



American Education Week

Celebrating Public Education

Table of Contents

Introduction to American Education Week.....03

Chester Upland School District.....04

Chichester School District.....06

Garnet Valley School District.....08

The School District of Haverford Township.....10

Interboro School District.....12

Marple Newtown School District.....14

Penn-Delco School District.....16

Radnor Township School District.....18

Ridley School District.....20

Rose Tree Media School District.....22

Southeast Delco.....24

Springfield School District.....26

Upper Darby School District.....28

Wallingford-Swarthmore School District.....30

William Penn School District.....32

DCIU & DCTS.....34

Photos.....38

AMERICAN Education Week

November 17 - 21, 2025

Together for Safe, Just & Equitable Schools

This American Education Week (AEW), we celebrate the many individuals—educators, students, families, and community members—whose collective efforts make our public schools places where safety, justice, and equity thrive. First observed in 1921, AEW is a time to highlight the power of public education, recognize the achievements within our schools, and honor those who are making a meaningful difference in ensuring every student receives a high-quality education.

This special edition publication, created by the Delaware County Intermediate Unit (DCIU), highlights the remarkable work happening across our county's public school districts, where excellence in education is a daily commitment. Each district has contributed a unique story, offering a glimpse into the vibrant, inspiring initiatives that exemplify the heart and soul of their schools. These stories reflect only a fraction of the amazing efforts taking place across the districts and DCIU—each deserving of recognition and celebration.

At DCIU, we deeply value our partnerships with administrators, school boards, parents, students, and community members. Together, we are committed to creating safe, just, and equitable learning environments that empower all students to succeed. Through this spirit of collaboration, we find our greatest strength—working side by side to make a positive, lasting impact on the lives of students and families across our communities.

Happy American Education Week!



Chester Upland

Dr. Latrice Mumin, Superintendent

A Beacon of Hope: A Brighter Future for Our CUSD Community

American Education Week is our chance to showcase what makes Chester Upland School District special—and to live our theme: A Beacon of Hope. A brighter future for our CUSD community. Our scholars lead with C-Pride, our educators build bridges, and our community shows up for one another. Across our schools, we're centering belonging, partnership, and opportunity, turning good intentions into tangible results for scholars and families. Guided by student voice, we're also expanding mental health and recovery supports across the district.

Building Belonging Through Connection

At CUSD, belonging isn't an event, it's a practice. Guided by the Department of Student Success & Engagement, we launched multicultural committees in every school to elevate student voice and celebrate the full diversity of our district. Those teams helped power our third year of intentional Hispanic Heritage Month activities across classrooms, hallways, and family events.

Our multicultural committees will continue year-round, working to put together cultural engagement nights, creating student-led projects, and ensuring our schools remain places where identity is honored and differences are celebrated.



Prioritizing Student Mental Health & Recovery Supports

Listening to student voice through surveys and learning sessions with our Superintendent of Schools, Dr. Latrice N. Mumin, made one priority clear: scholars want accessible mental health support. In collaboration with the University of Pennsylvania as fiduciary, CUSD is leading a consortium supported by a \$500,000 grant from the Public School Districts' Opioid Recovery Trust. The grant funds three strategies: an Opioid Help Toolkit with clear steps and local resources, expanded counseling for students and families, and staff training to strengthen support in every school. These efforts complement our belonging work and ensure scholars feel seen, heard, and supported to learn and thrive.



Chester Upland

Dr. Latrice Mumin, Superintendent

Power of Partnerships: Back to School Resource Fair

Each August, our Back 2 School Resource Fair brings CUSD together to kick off the year with excitement and purpose. This year's fair drew hundreds of families and highlighted the strength of our partner network. Special guest Nakobe Dean, Philadelphia Eagles Super Bowl Champion, joined us to encourage scholars and families, adding momentum to an already energized day.

Organizations including Kind Hearts 4 Lyfe Foundation, T.I.P.S., the Boys & Girls Club of Chester, the City of Chester, and many more helped provide resources, activities, and a warm welcome.

Reimagining Spaces for Learning: Chester High Library Refresh

This fall, we cut the ribbon on the Chester High School Library Refresh—a project funded by an \$80,000 grant from Power Home Remodeling and DonorsChoose. The renewed space will function as a modern media center and community hub where scholars read, create, and connect. With phase 2 already underway, new design elements, furniture, and technology will make the space even more dynamic.

The library refresh is more than a makeover. It's proof that when partners invest in our vision, we can transform the daily experience of teaching and learning.



Ring in the Year Together: A District-Wide Transition

On the first day of school, CUSD gathered for our annual district-wide bell-ringing ceremonies. It was a reminder that education is a shared commitment. District leaders and staff, board members, local organizations, faith leaders, families, and scholars stood shoulder to shoulder to welcome students back and mark a fresh start.

From multicultural committees to book donations, from a resource-rich back-to-school fair to a reimagined library, and from day-one bell-ringing to everyday acts of care, these stories capture the C-Pride and spirit of our community. Together with expanded mental health and recovery supports, they truly shine as A Beacon of Hope. A brighter future for our CUSD community. As we move forward, we remain committed to fostering belonging, building partnerships, and celebrating public education every day—for our scholars, families, and the entire community.



Chichester

Dr. William Haws, Superintendent

From Fire Safety to STEM: Learning that Lasts a Lifetime

Fire Safety Assembly at Marcus Hook Elementary

Students at Marcus Hook Elementary participated in an engaging Fire Safety Assembly led by the Marcus Hook Fire Department. Firefighters taught students important fire prevention tips, demonstrated their gear, and gave everyone a chance to explore the fire trucks up close. The hands-on activities, including a “Stop, Drop, and Roll” relay, helped students learn how to stay safe in an emergency while having fun.



CharacterStrong at Marcus Hook Elementary

This year, Marcus Hook Elementary proudly launched the CharacterStrong curriculum to help students build empathy, resilience, and strong relationships. Through weekly lessons and classroom activities, students are learning how to show kindness, practice self-management, and make responsible decisions. CharacterStrong supports our school’s commitment to fostering a positive, inclusive culture where every student feels valued and connected.



Chichester

Dr. William Haws, Superintendent



Chichester High School Receives Boeing Global Impact Grant

Chichester High School is proud to receive the Boeing Global Impact Grant for the second year in a row, advancing STEM learning and creating career pathways for Chichester students. In total, Boeing has awarded Chichester High School \$90,000.00 over the last two years to help the district expand drones coursework and create applied STEM experiences. The Drones Principles and Certification Course successfully launched in the 2024-2025 school year. Five Chichester students earned their industry-level Part 107 certification, making them immediately employable in the aerospace or manufacturing sectors. Funding has made it possible for the district to add an advanced-level drones course this year.

Chichester School District is also accelerating the STEM initiative through a newly constructed STEM classroom and purchase of state-of-the-art industry equipment and software. With a larger percentage of our Chichester graduates leaving high school unsure of their career path or entering directly into the workforce, it is Chichester's mission to provide career-ready skills and options for those students. The ultimate goal of Chichester's STEM program is to inspire students to see themselves as capable of success in STEM fields and consider a career in STEM.

