

Curriculum - Technology - Student Services Committee Meeting

Office of Education
September 28, 2026



UPPER MERION AREA SCHOOL DISTRICT



AGENDA

- 1) 2026-2027 Committee Meeting Topics
- 2) Office of Education Restructuring
- 3) Classroom Technology Update
- 4) Programming Updates: Math and ELA
- 5) MTSS Update
- 6) Comprehensive Planning



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UPPER MERION AREA SCHOOL DISTRICT



2026-2027 Committee Meeting Topics



September

- Office of Ed
- Technology Update
- Programming Updates
- MTSS
- Comprehensive Plan

November

- Continuous School Improvement
- Federal Programs

March

- Curriculum Audit Update
- Comprehensive Plan

June

- Federal Programs
- Curriculum Audit Update

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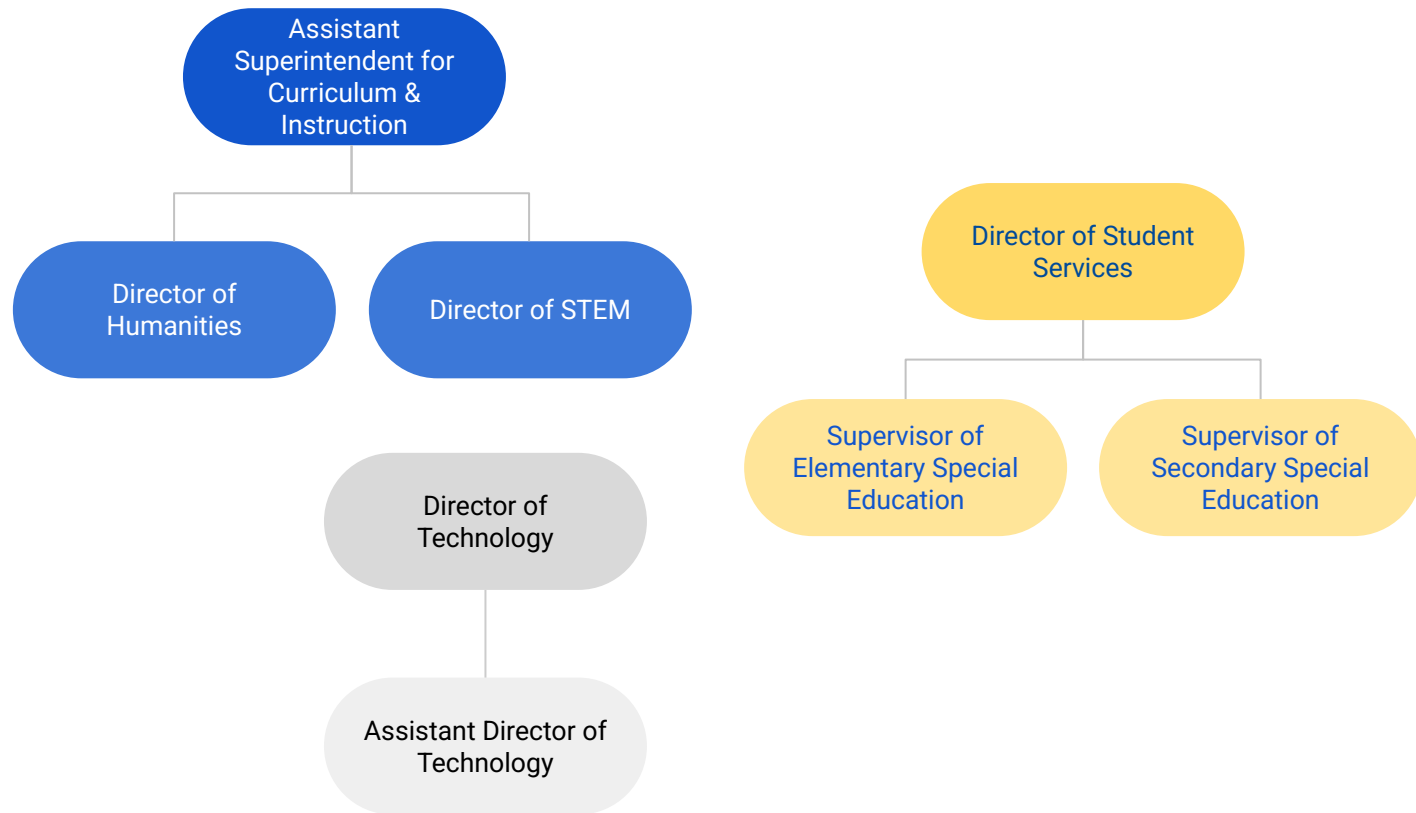
UPPER MERION AREA SCHOOL DISTRICT



