



Special Education Comprehensive Plan

Ed Committee Meeting: March 2024

Agenda

Welcome!

Overview of Plan

Targeted Areas of Focus



Members of the Steering Committee:

Zenia	Ardesna
Nameer	Bhatti
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John	Conran
Rob	Corcoran
Katie	Donnelly
Deb	Euker
Pat	Fite
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Michelle	Greenawalt
Amy	Hoffman
Sandy	Katz
Cyndi	Kirschner
Jodi	Kohar
Andrea	Lopez
Kelley	Ludwig
Dr. Amy	Mangano
Reba	Mann
Kit	Markle

Christina	Roche
Amy	Smith
GIna	Stover
Tara	Strouse
Kathleen	Theil
Corina	Todd
Dr. Matthew	Walsh
Karen	Wolfe
Kip	Wolfe

PLAN



What is a Special Education Comprehensive Plan?

The school district's special education plan is an **action plan** that describes the District's commitment to ensure that a quality education will be provided to each of its students with a disability eligible for special education, over the upcoming three years.

Special Education Comprehensive Plan

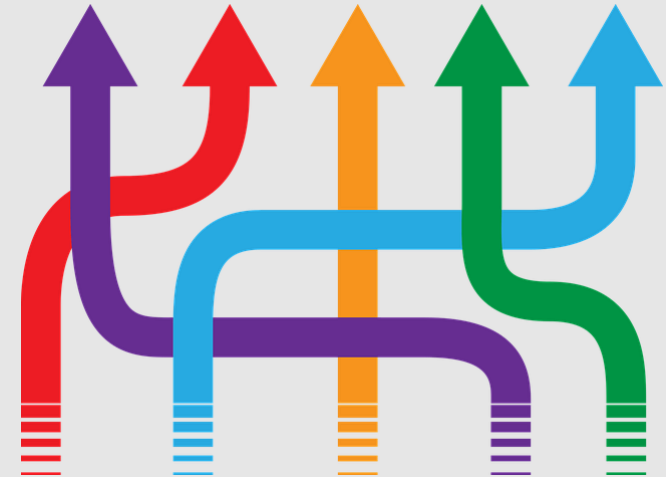
Quality Education

Three- Year Plan

Programs & Services :
Many Ways to Get There!



3



In consultation with the
Pennsylvania Bureau of
Special Education...

We are currently **NOT** in corrective action!



pennsylvania
DEPARTMENT OF EDUCATION

A magnifying glass with a silver rim and a black handle is positioned over the word "FOCUS". The letters are large, red, and three-dimensional. The magnifying glass is focused on the letter "O", making it appear larger and more detailed than the other letters. The background is a plain, light color.

20XX

Three Suggested
Areas of Focus:

#1. Improve Post-Secondary Transition Planning for Students, Families and Staff (Indicator

13)

What is Secondary Transition?

- Secondary Transition is the process of **preparing students for adult life after they leave high school.**
- Transition planning **begins at age 14**, as students consider their goals for the time after graduation through career awareness exploration activities.
- Transition can be thought of as **a bridge between school programs and the opportunities of adult life**, including higher education or training, employment, independent living and community participation.

Feedback

- Annual Indicator 13 training for staff;
- Incorporate PA Transition Checklist to all transition-age students;
- Explicit instruction for families in the area of transition at annual IEP meetings;
- Research options for partners for transition services for students; create a road-map for parents with timelines, resources, and responsibilities.

#2. Increase Participation Rates on State Assessments to 95% for students with IEPs

PSSAs

- Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math.
- Every Pennsylvania student in grades 4 and 8 is assessed in science.

PASA

- The Pennsylvania Alternate System of Assessment (PASA) was developed to meet the needs of students with the most significant cognitive disabilities who are not able to participate in the general assessment even with accommodations.

Keystone Exams

- End of term exams for:
- Algebra 1
- English 10
- Biology

Special Education Data Report by LEA

*LEA Methacton SD

*Year 2021-2022

Indicator 3 - Participation and performance of children with IEPs on statewide assessments

Where this symbol (---) appears, the PDE is not displaying these data due to improper statistical comparisons due to small group sizes (n=10 or less) or the confidentiality of those students with disabilities who comprise this category.

3A - Participation rate for children with IEPs

Source: 2021-2022 Division of Performance Analysis and Reporting

Subject	Grade	LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Targ
ELA	4	95.3%	91.5%	95.0%	Met Target
ELA	8	89.1%	85.2%	95.0%	Did Not Meet Target
ELA	11	91.5%	82.1%	95.0%	Did Not Meet Target
Math	4	94.1%	91.6%	95.0%	Did Not Meet Target
Math	8	85.9%	84.8%	95.0%	Did Not Meet Target
Math	11	95.0%	77.1%	95.0%	Met Target

Feedback

- For PASA, PSSA and Keystones, meet with case managers to determine qualifying factors for targeted students;
- Communicate at IEP meetings with students, families, teachers and LEAs expectations;
- At IEP meetings, determine any necessary accommodations and which are appropriate;
- Communicate testing window to families frequently; work with counseling teams to plan for anxiety (pre-and post test) associated with testing.

#3. Review Educational Environments

- Review **continuum of supports, services, programming, and procedures** for determining out of district placements for students with significant needs.

What is a “Continuum of Supports”?