As part of the STEM expansion, the district is partnering with multiple local industry leaders to provide immersive learning opportunities as part of the classroom experience. The district is in the process of developing additional coursework options for students as we continue to expand. The grant was made possible with the support of Chichester Education Foundation.



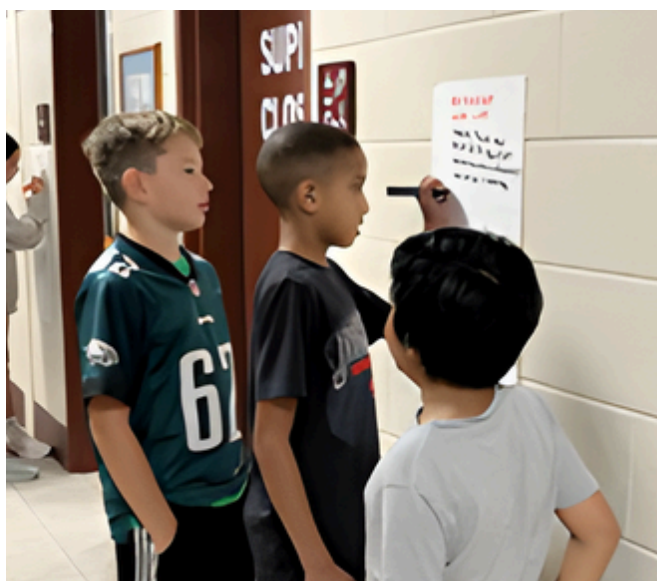
Garnet Valley

Dr. Marc Bertrando, Superintendent

From Bans to Balance: GV's Journey Toward Digital Discipline

Across the nation, schools are grappling with a divisive question: Should student cell phones be banned entirely or freely allowed? At Garnet Valley School District, we chose a third path—one grounded not in prohibition or permissiveness, but in preparation.

Our goal is not to confiscate technology, nor to surrender to it, but to teach balance. We want students to thrive in a world where devices are constant companions—using them thoughtfully, respectfully, and with self-discipline. That conviction sparked Screen Smart GV, a district-wide initiative designed to help students, families, and educators practice digital discipline. Rather than vilifying technology, we reframed it as a powerful tool to be mastered. The result has been a positive culture shift that reaches well beyond the classroom.



Teaching Digital Citizenship

Alongside clear expectations, Garnet Valley implemented a K-12 digital wellness curriculum that addresses distraction, empathy, group chat etiquette, digital footprints, and responsible use of artificial intelligence. Students who once struggled with balance now welcome practical tools and guidance to manage their digital lives.

Building Balance Together: Clear, Developmentally Appropriate Expectations

We established consistent, age-based guidelines that grow with students' maturity.

- Elementary students keep phones silenced in backpacks.
- Middle schoolers store devices in lockers or bags, with limited use at lunch.
- High schoolers may use phones during non-instructional time, but not in class.

The approach honors students' increasing independence while protecting learning time.

Partnering with Families

Recognizing that healthy digital habits begin at home, we invited parents into the process through workshops, newsletters, and screen-time agreements. Together, we're modeling what it means to live—and learn—well in a connected age.



Garnet Valley

Dr. Marc Bertrando, Superintendent

Students at the Heart of the Movement

Perhaps the most powerful transformation has come from students themselves. High school athletes and arts leaders launched “digital detox days,” while student councils produced public service announcements shown at games and assemblies. “It means more when you see someone your own age put their phone away,” one student shared.

This peer-driven advocacy made the message authentic in ways adult directives could not. Students are no longer passive participants—they’re leaders of a growing culture of balance.

A Culture of Empowerment, Connection, and Pride

By spring 2025, Screen Smart GV no longer felt like a program; it had become part of who we are as a community. Our shared mantra—Empower. Balance. Connect. Thrive.—now guides daily habits and classroom culture. Teachers report fewer disruptions tied to phones. Parents describe family game nights making a comeback. Students have even organized 24-hour “phone-free” challenges to reconnect with peers face-to-face.

What began as a conversation about cell phones has evolved into something far more meaningful—a shared commitment to helping students build self-awareness, focus, and balance in all aspects of their lives.

Celebrating Public Education Through Partnership and Purpose

Public education shines brightest when schools, families, and communities work together to support student growth. Garnet Valley’s journey from bans to balance reflects that spirit—educators innovating, parents partnering, and students leading the way toward a healthier digital culture.

It’s a story we’re proud to share, and one that captures the essence of what it means to celebrate public education: empowering young people not only to learn, but to live with balance, empathy, and purpose.





Haverford

The School District of Haverford Township

Dr. Matthew Hayes, Superintendent

Guided By Vision, Driven by Students: Advancing Excellence at Haverford

The School District of Haverford Township community came together through a comprehensive strategic planning process to identify four key goals that will guide our work over the next five years: Academic Excellence in an Evolving World, Social-Emotional Growth, Belonging, and Community Pride and Civic Engagement. With input from more than 4,000 participants through surveys and focus groups, we gained a clear understanding of what our school community values and envisions for the future of our students.

At the heart of this work is the student voice. At Haverford High School, electives, activities, and job fairs are expanding opportunities for students to share their ideas, take on leadership roles, and help shape the school experience in meaningful ways.

All 9th, 10th, and 11th-grade students were invited to participate in the annual Electives Fair, an engaging event designed to help them explore the wide variety of courses available as they plan for the upcoming school year. Departments from every academic area—including Math, English, Social Studies, Science, and World Languages—joined forces with the Unified Arts programs to showcase their offerings.



Teachers and students set up creative displays and interactive exhibits featuring courses in Physical Education, Art, Music, Technology, Business, and Family and Consumer Sciences (FCS). Through hands-on demonstrations, student projects, and multimedia presentations, the fair offered an exciting opportunity for students to discover new interests, ask questions, and identify classes that align with their goals. The event celebrated academic diversity and encouraged students to step outside their comfort zones to explore new pathways for learning and growth.



Haverford

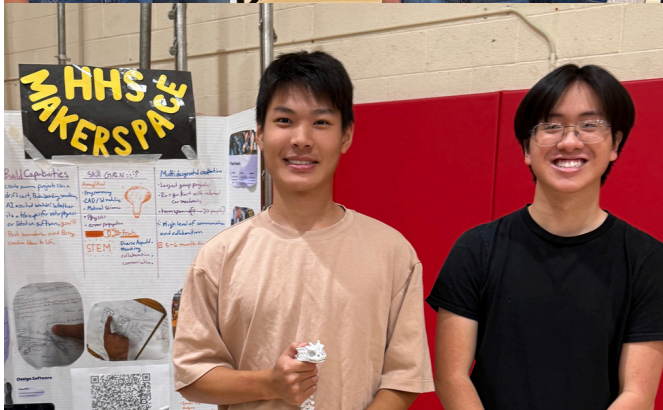
The School District of Haverford Township

Dr. Matthew Hayes, Superintendent

The annual Haverford High School Activities Fair brought energy and excitement to the gymnasium as students explored the wide variety of clubs, sports, and organizations available to them. From robotics to theater, environmental advocacy to debate, there was something for every interest and curiosity. Tables lined the gymnasium as more than 90 club leaders proudly shared information, displayed projects, and encouraged new members to get involved. Whether students were drawn to academic competitions, artistic expression, community service, or leadership opportunities, the fair offered a firsthand look at the many ways to connect and belong beyond the classroom.



