UPPER PERKIOMEN SCHOOL DISTRICT
Education Center, 2229 E. Buck Road, Pennsburg PA 18073

Educational Programs and Services Committee **February 15, 2024**

Chair: Emily McCormick **Ex-Officio: Melanie Cunningham, President**

Members: JP Prego, Emily McCormick, Trina Schaarschmidt

Superintendent-Dr. Allyn Roche
Assistant Superintendent-Dr. Andrea Farina
Director of Special Education-Carol Giblin

Supervisor of Special Education-Amy Coyle
Director of Curriculum and Instruction-Kimberly Bast
Curriculum Supervisor-Sarah Rothermel
Director of Technology-James Roth

Approval of January 18, 2024 EPS minutes.

TSI Updates; 23-24 school year for achievement: math & ELA combined 20.48%, growth: math & ELA combined -2.77, graduation rate 4&5 cohort combined 80.90%, regular attendance 61.98%, career standards benchmark 80%. Review of building action plan fall 2023 for LinkIt Benchmark Student Projected Proficiency for all students ELA (9th & 10th) 65%, mathematics 14%, science 45% and winter 2024 ELA 56%, mathematics 135 and science 42%. LinkIt Benchmark Student Projected Proficiency for students with disabilities for fall 2023 ELA 24%, mathematics 0%, science 18% and winter 2024 ELA 20%, mathematics 2% and science 13%. The target for quarter 1 is 65% of students with a disability will be passing all required courses for graduation by the end of the quarter. Quarter 2 70% of students with a disability will be passing required courses. Credit accrual data for quarter 1 9th grade 84%, 10th grade 80%, 11th grade 83%, 12th grade 92% and for students with disabilities 9th grade 93.7%, 10th grade 95.2%, 11th grade 94.7% and 12th grade 94.7%. Quarter 2 credit accrual data for 9th grade 83%, 10th grade 74%, 11th grade 77%, 12th grade 87% and for students with disabilities 9th grade 91.6%, 10th grade 75%, 11th grade 71% and 12th grade 76%.

Processes with new areas of focus in January are mid-year data analysis for 23-24 plan, February-April action plan development: revisions to current plan to add action steps for attendance & career benchmarks, May end of year data collection and data analysis, June board presentation.

Whole student strengths include 97.5% of our students have met the career standards benchmark. All student groups exceeded the 2030 statewide goal of 92.4% for the 4-year cohort. All student groups exceeded the statewide average of 89.8% for the 5-year cohort.

Class of 2024 credit accrual for equity considerations - students have been identified as credit deficient if they have earned less than 19 credits by the end of their 11th grade year. For the whole group (259) 11.5% of total students are credit deficient and for special education (33) 13 students with IEPs are deficient. There are 774 9th-11th grade students and 161 students who have 6 or more excused absences. Out of the 774 students 131 are special education students and 40 students have 6 or more unexcused absences.

Timeline for plan completion; August EPS includes future ready academics, related academics and equity, with needs assessment summary of strengths and challenges, TSI improvement plan overview in its entirety and August workshop with board presentation.

Proposed Special Education plan 2024-2027 to review, modify and update, EPS presentation 2/15/24, public view 3/1/24 to 3/31/24, seek board approval 4/22/24 and submission due date 5/1/25. Least restrictive environments to address student needs with accommodations to learning environments include universal practices of MTSS, SWPBIS, Second Step (K-8), SAP, QBS, Restorative Practices, Responsive Classroom and Pearson 360. Programming and training to ensure meaningful learning in the general education curriculum include SDI, Supplemental aids and services, Professional Development, Pattan, MCIU, behavior specialist, BCBA and RBT support. Least restrictive environment supplementary aids and services to ensure meaningful participation in extracurricular activities include instructional arrangements to support staff collaboration, scheduled opportunities

for parent collaboration, paraprofessional and peer support. Students placed in private institutions and participation in extracurricular activities include LEA annual IEP meetings, review data/progress and opportunities of participation with students without disabilities and opportunities to participate in district lead activities. UPSD continuum of services include learning support K-12 18 classes, learning support/emotional support K-5 3 classes, emotional support 6-12 2 classes, autistic support K-12 5 classes, autistic support/learning support 2 classes, AS/MDS support 9-12 1 class, life skills support 6-12 2 classes and work program 18-22 12+ 1 class. The Building capacity and supporting students AS & MDS Supports-autism initiative, ES Supports grades 6-12 Pattan and MCIU, 1.0 Behavior specialist, 1.0 BCBA and check and connect grades 6-12.

Positive behavior supports include support personnel of Full Time Behavior Specialist – 1, BCBA – 1, Registered Behavior Technicians (RBT) – 5 and Student Assistance Counselors – 5. Professional Development includes Restorative Practices Grades 6 – 12, Responsive Classroom Grades K – 5, Quality Behavior Solutions (QBS), De-escalation Strategies All Staff, Autism Initiative (Pattan), Behavior Supports (Pattan & MCIU), Check & Connect Grades 6 – 12. Professional Development includes Quality Behavior Solutions (QBS), Behavior De-escalation Strategies, Restorative Practices, UPSD Professional Development Menu and Pattan Framewelder.

Positive Behavior Supports for UPSD Programs include Student Assistance Program (SAP), Restorative Practices, Responsive Classroom, Second Step - Social Emotional Learning (SEL), School-wide Positive Behavior Interventions and Support Program (SWPBIS), TeachTown, SMARTS and Pearson 360.

Positive Behavioral Interventions & Supports for Tiered mental health and behavioral health framework include Guidance counselors, Student Assistance Counselors, Psychologists, Behavior Specialist, BCBA and Contracted School-based Counseling. Special education personnel have annual monthly on-site Pattan autism initiative and intermediate and advanced verbal behavior for continued learning. Paraprofessionals have personnel development through safety-care: QBS, initial and recertification, behavior training – de-escalation, restorative practices, professional development menu and framewelder PD. The science of literacy includes understanding needs section of reevaluation reports, MTSS tiers of intervention, Sonday 1 & 2, Wilson, System 44, Read 180 and teaching learning and succeeding. Transition and IEP development for secondary include present levels, assessments and transition grid, indicator 13 MCIU, indicator 14 MCIU and understanding the IEP and parent communication. IEP development includes monthly group/one-to-one meetings, IEP development sections I to VIII.

Parent engagement sessions include Preparing for Life, Fostering Relationships with Community Agencies, Autism Panel, Understanding the IEP, Ben's Story, Gifted Parent Session, Executive Functioning Parent Session, Students & Mental Health and Parenting for Academic Success.

The next EPS Committee meeting will be held on March 21, 2024