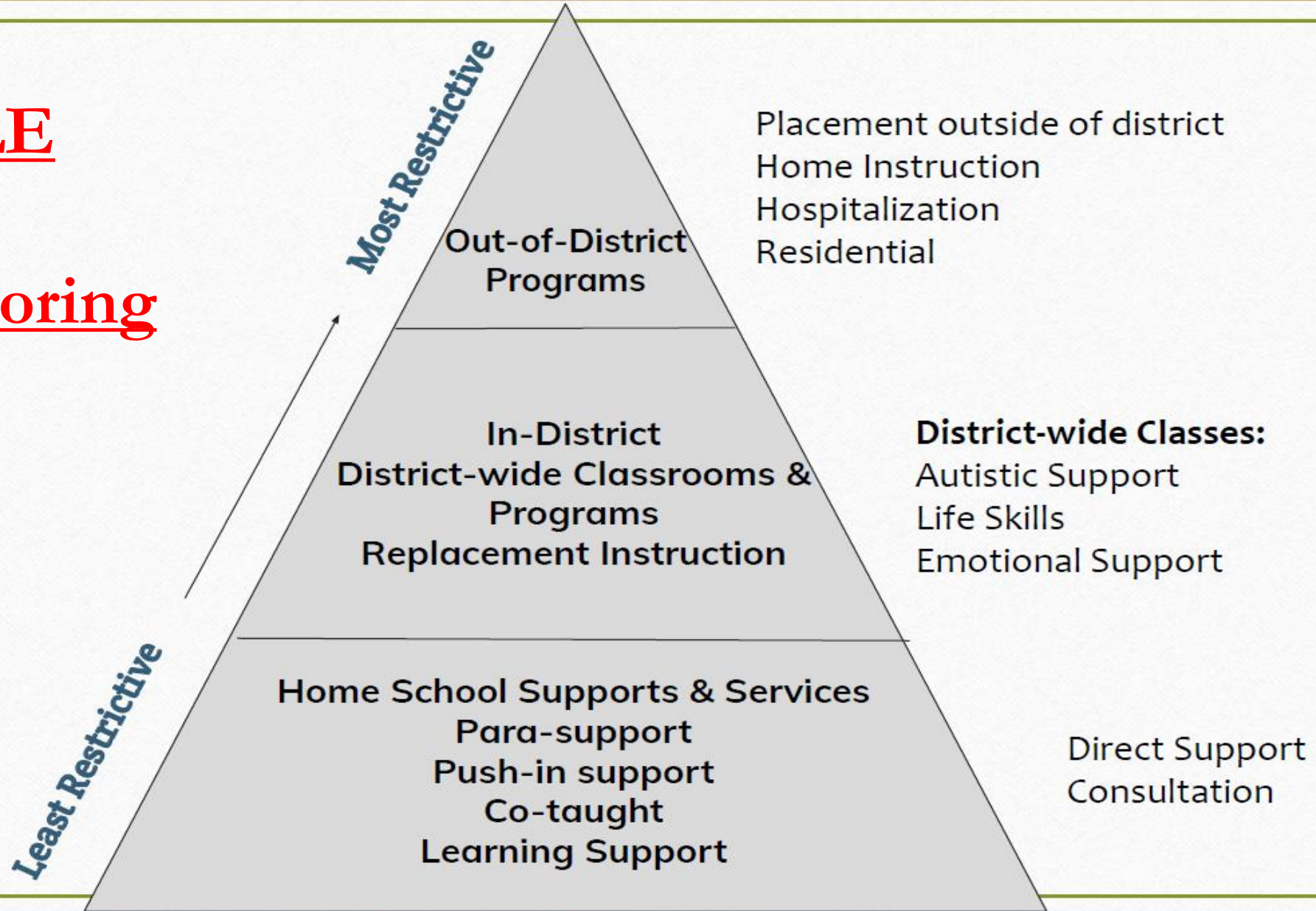
A continuum of supports is a **range** of educational placements in which an IEP can be implemented to meet the individual needs of students with disabilities.

These placement options range from the least restrictive setting (i.e., general education classroom) to the most restrictive ones (e.g., residential facility).

See SAMPLE- next slide

CONTINUUM OF SERVICES

SAMPLE
from
Neighboring
District



Feedback

- Complete audit of current educational supports and services;
- Complete audit of needs of currently placed students;
- Ensure appropriate MTSS process is in place;
- Create sensory options for students at all schools;
- Ensure continuum of services exists for all students;
- Continued Universal Design for Learning (UDL) training for teachers.

Additional Components of the Comprehensive Plan:

Incarcerated Student Oversight

- Montgomery County Correctional Facility (MCCF) is located within the boundaries of Methacton School District
-

Least Restrictive Environment (LRE)

- The district is continuing to focus its efforts on improving Inclusive practices in our schools.

Out of District Placements

Some students have circumstances that are greater than what we are able to support and students are placed out of district.

Additional Components of the Plan: (Continued...)

Positive Behavior Supports

- We partner with ABA agencies, mental health counselors, intensive mental health clinicians and speech/language consultants to support the emotional, social needs of students with disabilities.
- We also are working to articulate the MTSS process for teachers as students flex between tiered supports.

Educational Program: Caseloads & Facilities

- Case managers and their case loads, along with the facility details, room sq footage.

Special Education Support Services

- Pupil Services Department roster
- List of contracted and district employees that provide related services and supports

Professional Development – 3 year plan:

- The plan for continued professional development must include the following areas:
 - Autism
 - Positive Behavior Support
 - Paraprofessional training
 - Transition
 - Science of Literacy
 - Parent Trainings
 - IEP Development
 - Instructional Practices



Timeline





THANK YOU!