Haverford High School also hosted its first-ever Trades Fair, open to all students. This new event provided valuable insight into career opportunities by connecting students with employers, unions, and organizations offering jobs, training, and apprenticeships. The fair highlighted a variety of rewarding pathways beyond the traditional four-year college track and reinforced the school's commitment to helping every student find a meaningful direction for their future.



New STEM Center at Tinicum School Officially Opened!



Interboro School District was proud to host the Cal Ripken, Sr. Foundation (CRSF), the Exelon Foundation, and PECO for a ribbon-cutting ceremony to launch at a state-of-the-art STEM center at Tinicum School on November 20, 2024.

The ribbon-cutting ceremony featured guest speakers including Cal Ripken, Jr., MLB Hall of Famer and co-founder of the Cal Ripken, Sr. Foundation and Calvin Butler, President and CEO of Exelon who serves as the Board Chairman of the Cal Ripken, Sr. Foundation, and other officials.

The three-year, \$3M project with Exelon includes the opening of 81 STEM centers in areas where Exelon and its utilities serve.

Following the ribbon-cutting ceremony, guests attend a reception in the new STEM center with Tinicum students demonstrating their new tools.

The Cal Ripken, Sr. Foundation has opened over 613 STEM centers in 25 states and Washington, D.C., as well as 22 district-wide public-school systems, impacting over 260,000 students across the country.

"I am so proud of the work that we are doing in STEM. Seeing the students react to the new STEM Center in their school is always special. When I was growing up, I loved math. Problem solving is critical and teaches us so much," said Cal Ripken, Jr. "We have always believed that we can do good things on our own, but we can make an enormous difference with engaged partners. Calvin Butler and The Exelon Foundation have been incredibly generous partners and with their support we have made a tremendous impact on kids here in the Philadelphia area and nationwide."





Interboro

Bernadette Reiley, Superintendent

The new STEM center at Tinicum School is the first of seven Cal Ripken Foundation and Exelon Foundation sponsored centers opening this year at schools across the PECO service area.



The new STEM center will provide education and training to more than 300 students. The program received a Ripken Foundation Mobile STEM Center Toolkit that included many high-tech gadgets including The Sphere BOLT power pack, which is an advanced round-coding robotic ball, and a 3D printer are new features. Tello Drones will be used to help students learn the basics of coding through a mobile coding app. Other technology that will aid instruction include a Snap Circuits Educational Series that can be customized for the needs of the individual program site and a programmable computer chip that connects coding and practical applications.



“Exelon is proud to partner with the Ripken Foundation on this venture because we have been interested and invested in STEM education for a long time, and for good reason,” said Butler. “The energy industry is facing some big challenges - from climate change to cyber security - and we need the skills and expertise that students will gain in a STEM Center. Our hope is that these students will one day bring those skills to Exelon.”





Marple Newtown

Dr. Tina Kane, Superintendent

A Fresh Start Each Day: Renewing Our Commitment to Morning Meeting

At Marple Newtown School District (MNSD), the start of a new school year brings renewed energy and purpose to our classrooms. Across all four of our elementary schools, the foundational practice of Morning Meeting is taking hold once again. While many teachers have implemented this approach in the past, MNSD recognized the importance of revisiting and refining it districtwide. This year, the district renewed its collective commitment to Morning Meeting as a powerful practice for building classroom community, strengthening relationships, and supporting the whole child.

More than just a daily routine, Morning Meeting is a relationship-centered practice that helps students feel safe, connected, and ready to learn. It promotes the development of key social-emotional skills such as empathy, active listening, collaboration, and self-regulation. In today's world, where children face increasing social and emotional challenges, this kind of predictable, supportive structure is also critical for supporting student mental health and well-being. Research affirms that strong relationships between students and teachers are directly linked to academic success, and Morning Meeting helps lay that foundation each day.

As one teacher reflected, “Besides confidence, Morning Meeting brings a sense of safety, where students feel better about taking risks, trying new things, and being confident in themselves.



We are able to unite and connect with our similarities, and celebrate the bravery and uniqueness of our differences. Most importantly, it lets my students know that I see them, I respect them, and they belong just by being here.”

Aligned with our district's Multi-Tiered System of Supports (MTSS), Morning Meeting serves as a Tier 1 strategy that proactively addresses students' social, emotional, and behavioral needs. By starting the day with intention and connection, we set a positive tone for learning across all content areas.



Marple Newtown

Dr. Tina Kane, Superintendent

To support this renewed effort, all elementary teachers participated in professional development focused on the Responsive Classroom approach to Morning Meeting. These sessions modeled the four components of Morning Meeting and highlighted the purpose behind each one: Greeting, Sharing, Activity, and Morning Message/Schedule Review. Teachers explored how Morning Meeting fosters student engagement and strengthens classroom culture. They also received classroom-ready planning tools, curated ideas by grade level, and suggestions for integrating Social Studies themes such as community and citizenship to reinforce content in meaningful ways.

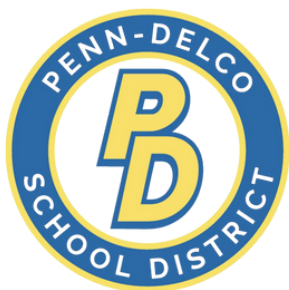
When asked about the impact of Morning Meeting, teachers reported noticeable improvements in classroom culture. One teacher shared, “Starting our day with Morning Meeting has helped each student feel that they are part of a supportive community. As a result, my students feel safe to share their feelings and opinions. It has fostered teamwork, trust, and respect, which has transferred to other academic areas.”

Another reflected, “Our classroom community is flourishing right now. Students love answering the weekly question and finding a way to connect with classmates. The connections that are made lead to conversations outside of Morning Meeting, which cultivates a warm classroom environment.” The benefits extend beyond community-building.



As one teacher explained, “This year, we’ve really taken on an academic small-group emphasis. Because Morning Meeting allows our students to greet each other daily and learn more about each other, they feel more comfortable working in groups and they’re forming new friendships along the way.” Another added, “Each student in my classroom feels safe, respected, heard, and valued because of Morning Meeting. Their social and communication skills have improved as well as their engagement, motivation, and participation throughout the day.”

This districtwide initiative reflects our shared commitment to nurturing the whole child, promoting positive school culture, and ensuring equitable access to high-quality SEL practices. As Morning Meetings continue to evolve and grow in each classroom, we are proud of the dedication our teachers have shown and we are excited about the lasting impact this work will have on our students throughout the year.



Penn-Delco

Dr. George Steinhoff, Superintendent

Parkside Elementary Celebrates PA Blue Ribbon School Recognition



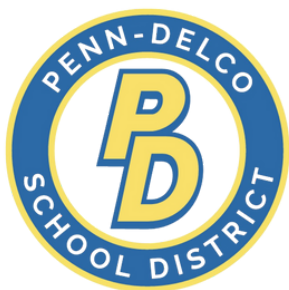
Cheers, music, and Panther pride filled the gymnasium at Parkside Elementary School on October 24, 2025 as students, families, educators, and community members gathered to celebrate the school's designation as a 2025 Pennsylvania Blue Ribbon School. The honor, awarded by the Pennsylvania Department of Education, recognizes schools demonstrating exceptional academic achievement and success in closing achievement gaps. Parkside is one of only thirteen schools in Pennsylvania, and the only school in Delaware County, to earn the distinction this year.

