CSD CHELTENHAM SCHOOL DISTRICT

Educational Affairs Committee Meeting
Tuesday, January 23, 2024
7:00 PM

CSD CHELTENHAM SCHOOL DISTRICT

MISSION STATEMENT
The mission of Cheltenham School District is to provide inspiration and resources for every student to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.

VISION STATEMENT
"Belong, Engage, Seek Justice"

Cheltenham School District is a community where all students know they belong, engage and excel in their learning experience, and are prepared to act as champions of social justice.

What is Special Education?

Special education is instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a specific child's needs that result from his or her disability.

- Congress enacted the **Education for All Handicapped Children Act** (Public Law 94-142), also known as the EHA, in 1975 to support states and localities in protecting the rights of, meeting the individual needs of, and improving the results for infants, toddlers, children, and youth with disabilities and their families.

- Individualized Education Program (IEP). The roadmap of the student's educational program...

- Free Appropriate Public Education (FAPE)

- Least Restrictive Environment (LRE)

- Appropriate Evaluation

- Parent and Teacher Participation

- Procedural Safeguards

Child Find

The State must have in effect policies and procedures to ensure that— All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.

Montgomery County Intermediate Unit (MCIU)   Parent Requests   Outside Reports

Multi-Tiered System of Support (MTSS)   Private Schools   Pre-Schools

Two Prong Qualifier

The 13 disability categories are:

1. Intellectual Disability

2. Hearing impairment

3. Speech or language impairment

4. Visual impairment (including blindness)

5. Emotional disturbance

6. Orthopedic impairment

7. Autism

8. Traumatic brain injury

9. Other health impairment

10. Specific learning disability

11. Deafness

12. Deaf-blindness

13. Multiple disabilities

Disability classification does not drive placement

Specially Designed Instruction (SDI)

as "adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
> To address the unique needs of the child that result from the child's disability; and
> To ensure access of the child to the general curriculum…"

Individualized Education Plan (IEP) Development
School Teams have 30 days after the completion of the evaluation report to develop and offer an IEP

- Special Considerations
- Present Levels - Strengths and Needs
- Annual Goals
- Measuring and Reporting Progress
- Related Services

- Supplementary Aids and Services
- Program Modifications for School Personnel
- Extent of Nonparticipation

Framework Development

We will follow a researched based model (Dufour, PLCs) with an instructional vision of:

(1) High quality standards aligned curriculum & instructional resources

(2) Evidenced Based Practices

(3) Balanced systems of Assessments and

(4) Professional learning and collaboration.

Work will be focused on types of support (Learning, Emotional, Life Skills and Autistic Support)

Aligning our work to existing curriculum, resources and programs currently in place - Positive Behavior Intervention Support, Social-Emotional Learning Practices, General Educational Academic Curriculum, Multi-Tiered Systems of Support, Continuous School Improvement, Diversity, Equity, Belonging and Inclusion as part of our Strategic Plan, etc. *(High Quality Standards)*

Reviewing current resources and programs in place and their effectiveness *(Evidenced Based Practices)*

Reviewing current assessments in place and their effectiveness **(Balanced System of Assessments)**

Current and ongoing PD required as well as helping to create and maintain a culture where all staff feel supported, and our students can participate equitably across a variety of settings **(Professional Learning and Collaboration)**

What does this look like?

Start with all student access and programming – Looking at current general education programming, Positive Behavior Intervention Support, Social Emotional Learning, Multi-Tiered Systems of Support, Continuous School Improvement

Learning Support – Continuum of programming based on – instructional level, area of need (phonemic awareness, decoding v comprehension), curricular material (researched/evidenced based), teacher training, guiding document (which kids – which program) – this portion can/will be included in all other areas based on individual student need.

Autistic Support – Social skills, behavioral management, communication (augmentative and assistive communication), support from Pattan (Myers and Wyncote), Errorless teaching, Applied Behavioral Analysis, Verbal Behavior- Milestones Assessment and Placement Program, academics v inclusion, sensory integration.

What does this look like?

Life Skills Support – Adaptive/Functional skills, Augmentative and alternative communication (AAC), academics versus inclusive practices, Bucks County Intermediate Unit (BCIU) support (Glenside), alternative program materials, medical components, social skills, personal care, behavior management

Emotional Support – Behavior management/development, emotional regulation, coping skills, support from Quinn Developmental (Cheltenham Elementary), utilization of Board Certified Behavior Analysts (BCBA)/Registered Behavior Technicians (RBTs), Safety Care, Lakeside Counselor

Framework Implementation:

Central Office Staff

Building Administration

Teachers – General Education, Special Education, Interventionists, Counselors, Psychologists, BCBAs

Related Service Providers

Paraprofessionals

Parents and Students

By the end of our work, we will have a "living/breathing" document (framework) that ALL building level staff can utilize as a guide for implementation of services. This guide will be consistent across schools (horizontal alignment) as well as K-12 as student transition buildings (vertical alignment).

Learning Support

Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

Learning Support Framework Development

Committee Meetings:
- November 29th
- February 13th
- April- to be determined

Committee Members:
Teachers, administrators, specialists, parents

What do we do and how do we do it?
- Alignment with the core curriculum
- Materials for specific needs
- Development of IEP goals and specially designed instruction

Learning Support Pilot Project

- 22 teachers across all schools piloting 7 different programs
- Targeted Individualized Education Program (IEP) goal-based programming
- Providing reading and math instruction as both replacement and supplement to the general education curricular materials

Pilot Timeline

Fall

- Identify programs, solicit teacher interest, provide program professional development (PD)

Winter

- Continue program PD, implement pilot, administrator observation

Spring

- Quantitative and qualitative data collection, seek board approval for purchases and PD for 24-25 school year

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Autistic support address needs primarily in the areas of communication, social skills, and/or behaviors consistent with those of autism spectrum disorder.

