are administered. In addition, there is a Communication Envelope provided to all parents each week and all parents receive a monthly school calendar, and access to district, school and all faculty websites. We have a parent information night each year to inform the parents about the curriculum and programs for the following year. We have back-to-school night each year to inform the parents about the curriculum and expectations for all classes.

For the secondary schools we provide the following: We have a curriculum guide that is given to all incoming 6th grade parents and is available to all parents via the guidance office. We also have parent-teacher conferences that provide time for students, teachers and parents to meet and discuss any opportunities that are available to their children. The curriculum guide is also available on-line for parents to access. The guidance counselor is available anytime during the school year to meet with parents and students to discuss educational opportunities within the school.

High school curriculum guide — distributed and discussed annually at Curriculum night and at class meetings with students in all grades (8-11) prior to the course selection process. The curriculum guide is also available at any time on-line. Annual Back-To-School nights provide another opportunity to inform parents about the curriculum and expectations for all classes. Parent-teacher conferences offered several times throughout the school year provide time for students, teachers, counselors and parents to meet and discuss opportunities that are available to their children. New and prospective student visitation days run several times throughout the year and provide those students and their parents the opportunity to discuss the educational opportunities available at the high school. High school guidance counselors are available anytime during the school year to meet with parents and students to discuss educational opportunities within the school. Edline email, global connect, the high school webpage, the student agenda, the school calendar, report cards and the marquee in the front lawn of the high school are used to “advertise” and publicize these events.

2. How do you provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students?

The elementary school counselors through the Developmental Guidance Program, provide lessons to 4th grade students that include individual interests and potential careers choices.

In the secondary schools the 8th grade students participate in a Career Awareness class in which they explore careers and have the opportunity to self-discover and understand how to make realistic and informed choices in their lives as well as the importance of career planning. In addition, they explore and gain knowledge of the real working world. The students also demonstrate their knowledge and understanding of developing a career portfolio.

High school guidance counselors meet with students in grades 9-12 in small groups to introduce students to the College Board website and the wealth of information available there regarding post-secondary options. We also work directly with all students in grade 11 to facilitate the completion an interest inventory on the College Board website which then links their particular profile to suggested careers, majors and courses of study. The high school guidance counselors review PSAT results with all 10th and 11th grade students annually which includes a review of potential careers and educational requirements. A wealth of career information is available in many formats (i.e. books, DVDs) at all times in the guidance office for use by students, parents and counselors. All students in grade 11 participate in the Junior Initiative which is an interdisciplinary program introducing students to the world of business and potential career options. As a graduation requirement, all students in grade 12 will participate in and complete a Senior Project designed to bring students face to face with the real world work environment through the completion of a career exploration/job shadowing experience.

3. How do you provide information to parents or guardians about the health needs of their children?

We provide information to parents about the health needs of their children by:

- a. telephone - for immediate concerns**
- b. student handbook**
- c. MN Health Services Manual**
- d. policies and participation regarding extra curricular activities/sports (at Paxon and HS)**
- e. newsletters - some weekly, some monthly**
- f. website - nurses' individual websites to address building issues, and the MNSD website to address more global concerns and all School Board Policies.**
- g. Mailings - mostly postal as a group, but individual problems can be handled by email.**

4. How do you inform parents of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act (20 U.S.C.A. 1232h) regarding protection of pupil rights when student assessments using individual surveys are administered? What procedures have you established to allow parents or guardians or the student, if the student is 18 years of age or older, to refuse to participate in the survey?

The school board has adopted a student records policy (Policy # 216 -- see attached documents) that has clearly states "No information should be collected from students without the prior informed consent of the student (when reasonably competent to understand the nature and consequences of the decision) and parent/guardian. Either representative or individual consent may be obtained for data collection." Further the policy states " School officials should notify, in advance, parents/guardians/eligible students of the total testing program and other data gathering including procedures approved by their elected representatives." Finally, the policy allows the "Parents/Guardians/Eligible students will be guaranteed reasonable opportunity to contest necessity or desirability of such data collection."

The Board policy also allow parents/guardians to agree to tests or assessments not included in the Board-approved internal group testing program and any other survey-type data collection procedures not specifically preapproved (Board of School Directors) as part of the internal testing program or state mandated programs and procedures. Permission for psychological examination (by individual consent) is the responsibility of one (1) internal referring source. Individual consent must always be in writing. District standardized forms are to be appropriately completed and placed in the student's cumulative record.

The board policy clearly staes the parents right to contest any information placed in their child's academic file and details the appeals process that is available to the parent should there be a disagreement over these files.

5. How are all of the communication activities you described integrated into your LEA's action plan? How do these activities support your LEA's instructional goals?

The communication activities are integrated into the LEA's action plan that describes the communication efforts to the community. These efforts are fully implemented within the modes of communications used by the pupil services staff. The reporting to the community of the District instructional goals are facilitated by the on-going communication between the counselors and the parents. They make an effort to help each child and their parents/guardians understant what is expected of each child and parent to have the child attain the instructional goals established by the district.