The celebration began with a welcome from Principal Tara Young, followed by spirited performances from the Sun Valley High School Cheerleaders and a moving rendition of the national anthem performed by Parkside alumna and Sun Valley High School student Amaya Howard.

Students shared what it means to be a Blue Ribbon School, while attendees enjoyed the premiere of a Parkside hype video showcasing the school's culture. A high-energy mascot dance competition featuring mascots from across Penn-Delco schools ignited cheers from the crowd, creating a festive atmosphere fitting for the occasion.

In her remarks, Principal Young emphasized that the Blue Ribbon designation reflects a school community committed to continuous growth. "This honor is not just a banner that we hang; it is proof of what happens when a school, a team, works together with a shared vision," she said. "This achievement starts right here, with the motto: teamwork makes the dream work. It's not just about one person being great; it's about everyone - the student helping a classmate, the teacher designing an amazing lesson, the parent volunteering their time, and the community leader supporting our mission."





Penn-Delco

Dr. George Steinhoff, Superintendent

Young celebrated students' focus on goal-setting, practice, and perseverance, noting that mistakes are embraced as part of learning. "Mistakes are just a natural, exciting part of learning. They are proof that you are trying something new and working outside of your comfort zone. You're growing," she said. She encouraged students to share their unique strengths - whether academic, creative, athletic, or social - for the benefit of the school community.

Superintendent Dr. George Steinhoff also praised Parkside's culture, describing the school as a place where students feel confident and supported. He noted that the recognition aligns with Penn-Delco's mission of helping every student achieve academic growth, succeed in "Ready for Life" skills, and excel in personal interests or talents. "From the minute a visitor arrives at Parkside, they sense a close-knit, caring school community with great students and dedicated staff," he said.



Parkside's transformation into a Leader in Me School, guided by the principles of Stephen Covey's The 7 Habits of Highly Effective People, has played a significant role in shaping that culture. The initiative empowers students to take ownership of their learning, build responsibility, and develop communication and leadership skills. Classroom routines, guidance lessons, and monthly themes support students in growing academically, socially, and emotionally.

The climax of the event came when a group of Parkside students helped unveil the school's official Blue Ribbon banner to applause and excitement.

"Today we celebrate this award, we celebrate leadership, we celebrate determination, and we celebrate the small moments of strength and kindness we see every day," Young said. "Be extremely proud of our school, our team, and our amazing community. Thank you for doing your part to make Parkside one of the thirteen best schools in Pennsylvania."

Parkside will be formally recognized along with other honorees at the PDE SAS Conference on December 9, 2025 in Hershey, Pennsylvania.



Radnor

Dr. Kenneth Batchelor, Superintendent

Game Changers: Building Character, Confidence, and Connection

For the past four years, Radnor Middle School has teamed up with Villanova University's Women's Basketball team to mentor eighth-grade girls, helping them grow into confident, capable young leaders. This initiative, rooted in a decade-long relationship between RMS and Villanova Athletics, is an outstanding example of how public schools can foster meaningful connections that extend beyond the classroom.

What began as occasional visits from college athletes to speak about time management, peer pressure, and balancing academics with sports has evolved into a structured mentorship program that's positively impacting young lives. Each year, a cohort of eighth-grade girls is paired with Villanova Women's Basketball players for four sessions that blend open dialogue, team-building activities, and real-world advice. The topics covered are as relevant as they are meaningful:

- Time management and academic balance
- Navigating social media and peer pressure
- Self-esteem and self-image
- The connection between mental and physical health

These sessions are more than just lectures, they're interactive, engaging, and fun. Students and athletes compete in trivia contests, build free-standing structures from household items, collaborate on TikTok videos, and, during the season, RMS students have a chance to attend a Villanova basketball game.



The sessions provide a space where students can be themselves, ask questions, and learn from role models they admire.

The girls selected for the program are identified by school counselors as having leadership potential, though many benefit from extra support to truly thrive. For these students, hearing advice from college athletes, young women who have faced similar challenges and succeeded, is both inspiring and empowering.

Villanova players, in turn, gain something equally valuable: the chance to give back to the community where they live and study. Their energy, enthusiasm, and authenticity have made a lasting impression on RMS students and staff alike.



Radnor

Dr. Kenneth Batchelor, Superintendent

This year, the program expanded in an exciting new direction. Thanks to RMS Assistant Principal Dr. Douglas Kent, the Villanova Football team has joined the initiative, mentoring a cohort of eighth-grade boys in a parallel program. Kent approached Villanova Athletics with the idea, and the Head Football Coach embraced it immediately.

The football mentorship mirrors the girls' program in structure and spirit. Students meet with Villanova players for four sessions, engaging in informal conversations and targeted discussions around:

- Balancing schoolwork and life
- Peer pressure and social media
- The importance of self-advocacy
- Building positive relationships

As with the girls' program, students are selected by school counselors based on leadership potential or a need for positive reinforcement. The goal is to provide these boys with relatable role models, young men who are closer in age and more diverse than the school's staff, and to show them that success is within reach.



The anticipated outcomes are ambitious but also deeply personal. RMS hopes this program will be a spark for future success, helping students understand that hard work pays off and that their starting point in life doesn't define their destination. The message is clear: it's what you put into your life that matters most.

As RMS principal Dr. David Wiedlich likes to say, "Radnor Middle School is the school with a heart in the heart of Wayne." Public schools often serve as the heartbeat of their communities, and RMS is no exception. This mentorship initiative exemplifies the power of collaboration, the importance of representation, and the profound impact of investing in young people. It's a celebration of what public education can achieve when schools and their community come together with a shared purpose.

This is what public schools do best. They see potential, nurture it, and celebrate it. And in the halls of RMS, with the support of Villanova Athletics, the next generation of leaders is already on its way.



Ridley

Charles Maiers, Superintendent

Building the Future of Education: Ridley's Peer Mentoring Program Shapes Tomorrow's Teachers, Counselors, and Leaders

At a time when schools across the nation face a teacher and counselor shortage, Ridley School District is planting the seeds of its own solution — right inside its classrooms. Through the Peer Mentoring Program, Ridley High School students are gaining early, hands-on experience in education, counseling, and leadership, preparing them to become the next generation of professionals who will carry Ridley's values forward.

The program's mission is rooted in connection, responsibility, and kindness. Peer Mentors work with younger students across the district's elementary, middle, and high schools to build relationships, promote positive behavior, and foster a sense of community.

"It's uniquely Ridley," said Peer Mentoring teacher Deborah Friel. "It really shows the heart of our district. These students are doing real work — it takes a lot of commitment, and it is incredibly worthwhile when they're involved."



Peer Mentors are selected through a recommendation and interview process and complete a two-week training period focused on communication, conflict resolution, advocacy, and Safe2Say procedures. Once placed in schools, they continue developing those skills as they mentor students in settings ranging from speech and emotional support to intensive learning classrooms.

The results are evident across the district. Teachers describe Peer Mentors as positive role models who bring energy, compassion, and empathy into every classroom.