Structure of a Learning Organization



In the past ...

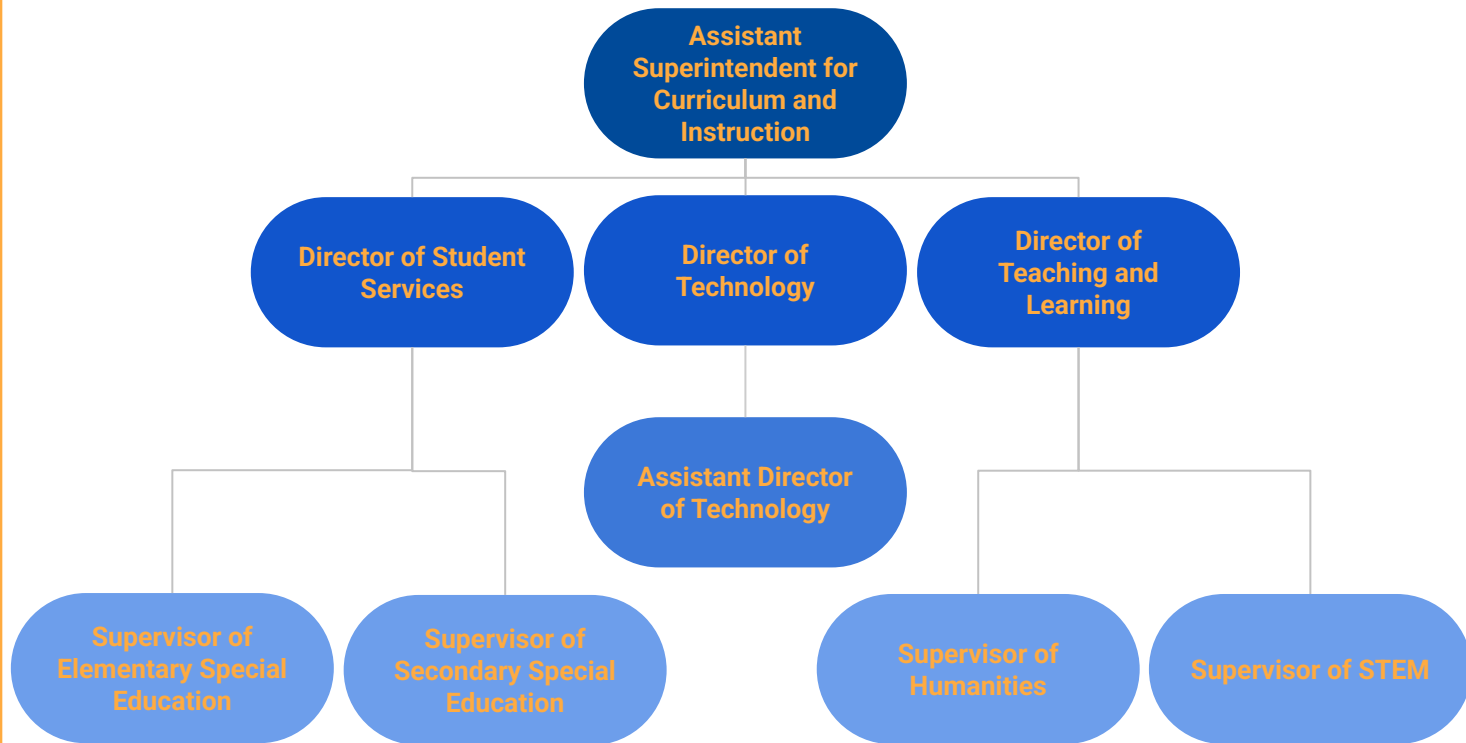


Structure of a Learning Organization

The New Office of Education



This year ...



