A large, light blue watermark of the Cheltenham School District logo is centered on the page. The logo consists of a circular border containing the text 'CHELTENHAM' at the top and 'SCHOOL DISTRICT' at the bottom. Inside the circle is a shield with a star at the top and the text 'Excellence Begins With Education' below it.

Educational Affairs
February 22, 2023
Autistic Support

Mission Statement

Drawing on its cultural richness, creativity, and tradition of scholastic excellence, the Cheltenham School District strives to nurture each child through a wealth of academic endeavors and community partnerships that provide the skills and vision needed to lead a productive and meaningful life beyond our classroom walls.

Vision Statement

With a clear connection between the classroom and the world, the Cheltenham School District will strive for excellence by:

1. inspiring our students to develop principled and knowledgeable responses to the local, national, and global challenges of the 21st century;
2. actively engaging parents in their children's intellectual, social, and moral education;
3. encouraging faculty and staff to continually broaden the web of connections between their academic disciplines and the world on which they depend;
4. stimulating dynamic leadership of building and district administrators; and
5. creating partnerships with community individuals, institutions, organizations, and businesses that model real-world connections for all students.

Agenda

- Introduction
- Opening of Autistic Support Classes
- Elementary
- Secondary
- Out of District
- Questions
- Appendix

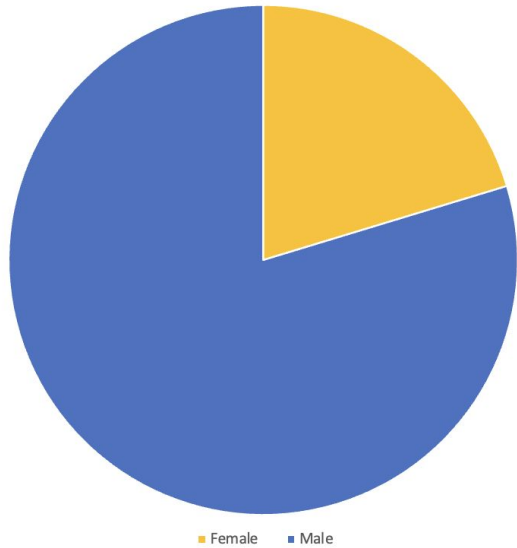
What is Autism?

According to the Center for Disease Control and Prevention, Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges (CDC 2022).

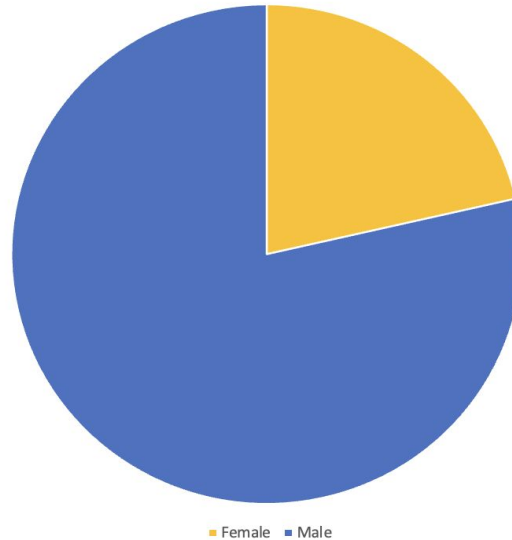
“People with ASD may also have different ways of learning, moving, or paying attention” (CDC 2022)- [Example Characteristics of ASD](#)

1. Visual supports are an evidenced-based practice for individuals with autism [Visual Supports Research](#)
 - a. Sample handouts (e.g. visual schedules, coping strategies, and social stories etc.)