For mentors like Melinda Howe, the program has been life-changing:

"Peer mentoring has made me able to make connections with younger students and shown me how to be a better role model. It's helping me with my career path—I want to become a guidance counselor, and this gives me real-life experience."





Ridley

Charles Maiers, Superintendent



The impact doesn't stop at graduation. Many former Peer Mentors have returned to Ridley as teachers, counselors, and support staff—embodying the same compassion and care they once shared as students.

Today, about ten teachers, counselors, and staff members across the district once served as Peer Mentors themselves—proof that Ridley's investment in mentorship is paying dividends for the future of education.

One of those proud alumni is McKayla Horsey, a 2020 graduate of Ridley High School who now teaches sixth-grade Innovation Center at Ridley Middle School.

"I discovered the joy of connecting with students, supporting them, and being a positive example they could see themselves in...Those moments in the classroom inspired me to pursue my calling in education," Horsey said.

"Now I get to carry forward that same spirit that once inspired me as a student," She added.

Stories like McKayla's highlight how the Peer Mentoring Program serves as a true district pipeline, inspiring students to return as educators and counselors who already understand Ridley's values and culture.

As Mrs. Friel said, "Any district would benefit from implementing a program like this." The Peer Mentoring Program is more than just a class—it's a pathway to the future. Through mentorship, Ridley students are discovering their purpose, learning to lead with kindness, and proving that the district's greatest strength lies in the people who call it home.





Rose Tree Media

Dr. Joseph Meloche, Superintendent

Rose Tree Media School District's Service Learning Commitment: Hands-on Community Service at Every Grade Level

The Rose Tree Media School District “walks the talk” when it comes to the district’s mission: Students are the focus of the Rose Tree Media School District learning community. All students will reach their intellectual, emotional, social, and physical potential in a safe environment that celebrates diversity, individual talents and efforts, and promotes collaboration, caring, respect, and leadership. Students will be well prepared to create meaningful and productive lives in a global society.

A shining example of a program to help fulfill this mission is the district-wide Martin Luther King Day of Service. Each year, all students at every grade level participate in meaningful, hands-on community service projects that positively impact the communities that comprise the district - Media Borough, Edgmont Township, Middletown Township, and Upper Providence Township - and beyond. The coordinated effort of the principals and staff in RTMSD’s high school, middle school, and four elementary schools, along with parents’ donations and volunteer hours, and partnerships with outreach organizations result in not only helping others, but building students’ ease of collaboration, caring, respect, and leadership.

Glenwood Elementary students at every grade level collected donations to make puzzle kits for community members in assisted living homes.



Students in the younger grades made “goody bags” with various snacks for the RTMSD transportation and maintenance departments. Students in the upper grades collected socks and hygiene items for local homeless shelters.

At Indian Lane Elementary, first graders assembled birthday cake kits for Loaves & Fishes Food Pantry. Second graders created thank you kits for local first responders. Third graders prepared breakfast bags for Caring for Friends, providing meals to seniors in need. Fourth graders made sandwiches for St. John’s Hospice and donated to The Salvation Army to support individuals experiencing homelessness. Fifth graders created comfort bags for cancer patients at Crozer Cancer Centers. And kindergarteners made homemade dog treats for Rags 2 Riches, a local rescue organization.

Media Elementary's fifth grade students partnered with the Media Fellowship House to hold a donation drive as part of our Martin Luther King Jr. Day of Service Project. All grade levels throughout the school collected more than 3,200 items that Media Elementary families donated. The students delivered them to the Media Fellowship House on Friday, January 17.

At Rose Tree Elementary, students made dog treats and donated towels, sheets, and blankets to the Brandywine SPCA. They also collected items for the Mothers' Home in Darby, PA, and for children supported by Every Child Counts and CASA.



Springton Lake Middle School students put together 1,000 peanut butter & jelly sandwiches and 1,000 hot spaghetti & meatball meals for those in need. Caring for Friends, a nonprofit organization that provides food and friendship to seniors, kids, and families in Greater Philadelphia, supplied the food for the Springton Lake effort, including 200 pounds of meat for the meatballs.

At Penncrest High School, students donated canned goods and non-perishables in a "Stuff the Bus" event organized by the Boys and Girls Lacrosse Teams. All items were delivered to the Media Food Bank.

Planning is underway for the district's 2026 Martin Luther King Day of Service. Organizations interested in participating in or partnering with a school for the event should contact the school's main office.



Southeast Delco

Dr. Yamil Sanchez, Superintendent

Celebrating the Spirit of Southeast Delco: Voices, Vision, and Pride in Public Education

This year, journalism students at Academy Park High School took an active role in sharing their school's stories and successes for the annual American Education Week publication. They shared ideas and content that helped shape an article that highlights the achievements, events, and spirit of their school. Their contribution captures not only the successes of Academy Park High School, but also the pride and creativity of its students.

Finding Family and Confidence on the Stage

For Academy Park High School senior Crystal Brown, that partnership comes to life under the bright lights of the theater.

"When Academy Park's theatre program comes to mind, I immediately think of family," Crystal shared. "The countless hours, long rehearsals, and tech weeks all lead up to one of the greatest experiences—being on stage, surrounded by people who share your passion. I've found so many parts of myself and come out of my shell because of this program. It's changed me for the better."

Her words reflect *Park Pride*—the spirit of unity and perseverance that defines Southeast Delco's high school students. Through the arts, athletics, and academics, students are learning not only how to perform or compete, but how to lead, collaborate, and grow.



Park Pride in Motion: Athletics and Arts

At Academy Park, student-athletes continue to make their mark. Under Coach Kaitlyn Serpa, the girls' tennis team celebrated its 13th consecutive Del-Val League Championship, a remarkable achievement that showcases both skill and dedication. The football and track programs have also demonstrated resilience and promise, with athletes earning recognition from scouts and preparing for competition on the national stage. These victories are the product of mentorship and teamwork—hallmarks of the Southeast Delco experience. "All of our coaches share a common goal," said senior Bless Afuh, "to help student-athletes win, grow personally, and develop the drive to succeed beyond high school."



Southeast Delco

Dr. Yamil Sanchez, Superintendent

That same pride extends beyond the playing field to the creative spaces where students write, sing, and reflect. The district's Poetic 101 club gives students a platform to share their voices and celebrate identity through spoken word.

Building a Culture of Celebration & Support

From the Kindergarten Center—where every child begins their journey in a nurturing, full-day program—to the halls of Academy Park High School, the Southeast Delco story is one of resilience and renewal. Investments in art, physical education, mental health support, and social-emotional learning reflect a holistic approach to student success. As Dr. Sanchez notes, “We are redefining what it means to belong in Southeast Delco—creating schools where students discover who they are, what they can achieve, and how they can give back to their community.”

American Education Week reminds us that public education thrives through partnership—between teachers and families, coaches and players, performers and audiences, students and their peers. In Southeast Delco, those partnerships inspire excellence every day. From the stage lights of the Academy Park auditorium to the energy of the track, from poetry meetings to parent forums, the district's mission is alive in every student voice and every act of community. Together, we celebrate not only what our schools accomplish—but who our students are becoming.