The Office of Education

Roles



Assistant Superintendent: Establish district's overarching academic vision, align fiscal resources to strategic goals, unify general education, student services and technology creating an integrated learning organization.



Director of Student Services: Oversees all specialized programming, including Special Education, Gifted Education, Section 504 plans and student wellness/mental health initiatives.



Director of Technology: Oversees the district's entire digital infrastructure, data management systems, network security, and the procurement/deployment of hardware and software supporting both operations and education.



Director of Teaching and Learning: Oversees the design, implementation, and evaluation of the general education curriculum, instructional strategies, and assessments.

The Office of Education

Roles



Supervisors of Special Education: Ensure legal compliance with IEPs, manage special education staffing, handle complex parent/due process situations, and oversee specialized interventions at their respective grade bands.



Assistant Director of Technology: Manages day-to-day IT operations, direct tech-support ticketing workflows, network troubleshooting, and helps inventory infrastructure needs across all school buildings.



Supervisors of Humanities and STEM: Manage curriculum development, coach teachers, recommend instructional resources, and lead professional development tailored to their respective disciplines.



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UPPER MERION AREA SCHOOL DISTRICT



Classroom Technology Update

Interactive Displays



Clear Touch Nova Series: Pioneer Program Update

17

Active Pilot Classrooms

Classroom teachers using units daily

2

Priority Campuses

Targeted to our oldest hardware fleets



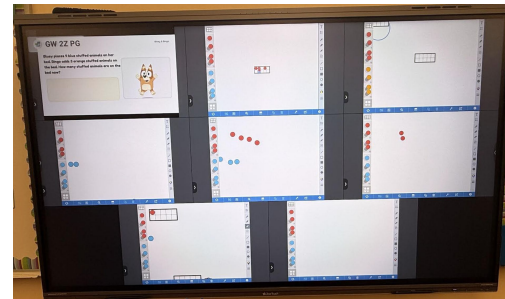
High Teacher Satisfaction

Rapid instructional adoption and minimal technical friction.



Expanding Teacher Cohort

Opening wave two volunteer applications due to high demand.



NEXT STEP

Create best practices documentation in coordination with pioneer teachers.

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UPPER MERION AREA SCHOOL DISTRICT



New Math Course

Financial Algebra and Statistical Modeling



Course Name: Financial Algebra and Statistical Modeling

Target Population: Juniors and Seniors

Course Level: College Prep

Department: Mathematics

Credit Value: 0.5/0.5 or 1.0

Prerequisite: Geometry and Algebra II

Launch Date: August 2027

Staffing: Current staff

New Math Course

Financial Algebra and Statistical Modeling



Rationale: Support students in satisfying the new PDE personal finance course requirement within the mathematics department.

(beginning in 2026-2027, all students must complete a half credit course in personal finance at some point in grade 9, 10, 11 or 12.)*

Description: The course will combine the principles of personal finance with the analytics found in statistics to provide students with the knowledge, understanding and practical application of building wealth, assessing risk, and making informed choices. This course is designed to clearly connect the classroom to the real world.

1st Semester

- Financial Algebra
 - Behavioral Finance and Budgeting
 - Banking, Saving and Taxes
 - Credit and Debt
 - Paying for College and Investing
 - Insurance and Semester Capstone

2nd Semester

- Statistical Modeling
 - Analyzing One-Variable Data
 - Analyzing Two-Variable Data
 - Collecting Data
 - Probability Basics
 - Random Variables and Normal Distributions
 - Introduction to Inference and Course Capstone

New Math Course

Financial Algebra and Statistical Modeling



New PDE Graduation Requirement - Impact on UMAHS

From pg. 10 of the Program of Studies

Graduation Requirements for the Class of 2027 and 2028 (11th and 12th grade students in the 2026-2027 School Year)

English	4.0	Computers	0.5
Social Studies	3.5	Health I	0.5
Mathematics	3.0	Health II	0.5
Science	3.0	Arts & Humanities	2.0
Physical Education	1.0	Electives	5.5