- To provide opportunities for successful participation in activities of the school and community
- To develop effective and appropriate modes of communication.
- To develop adaptive behaviors using an educative approach that will enable the child to be successful and participate independently in a variety of settings and activities.
- To increase the receptivity and capacity for learning.

Programming for Student Receiving Autistic Support

- Higher staff to student ratio based on student need as identified in the student's IEP.
- Positive Behavioral Support plans are implemented for students who have behavioral needs that impede their learning.
- Direct Instruction is provided in the content areas of Reading, Math, and Science.

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Life Skills Support

- Significant cognitive disabilities and require intensive instruction to learn
- Extensive adaptation and support in order to participate meaningfully and productively in the everyday life activities of school, home, community and work
- Substantial modifications of the general education curriculum
- May require augmentative communication systems and assistive technology in order to access, participate and progress in learning.

Programming for Students Receiving Life Skills Supports

- Higher staff to student ratio based on student need as identified in the student's IEP.
- Positive Behavioral Support plans are implemented for students who have behavioral needs that impede their learning.
- Direct Instruction is provided in the content areas of Reading, Math, and Science.
- Functional academics

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Autistic Support and Life Skills Support Framework

- **28 participants from all areas of K-12**
  - Building administrators
  - Central administrators
  - Special education teachers
  - General education teachers
  - Related service providers
  - Paraprofessionals
- **Committee Meetings**
  - December 4th, 2023
  - February 1st, 2024
  - Spring, TBD

Goals
- Create a program continuum from K-12
- Identify professional development for all staff, i.e. teachers, related service providers, administrators and paraprofessionals

Highlights

Autistic Support

- Pennsylvania Training and Technical Assistance Network (PATTAN) Autism Initiative (Myers, Elkins Park)
- Autism Teams Training/Consultation with PATTAN and Montgomery County Intermediate Unit (Wyncote)
- Autism Boot Camp
- Week long training at Timothy School
- Verbal Behavior Milestones Assessment and Placement Program training
- Unique Learning System training
- Early learners skill builders training

Life Skills Support

- Weekly consulting support from the Bucks County intermediate Unit
- Unique Learning System trainings
- Early learners skill builders training

Emotional Support

Students who receive Emotional Support services typically have difficulty with emotion regulation, behavior management, and or displaying appropriate social skills with peers and adults, particularly when in a situation that is difficult for them. These difficulties may manifest as externalized behaviors (those projected toward others) or internalized behaviors (those projected toward themselves).

Emotional Support Framework

- **Participants from all areas of K-12**
  - Central and Building administrators
  - Special education teachers
  - General education teachers
  - Related service providers
  - Paraprofessionals

- **Committee Meetings**
  - December 7, 2023
  - February 6, 2024
  - Spring Date TBD

Goals

- Aligning our work to existing curriculum, resources and programs currently in place
- Reviewing current resources and programs in place and their effectiveness
- Reviewing current assessments in place and their effectiveness
- Current and ongoing PD required as well as helping to create and maintain a culture where all staff feel supported and our students can participate equitably across a variety of settings

Emotional Support Programming Quality Indicators (PATTAN)

- **Academic Instruction and Support** – standards aligned instruction with modifications, adaptations, accommodations in the least restrictive environment, with effective instruction
- **Social-Emotional Instruction and Support** – the use of a variety of approaches and skills to meet student needs, with opportunities for practice, feedback, and generalization
- **Behavior Management** – strategies for prevention, intervention, and crisis de-escalation, with a focus on positive, proactive discipline for individuals and groups of students
- **Collaboration and Communication** – the ways that staff, programs, and families communicate and work together in providing successful outcomes for students

Emotional Support Programming Quality Indicators (PATTAN)

- **Collaboration and Communication** – the ways that staff, programs, and families communicate and work together in providing successful outcomes for students
- **Evaluation and Assessment** – processes involved in evaluation and reevaluation, documenting and reporting progress toward Individualized Education Program (IEP) goals, grading and report cards, determining ongoing needs and IEP development
- **Post-Secondary Transition** – systems and practices involved in post-high school planning and transition, as well as graduation data
- **Professional Development** – procedures for hiring and retaining qualified individuals to work in the emotional support program

Paraprofessional Training

- VB-Mapp Training
- Autism Boot Camp
- Autism Team Teaching Training
- Master Teacher Online Training
- PA Department of Education's (PDE)Para Competencies
- Para 101
- McGraw Hill Program Training for Paraprofessionals
- How Occupational Therapy Can Positively Impact a Student's Classroom Performance
- ABA In The Classroom
- Supporting Behavior Plans and Data Collection
- CPR and First Aid

Collaborators

- PA Department of Education (PDE)
- Pennsylvania Training and Technical Assistance Network (PATTAN)
- Montgomery County IU
- Quinn Developmental and Associates
- Bucks County IU
- Brett DiNovi and Associates
- Red Cross
- District Professionals
  - Related Service Providers
  - BCBAs
  - Special Education Team

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Questions?