Districtwide Focus: Belonging, Connection, and Student Voice

Under the leadership of Superintendent Dr. Yamil Sanchez, Southeast Delco is strengthening systems that elevate student voice, foster connection, and expand opportunity. Through the Office of Strategic Initiatives, the district has launched several efforts to ensure every student feels seen and supported. Onflo (formerly Let's Talk) now provides families and community members a direct way to communicate with schools. The new Community Connect newsletter keeps families informed and celebrates district achievements. A series of student forums, hosted with the DCIU, focuses on dignity, belonging, and future leadership. Expanded cultural events and the Read Alliance program are boosting literacy and inclusion across all grade levels, while staff professional learning now emphasizes inclusive teaching, cultural competency, and support for multilingual learners. Together, these initiatives advance the district's vision of an inclusive, student-centered environment where every learner can thrive.



Springfield

Dr. Anthony Barber, Superintendent

Springfield High School Makes Lacrosse History!

Years in the Making

Before the 2025 season began, lacrosse wasn't just a sport in Springfield, it was part of the town's DNA. Boys' coach Tom Lemieux summed it up perfectly: "Springfield is the greatest town in America. They love sports. They love this team." Generations had come through the same system to E.T. Richardson Middle School, and then straight to the high school, where even alumni returned to give back. Girls' coach Keith Broome credited that legacy to early leaders like Stu Brown and nearly three decades of tradition, saying this team had "the best chemistry" he's ever seen.

Last Year's Sting → This Year's Fuel

The foundation for 2025 was laid in heartbreak. The boys had suffered a crushing playoff defeat the season before, but instead of sulking, they used it as motivation. As Lemieux recalled, the team decided that it wasn't going to be the "nice sport" anymore, they "took it personally and got back in the gym." Their motto, passed down by their youth teams, became their identity: Those who stay will be champions.

On the girls' side, leadership came from the top down. "The senior girls were amazing," Broome said. "They were selfless... It wasn't about any one girl." The culture they created brought everyone together, younger players felt included, and the standard became unity.



The "Buy-in"

When the snow melted and practices began, the tone was already set. Lemieux dismissed any idea of quick success: "It's about the buy-in. These kids didn't just show up in March. They've been working for this for years." That mindset carried into the spring, where both programs moved as one cohesive unit. Broome called his roster a "great, great group," and their results backed it up; both teams earned top seeds and home-field advantage heading into the playoffs.

The Playoff Run

Once postseason play began, Springfield's identity came to life, every goal, every ground ball, every huddle was fueled by connection. Players who had grown up together were now chasing the biggest prizes of their lives.

For the boys, the combination of talent and depth was unmatched. The squad was so deep that eight players are or were heading to Division I programs.



Springfield

Dr. Anthony Barber, Superintendent

Yet if you asked anyone in that locker room, the answer stayed the same: it was never about individuals, it was about the collective.

The girls matched that passion with a style built on speed, intelligence, and heart. They embodied the culture their coach described; Broome put it best, “You have Saxer Ave. You have Wawa... people are talking about the sports teams.” In Springfield, sports are a living tradition, passed from grandparents to parents to children, and you could feel that lineage in every huddle and every play.



Making History at Penn State

Then came the defining moment, Penn State, where Springfield wrote itself into the record books. For the first time in Pennsylvania history, one school captured both boys' and girls' district and state championships in the same season. Lemieux could only grin in disbelief: “No team in PA has ever won both girls' and boys' districts and states... it was just incredible.”

The homecoming was a celebration only Springfield could deliver. “We had a police escort, the fire trucks led us in... we were honored at the school board meeting and by the commissioners,” Lemieux said. The entire community felt like part of the team.

The Afterglow

When the trophies were placed on the shelf and the crowds went home, Springfield's message to its younger players was simple: stay true to what built this. “Stay committed, stay connected, and stay grounded.”

As Broome reflected, that's what makes this town special, its shared roots. “When you play with your boys and your girls that you grew up with... they'll never get to experience this again. They know that, and they own that.”

And for anyone wondering how this story came to be, the shirts say it best: Those who stay will be champions.



Bilingual Buddies: Supporting Newcomer Students Through Peer Mentorship

Stonehurst Hills Elementary School, located in the Upper Darby School District, has implemented a unique peer support program called Bilingual Buddies that is positively impacting newcomer students learning English. This initiative, designed for third through fifth graders who possess a higher proficiency in English and often speak multiple languages, pairs these older students with younger newcomers who are just beginning their English language journey. The program not only enhances newcomers' academic and social English skills but also fosters a supportive, inclusive school community.

The idea for Bilingual Buddies originated from Ms. Bean, a dedicated English Language Learner teacher who saw an opportunity to help newcomer students assimilate more smoothly into school life. Supported by school district curriculum supervisors Joanna DeMarco and Eileen Caruso, the program was developed to leverage the linguistic abilities of more proficient students to assist those still acquiring English. The buddies are carefully selected based on their English Language Proficiency and adherence to the school's core values: Be safe, Be respectful, and Be responsible. These values are critical, ensuring the buddies serve as positive role models who create a welcoming and safe environment for new students.

The Bilingual Buddies program primarily focuses on three core areas: weekly meetings on early dismissal Wednesdays, customized learning activities, and the welcoming of new students through "welcome walks." "Welcome walks" are a great opportunity for bilingual buddies to introduce new students to important people and places they might not otherwise know about, easing their transition and reducing anxiety.

During weekly sessions, buddies meet with newcomer students in small groups. These gatherings often involve reading books together and engaging in tailored activities that meet the newcomers' individual needs. As students progress, activities become more complex and aligned with classroom learning, this personalized approach allows newcomers to develop both their academic English and their confidence in using the language in social settings.

The program also includes bilingual announcements. One of the buddies helps deliver afternoon announcements in Spanish, ensuring Spanish-speaking students receive important information in a language they understand. This innovation not only aids comprehension but also empowers bilingual students to take an active role in school communication.

Upper Darby

Dr. Daniel McGarry, Superintendent

As the Bilingual Buddies near the end of their English language learning journey, many worried about losing their role as mentors. To address this, the school created Multilingual Math Mentors as a follow-up program where older students continue helping newcomers by supporting them with math skills during weekly visits to classrooms. This continuation keeps students engaged and helps newcomers build academic skills beyond language learning.

The impact of the Bilingual Buddies program extends beyond language acquisition. Older students gain confidence and pride in their bilingual abilities, while newcomers benefit from increased English proficiency and social integration. Teachers and administrators have observed marked improvements in the newcomers' academic language use and overall comfort at school. The program's flexibility allows it to adapt to the changing demographics and needs of the student body, ensuring ongoing support for all language learners.

Importantly, the program also nurtures empathy and leadership skills among the older students. By stepping into a mentor role, these children develop a sense of responsibility and maturity as they guide and support their younger peers. This experience cultivates social-emotional growth, helping the buddies understand diverse perspectives and the challenges faced by newcomers.



The pride they feel in their bilingualism and in helping others is a powerful motivator that fosters lifelong appreciation for multiculturalism and community service.

The success of the Bilingual Buddies program demonstrates how schools can harness peer influence to build inclusive environments that celebrate linguistic diversity. This approach aligns with research indicating that language learners thrive when given meaningful opportunities to practice academic and social English in real-life contexts with supportive peers.