TOTAL: 23.5

Graduation Requirements starting with the Class of 2029 and after (9th and 10th grade students in the 2026-2027 School Year)

English	4.0	Personal Finance	0.5
Social Studies	3.5	Health I	0.5
Mathematics	3.0	Health II	0.5
Science	3.0	Arts & Humanities	2.0
Physical Education	1.0	Electives	5.5

TOTAL: 23.5

New Math Course

Financial Algebra and Statistical Modeling



Resources:

- Financial Algebra: Next Generation Personal Finance
 - Web-based
 - No cost
 - Provides professional development
 - Aligned with PA Academic Standards for Personal Finance
- Statistical Modeling: Math Medic - “Intro to Statistics”
 - Web-based
 - \$325 per teacher
 - Teacher resources
 - Assessments
 - Instructional videos
 - Aligned with Common Core, which is very similar in content to PA Academic Standards for statistics and probability

K - 6 ELA Update

Implementation of Into Reading and Into Literature



K-6 ELA Implementation Update

- Into Reading for grades K-5; Into Literature for grade 6
 - collectively referred to as HMH
- Materials were received in August
 - Enrollment projections were used to determine quantity ordered
- Professional Development (on-going)
 - Principals' Leader Success with HMH
 - Summer flex opportunities
 - Grade level meetings
 - Asynchronous virtual sessions
 - August 26
 - ½ day of training with an HMH trainer
 - ½ day of facilitated horizontal planning
 - November, February and May (with HMH)

K - 6 Update

Implementation of Into Reading and Into Literature



K-6 ELA Implementation Update

- Leader Support
 - Leader's Corner from HMH
 - "Look For" tools specific to Into Reading or Into Literature
- Classroom support and feedback
 - Weekly Newsletter with FAQs, What's New, Support, etc.
 - Teacher's Corner: live events through the HMH platform
 - Coachly: HMH live virtual sessions
 - Elementary and Secondary coaches
 - Lighthouse teachers
 - Opportunities for feedback
 - Survey
 - Office hours / Weekly Content meetings (MS)
 - Collaboration meetings with Principals
 - Call-A-Coach
- Pacing
 - (9) modules in Kindergarten
 - (12) modules in grades 1-5
 - (6) units in grade 6

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What is Multi-Tiered System of Supports?

Proactive & Preventative Framework

Integrates data and instruction to maximize student success from a strengths-based perspective.

Data-Based Decision Making

Empowers educators to engage in program improvement, high-quality instruction, targeted intervention, and student engagement to ensure positive outcomes.

Systematic Integration

Carefully aligns academic, behavioral, and social-emotional practices to enhance equity and efficacy for all students, including students with disabilities.

Components of IMTSS

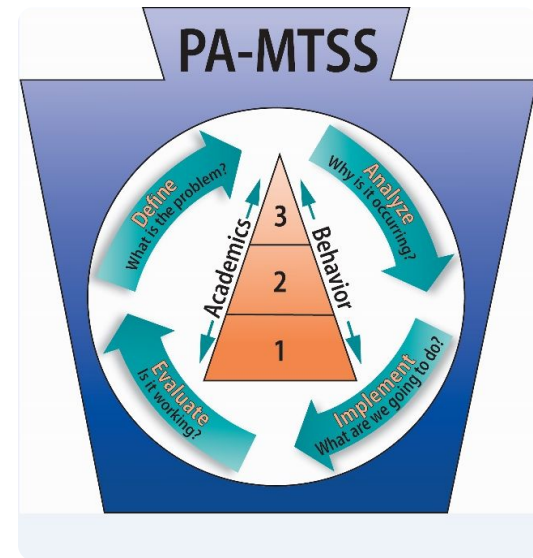
Academic & Behavioral Integration

The integration of academic and behavioral/social emotional areas. This tiered system utilizes data to identify group and individual student strengths and needs, working to remove barriers that limit student access to instruction.

Core System Components

MTSS includes a strong core instruction, universal screeners, systematic progress monitoring, a multi-level prevention system, and data-based decision making to actively improve student progress and success.