6. Also explain how often the above information is communicated.
Annually in May, all students in grade 12 complete a Senior Survey. The survey requests information regarding the student's post-secondary plans. The results are presented in an annual Graduation Report to each board member as well as central district administration. The District also uses the local newspaper, District web-site, home envelopes, student handbooks and the school calendar as means of communicating with our school community.

7. Some examples of ways to communicate the information includes:

a. School Calendar

- b. Student Handbook
- c. Policies and Participation Regarding extracurricular activities/sports
- d. Newsletters
- e. Website
- f. Mailings (email or postal)

Action Plan

Strategic Planning Process

Chapter 4, of the Pennsylvania School Code requires that every school district in the Commonwealth shall develop and file with the Department of Education a strategic plan once every six years and review that plan for revision at the mid-point. This strategic plan shall be based upon an analysis of internal and external needs, leading to the specification of priorities for action and action plans. According to the state guidelines this strategic plan shall include the following components: a mission statement, a district vision, a listing of shared values, a listing of educational and organizational goals; a description of the academic standards for student achievement; the planned instruction to be offered and the instructional and assessment practices and the high school graduation requirements; a teacher induction plan; a plan for improving student achievement; a professional development plan; a description of the district's organization and organizational goals; a description of the professional personnel, school library, classrooms, and other resources; a brief description of the process used to develop the strategic plan with a list of the people involved in the process; and a special education plan and a district technology plan.

The Marple Newtown School District began this cycle's strategic planning process by hiring an outside consultant as an external facilitator. After several meetings the district senior administration decided that the assistance of an external facilitator was no longer necessary. At the time the Directors of Elementary and Secondary Education became the internal facilitators for the process. The district advertised in both District Communications and in the local press for local citizens and people from within the school community to become involved in the process. Volunteers were screened and the steering committee was appointed. At the initial meeting of the Steering Committee we reviewed the goals of the previous strategic plan. This review was followed by a discussion of the current trends in public education, a look at the factors in the internal and external environments which impact on the district's mission. The Steering Committee then began a review and revision of the District Mission Statement, Vision and Shared Values. After a review of the district data the Steering Committee decided upon and set the major goals for the strategic plan.

The internal facilitators then formed action planning teams for each of the major goals identified by the steering group. Each action planning team contained a member of the steering committee and a representative of each of the stakeholder groups in the district among its members. The facilitator designated one "school person" and one "non-school person" to serve as co-chairs of each of the action planning teams. A format for the action plans was provided to each team and

the teams met with the co-chairs to develop action plans in support of the objectives for each of the major goals.

The results of the action planning teams were a series of action plans which identified the mission, strategic goal, and objectives in support of each strategic goal. For each objective the action planning team identified the major activities to be accomplished, the anticipated completion dates, the person responsible for the action, the estimated cost and the method of evaluation to determine the effectiveness of the action taken.

The series of action plans was then presented to the steering group for their review and comment. Once the comments of the steering group were incorporated into the action plans, the action plans along with the revised mission statement, belief statements and the rationale for implementation were presented to the entire board for their review and comment. Feedback from the board was incorporated into the planning documents and the final draft of the strategic plan was presented to the board for their approval prior to submission to the Department of Education.

Once the Strategic Plan is approved by the Department of Education the action plan teams will be reconvened to monitor the implementation of the action plans for each objective and to evaluate the progress toward achieving the goals. Annually the chair of each action plan will report to the steering committee and then to the entire board the progress of efforts in each goal area and make recommendations for modifications to the plan if appropriate. By integrating the Strategic Plan into the District's regular operational processes it is hoped that the district will continue to follow the plan for improvements that has been laid out in this process.

As required, the district will conduct an extensive review of the strategic plan and the supporting action plans during the third year of the plan. Revisions to the plan at this point will be submitted to the Department for approval.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Andi Liberman	Marple Newtown School District	Parent	Superintendent
Connie Bompadre	Marple Newtown School District	Administrator	Superintendent
Donna D"Agostino	Marple Newtown School District	Parent	Superintendent
Merle Horowitz	Marple Newtown School District	Administrator	Superintendent
Nancy Holliday	Marple Newtown School District	Parent	Superintendent
Stan Piecara	Marple Newtown School District	Administrator	Superintendent
William Duffy Ed.D.	Marple Newtown School District	Administrator	Superintendent

Assurance for the Collection, Maintenance, and Dissemination of Student Records

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32
- The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

Assurance for the Operation of Student Services and Programs

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with §12.1)
- School Rules (in compliance with §12.3)
- 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)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☑ The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503))
- ☑ Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (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))

Supporting Documents - Attachments

- District Wellness Policy
- Free Education and Attendance 1
- Free Education and Attendance -- Postgraduate students
- Free Education and Attendance -- Withdrawal
- Discrimination Policy for Students
- Discrimination Policy for Employees
- District Records Policy
- School Rules 1 -- Corporal Punishment
- School Rules 2 Behavior Management Policy
- School Rules 3 - Discipline of Special Education Students
- School Rules 4 Harassment Policy
- Exclusion from School, Classes, and Hearings
- Freedom of Expression
- Hair and Dress Policy
- Flag Salute and Pledge of Allegiance
- District Policy for Student Searches
- Emergency Care and Administration of Medication and Treatment