Looking ahead, the Stonehurst Hills Elementary School team hopes to expand the program further by integrating technology and community partnerships.



Wallingford-Swarthmore

Dr. Russell Johnston, Superintendent

The Panther Café: Where Students Serve, Learn, and Belong

On Mondays and Wednesdays, the Panther Café fills Strath Haven High School's hallway with the aroma of coffee and warm smiles. More than just a café, it's a place where students gain real-world experience, build confidence, and master skills for their futures.

Sarah Holt, Special Education Teacher and Department Chair, created the Panther Café as a hands-on learning opportunity that has become one of Strath Haven's most dynamic programs. "The primary goals are to teach vocational and soft skills," Holt explains. "We're preparing students for job placements and job coaching in the community, getting them ready for the real world."

Students rotate through different roles, each one carefully designed to build competence and independence. Four to five students work in the café at any given time, while others complete tasks such as data entry, mail delivery, or copying for various departments and staff members across the school. The work is remarkably diverse. Baristas craft specialty drinks like the "Pink Panther," a playful take on Starbucks' famous Pink Drink. "They learn soft skills like listening, cashiering, using the Square reader app, taking orders, and making change," Holt notes. "But it goes beyond that. They're learning to craft and follow recipes, navigate the building, and understand the importance of showing up and doing their job well."

What makes the Panther Café truly special is its impact on the entire school community. Teachers bring their classes to visit, and regular customers note the professionalism and pride students bring to their work. "Students get to interact with their peers in a setting where they're in charge and showing off their skills," Holt says. "Most importantly, kids in our program are more seen and more involved in the school community."

The program is designed with a clear purpose and intention. Each week includes a balance of job training, skill development, community-based instruction, and social learning. This well-rounded structure helps students build a wide range of abilities that will serve them throughout their lives. The café itself sends a powerful message by shifting perceptions, fostering authentic connections, and promoting inclusion as a natural part of the school community rather than a special exception.

This vision extends into the Best Buddies club, a national organization at Strath Haven, where all students are encouraged to join. The student-led club brings together peer buddies and students with disabilities to build meaningful relationships. Holt hopes to eventually create an elective course at the high school, a truly inclusive classroom where collaboration is at the heart of everything.



Wallingford-Swarthmore

Dr. Russell Johnston, Superintendent

"There's real overlap between the café program and Best Buddies," Holt explains. "The vision is clear: inclusion isn't an add-on. It's how we should be operating." This approach builds understanding and fosters genuine connections between students of all abilities. Beyond the café, these experiences nurture growing confidence, responsibility, and communication skills. Students discover pride in their work and the gratitude of customers.

American Education Week celebrates learning in all its forms and for all students. The Panther Café embodies that spirit completely. By giving students with disabilities meaningful opportunities to work, contribute, and succeed, Strath Haven is doing more than running a café. It's sending a message to every student, every staff member, and every visitor: these students have gifts to offer. They deserve to be seen, valued, and included.

The Panther Café doesn't just serve coffee. It serves as a reminder of what schools can be when they prioritize hands-on learning, genuine inclusion, and the dignity of every student. One order at a time, it's changing how an entire school community understands possibility, capability, and belonging.

The program is designed with a clear purpose and intention. Each week includes a balance of job training, skill development, community-based instruction, and social learning. This well-rounded structure helps students build a wide range of abilities that will serve them throughout their lives. The café itself sends a powerful message by shifting perceptions, fostering authentic connections, and promoting inclusion as a natural part of the school community rather than a special exception.

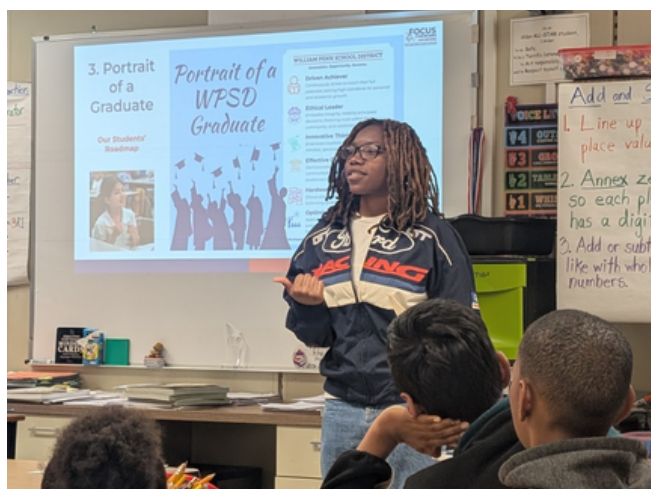


“I Feel Like I Shine”: How William Penn’s Portrait of a Graduate is Connecting the Community

The idea for William Penn School District’s Portrait of a Graduate Tour began with a simple, powerful moment. During the first week of school, Superintendent Dr. Eric J. Becoats was at Colwyn Elementary School when he connected with Mr. Reilly’s fourth-grade class. He promised to visit them again to share about the district’s new Portrait of a Graduate initiative, launched in April 2025 as part of the district’s strategic plan, Focus Forward and Beyond.

Upon his return, Dr. Becoats led a discussion on the Portrait’s six attributes: Driven Achiever, Optimistic Visionary, Ethical Leader, Innovative Thinker, Effective Communicator, and Hardworking Contributor. Students shared their thoughts on these attributes and how they demonstrate them in their daily lives.

When Dr. Becoats asked, “What does effective communication feel like?” one student responded, “I feel like I shine.” Another added, “It feels happy.” That moment captured the essence of the Portrait: when students develop these skills and qualities, they become more confident and inspire those around them. WPSD’s Portrait of a Graduate is not just a summary on a piece of paper that you receive alongside your diploma. It represents a shared K-12 journey of growth, discovery, and wonder, supported by teachers, families, and the community.



“I wanted to bring this message and conversation to every school in our district,” said Dr. Becoats. “Our Portrait of a Graduate is a shared vision for all students, and it’s important that they hear it, reflect on it, and see how it connects to their own experiences.”

And that is how WPSD’s Portrait of a Graduate: Connecting the Community tour began. Joining him on future visits are members of the Superintendent’s Student Advisory Council (SSAC), which is especially meaningful because the SSAC helped develop the Portrait of a Graduate as part of the district’s strategic planning process. Together, they engage students in conversations that connect the six attributes to their own experiences, helping make the Portrait tangible and relevant in every classroom.



The tour officially kicked off on October 9 at Aldan Elementary School, where Dr. Becoats and Elisia Lawrence '26, a member of the Superintendent's Student Advisory Council, visited Mr. Mooney's sixth-grade class. Students explored what it means to be a WPSD student, discussed the six attributes, and reflected on how they see these qualities in themselves and their classmates.

Elisia shared her own journey, explaining how she exhibits the Portrait attributes in many areas of her life, from serving as point guard for the Penn Wood High School basketball team to excelling in the classroom and building meaningful relationships with friends.

"Seeing students sitting in these classrooms, just like I did years ago, and now being here as a high school senior has been really impactful," she said. "A Portrait of a Graduate is a way to connect with students across grade levels, to inspire them, and to show what's possible when we embrace these attributes every day."