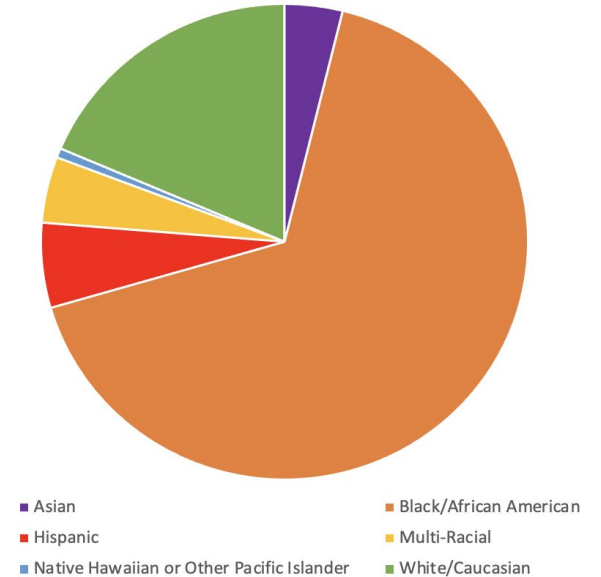
Gender Statistics K-12
Students with Autism as a Primary Exceptionality



Gender Statistics K-12
Students with Autism as a Secondary Exceptionality



Students with Autism



What is Autistic Support?

“Services for students with the disability of autism who require services to address needs **primarily** in the areas of **communication**, **social skills** or **behaviors** consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child’s response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions” (Pennsylvania Code, 2022)

Related Services
Speech Therapy
Occupational Therapy
Physical Therapy
Counseling
Adaptive Physical Education

**Related services are identified in a child's individualized education program.

22-23 Transition to District Run Classes

- Meet and Greet AS Staff
 - Virtual and In-person
 - Building Tours
- Challenges
 - Staffing of Para Support
- Successes
 - Increase with Inclusion
 - Students transition Learning Support
- Weekly support Supervisor and Board Certified Behavior Analyst
 - Mrs. Jaclyn DiGianivittorio- Classroom walkthroughs, coaching, reviewing resources
 - Dr. Rian Brown-Beasley- Fidelity checks, observations, Behavior Skills Training model of coaching and feedback (i.e. instruction, modeling, rehearse, and feedback)

Professional Development

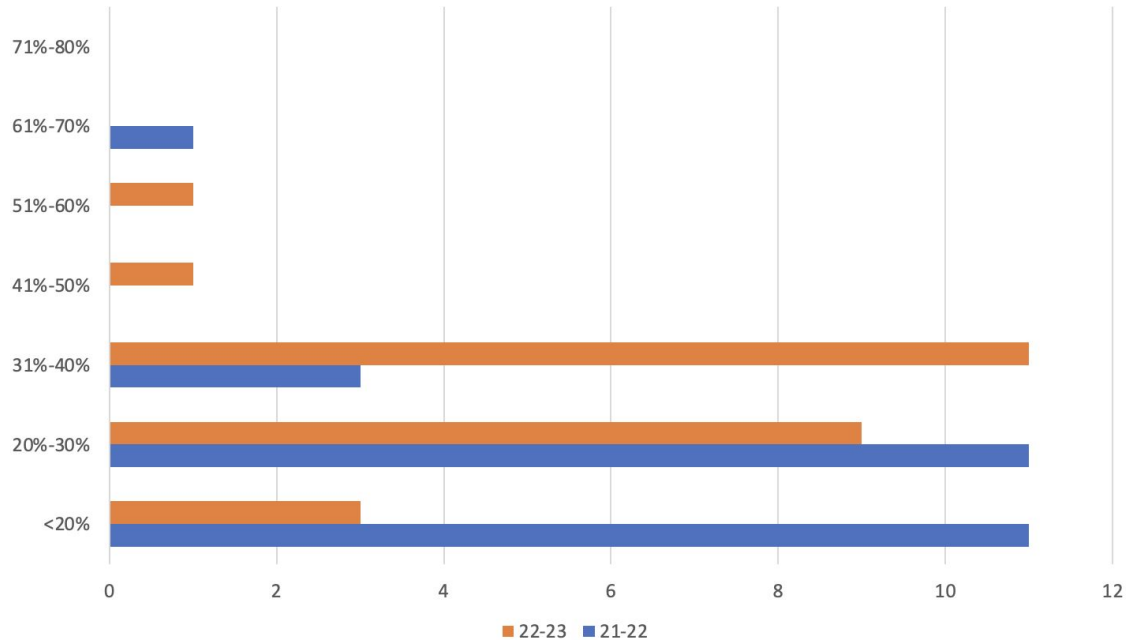
- Paraprofessionals
 - Early Dismissal Wednesdays
 - Topics: Characteristic of Autism Spectrum Disorder, Behavior/De-escalation Strategies, Data Collection
- Teachers
 - Inservice Days
 - Topics: Behavior/ABA, Data Collection, Social Skills Instruction, SETT Process
- Faculty/Team Meetings
 - Monthly Autistic Support Team meetings
- Weekly Times
 - Dr. Rian Brown-Beasley
 - Ms. Jaclyn DiGianivittorio