PA-MTSS Framework



UMASD Team Timeline



Prior to 25–26

- Core implementation of MTSS A and MTSS B across schools.
- Building and grade level team implementation
- Building level collaboration with consultants



25–26 School Year

- Continued core implementation
- Building and grade level teams
- MTSS Leadership Team
- MTSS Think Tank
- TIPS Training
- Collaborative conversations with C&I, Student Services, and building
- Ongoing collaboration with consultants in building and across District

Brain Science Research



Social Emotional Gears

Trust – Safety

Agency – Authority/control

Passion – Sustained interest

Cognitive Gears

Memorable – Stick in long-term memory

Meaningful – Purposeful and valuable learning

Motivational – Desire that drives behavior

Brain Research (cont.)



Safe

Wired for Safety and belonging

Stretch

Brains grow and change as we learn

Stick

Maximize long-term memory

UMASD Vision and Goal



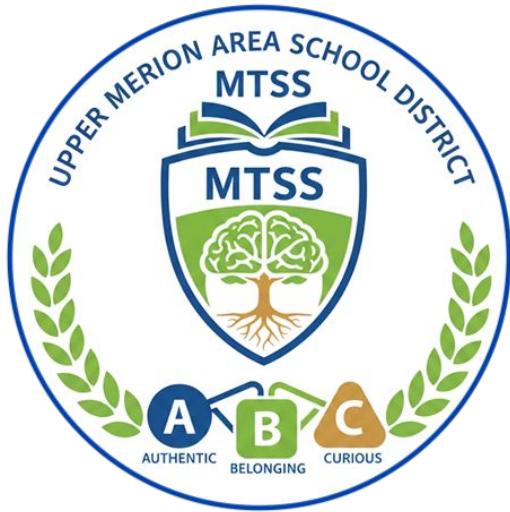
MTSS Vision

The Upper Merion Area School District strives to remove barriers and thus create pathways toward student academic success and equity.

MTSS Goal

Provide appropriate support to **all** students regardless of their performance or ability level, or eligibility for special education, to broaden opportunities for student success within the core, grade-level curriculum.

Next Steps



Continued Development and Growth of Procedures and Protocols

- Integrated MTSS Leadership Team
- Building Level Teams
- Integrated MTSS Think Tank
- Targeted Professional Learning across the District
- Continued Development of Common Language
 - Identification of characteristics of quality Tier 1 instruction
 - Further development of Interventions within the MTSS process

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Comprehensive Planning



Pennsylvania Department of Education Requirements

Type of Plan	Frequency	UMASD's Expiration Dates
Professional Education Plan	3 years	2026-2027
Induction Plan	3 years	2026-2027
Professional Development Plan	3 years	2026-2027
Gifted Education Plan	3 years	2026-2027





PENNSYLVANIA PDE FUTURE READY COMPREHENSIVE PLANNING TIMELINE

Oct

Nov

Dec

Jan

Feb

Mar

PHASE 1: READY (Set the Direction)

- ▶ Assemble Steering Committee 
- ▶ Analyze District & School Profiles
- ▶ Define Core Values, Mission & Vision 

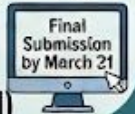
Initial Stakeholder
Engagement and Foundation

PHASE 2: SET (Assess Needs)

- ▶ Launch Comprehensive Needs Assessment (CNA) 
- ▶ Collect & Analyze Quantitative Data (Student Achievement, Systems) 
- ▶ Perform Root Cause Analysis 

Data Collection &
Identifying Challenges

PHASE 3: GO (Create & Implement the Plan)

- ▶ Develop Measurable SMART Goals & Action 
- ▶ Formulate Integrated Sub-plans (Act 48, (Act 48, Special Ed, etc.) 
- ▶ Mandatory 28-day Public Review Period 
PUBLIC REVIEW
(Report no later than Feb 15)
- ▶ Presentation for Final Approval (Mar 15) & Submission (by Mar 31) 
Final Submission by March 21

Plan Refinement &
Formal Submission

Thank you!

Office of Education
September 28, 2026



UPPER MERION AREA SCHOOL DISTRICT