The Connecting the Community tour will continue throughout the school year, with Dr. Becoats and members of the SSAC visiting different schools and grade levels. Staff received a Portrait of a Graduate toolkit with activities, discussion prompts, and resources to integrate the attributes into everyday learning. The year will culminate in a video highlighting how students across the district are living the Portrait academically, socially, and in the community.

Through the Portrait of a Graduate: Connecting the Community tour, William Penn School District is bringing its vision to life. Each visit celebrates student voice, connects learning to real-world experiences, and highlights the shared values that unite the district. As students continue to grow into Driven Achievers, Optimistic Visionaries, Ethical Leaders, Innovative Thinkers, Effective Communicators, and Hardworking Contributors, they aren't just preparing for graduation—they're preparing to shine in every part of their lives.



Building for the Future!

As DCIU continues to expand and innovate, several construction projects have recently concluded and others are well underway, enhancing our facilities and advancing our mission of delivering exceptional services and programs. These initiatives reflect a significant investment in our infrastructure and reaffirm our commitment to providing a state-of-the-art environment for our students, employees, clients, and partners.

Projects include renovations and expansions at DCIU's Education Service Center in Morton, the Marple Education Center, and our campuses in Folcroft and Aston.

"These projects represent a significant investment in our infrastructure and our commitment to providing a state-of-the-art environment for our students, employees, clients, and partners," said Dr. Maria Edelberg, Ed.D., DCIU Executive Director. "Investing in renovations and expansion is a strategic step toward paving the way for DCIU's future growth and success."

What's New at Marple Education Center

Despite ongoing construction, staff, students, and families began the new school year strong. Parking has been restructured to add more spaces and improve traffic flow, making drop-offs and pick-ups easier for schools, parents, and staff.

The stage has been redesigned with handicap-accessible ramps to promote inclusion and accessibility for all students and staff.

With convenience and comfort top of mind, DCIU proudly opened a new parent waiting room, a welcoming space designed for families of Early Intervention students visiting the center for diagnostic evaluations and programming. The room provides a comfortable, calm environment that enhances the overall visitor experience. We are also excited to unveil Marple Education Center's new school-age playground. The expanded area offers students more room to explore, play, and enjoy outdoor activities.



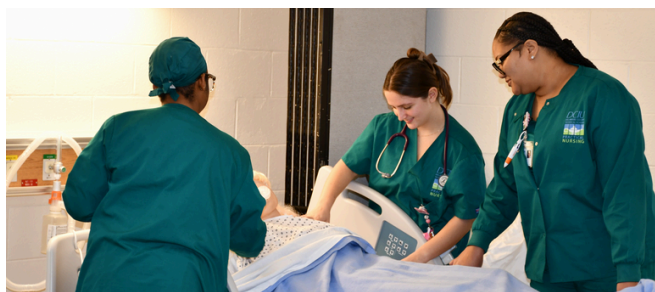
The completion of the Marple project will also allow for additional classroom space to accommodate the growing need in our school-age programming for students with complex needs in our low-incidence programs.

DCIU anticipates being able to add up to five new classrooms for programming in our low incidence offerings. In addition, DCIU will create up to six new classrooms for our Early Childhood Education Program, expanding opportunities for Early Intervention services for our youngest learners.

The center will also feature a new space for integrated adaptive technology, designed to support the creation and customization of tools and equipment for students who require adaptive or assistive devices. These enhancements reflect DCIU's ongoing commitment to innovation, accessibility, and excellence in educational programming.

Practical Nursing Program

Construction of the new Practical Nursing Program (PNP) facility is progressing steadily, with completion anticipated by December 2025. The state-of-the-art building will feature modern classrooms, advanced simulation labs, and collaborative learning spaces that mirror real-world healthcare environments, enhancing instruction and supporting the program's growing enrollment.



DCIU's Practical Nursing Program continues to demonstrate excellence, with a first-time NCLEX-PN passage rate of 88.73%, consistently exceeding the required state and national standards for more than three consecutive years. The program's sustained success reflects the strength of its instruction, the dedication of its faculty, and the preparedness of its students.



Fully enrolled and thriving, the program continues to explore opportunities to expand offerings to meet the growing demand for highly skilled nursing professionals. In addition, DCIU recently established a new partnership with Penn Presbyterian Medical Center, part of the University of Pennsylvania Health System, to provide clinical rotation opportunities for PNP students. This collaboration ensures continued access to high-quality, hands-on clinical experiences, reinforcing DCIU's commitment to preparing students for successful, real-world careers in nursing.

Folcroft Campus

Construction is underway at the Folcroft campus, with the project anticipated to be completed in the fall or winter of 2027.

This project includes the development of a new, state-of-the-art facility for DCIU's Early Childhood Education programs, including Head Start, Early Head Start, Pre-K Counts, and Early Intervention. A new custom-designed playground will complement the facility, providing a safe and engaging outdoor space for our youngest learners.



The project also includes the expansion of DCIU's Career and Technical Education (CTE) programs. The newly expanded CTE facility will accommodate additional programming beginning in the 2027-2028 school year, further strengthening opportunities for students to explore and prepare for in-demand career pathways.

County Alternative High School Campus

DCIU recently acquired the property and facility located on the campus of the County Alternative High School. A new roof has already been completed, marking the first phase of improvements.

Future planning for additional upgrades and potential expansion is on the horizon, ensuring that this facility continues to support DCIU's growing programs and services for years to come.



Transforming Spaces, Inspiring Success

This past year has been full of exciting changes and renovations across our Aston and Folcroft campuses, transformations that mirror the incredible growth and momentum happening within Delaware County Technical High Schools (DCTS). As we began the 2025-26 school year, DCTS welcomed an enrollment of 1,404 students across both campuses, one of the largest enrollments at our technical schools.



This milestone reflects the growing recognition of Career and Technical Education (CTE) as a powerful pathway to success. More than ever, students and families are choosing DCTS for the opportunity to gain hands-on experience, earn industry certifications, and prepare for high-wage, high-demand careers.

Take Flight with DCTS



At Aston, our Electrical program now features an enhanced and expanded lab, providing students with access to state-of-the-art equipment and additional hands-on training opportunities. DCIU also renovated our Cosmetology suite, creating larger, more modern learning spaces that support creativity, collaboration, and career preparation and able to increase enrollment in the program. Looking ahead, Aston is exploring opportunities to expand its Welding program to further strengthen training options and meet workforce needs in the years to come.



Meanwhile, the Folcroft Campus continues to undergo major renovations and expansion to support this record student demand. The improvements under construction, including new facilities, expanded program spaces, and modernized infrastructure, will ensure that every DCTS student has the environment, tools, and resources needed to thrive.

DCIU remains committed to providing our students at the DCIU's technical schools with the best possible environment for learning, exploration, and career readiness, ensuring they have the space, tools, and inspiration to succeed now and in the future.

Looking Ahead

Together, these projects reflect DCIU's forward-thinking vision and unwavering dedication to growth, innovation, and excellence. By investing in modern, inclusive, and purpose-built learning environments, DCIU continues to strengthen its foundation for the future, ensuring that every student, educator, and program has the space and resources to thrive.

AMERICAN EDUCATION WEEK 2025





Thank you for joining us in celebrating
American Education Week



200 Yale Ave.
Morton, PA 19070
www.dciu.org
610-938-9000

DCIU 
Empowering Partnerships For Education