School	Teacher(s) in District Run Supplemental classes	Principal
Myers Elementary School	Ms. Jessica Brogan Ms. Lauren Tracy	Mr. Jason Lytle
Wyncote Elementary School	Ms. Jessica Bruckner Ms. Kristen McGeary	Mr. James Taylor
Elkins Park School	Ms. Audrey McNamara	Dr. Crystal Clark
Cedarbrook Middle School	Dr. Jennifer Houston	Mr. Craig Metcalfe
Cheltenham High School	Dr. Sarah Ryan	Mr. James D'Andrea

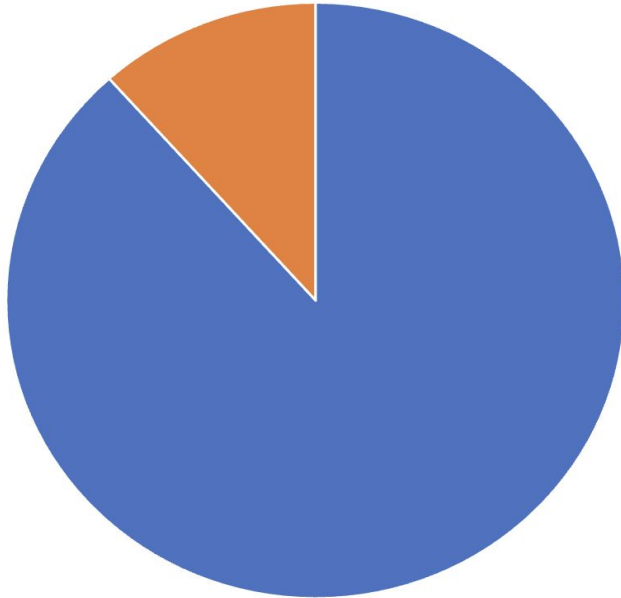
Board Certified Behavior Analyst	Dr. Rian Brown-Beasley
Supervisor	Mrs. Jaclyn DiGianivittorio

Building	Total number of students in classes returned to district
Myers Elementary	11
Wyncote Elementary	12
Elkins Park School	7
Cedarbrook Middle School	6
Cheltenham High School	7
Total students in classes returned to district	43

Least Restrictive Environment for Students K-8 Returning from the MCIU Program

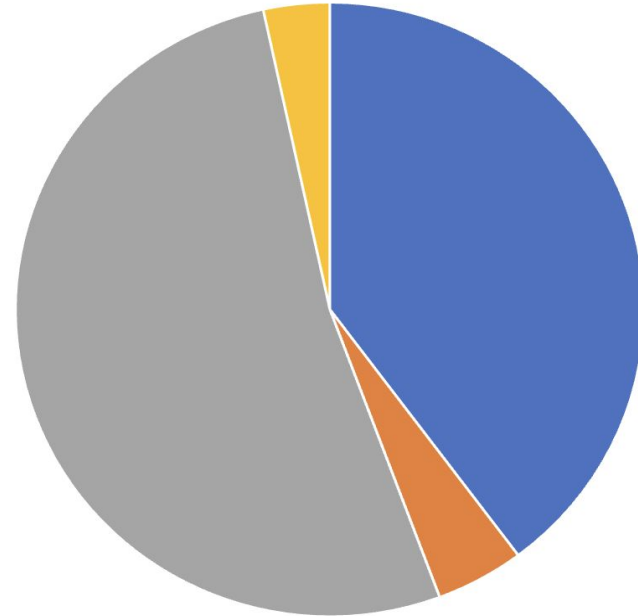


K-6 ASD Disability Category



■ Primary Exceptionality ■ Secondary Exceptionality

K-6 Primary Programming for Students with Autism



■ Autistic Support ■ Emotional Support ■ Learning Support ■ Life Skills Support

Autistic Support Classrooms at the Elementary Level

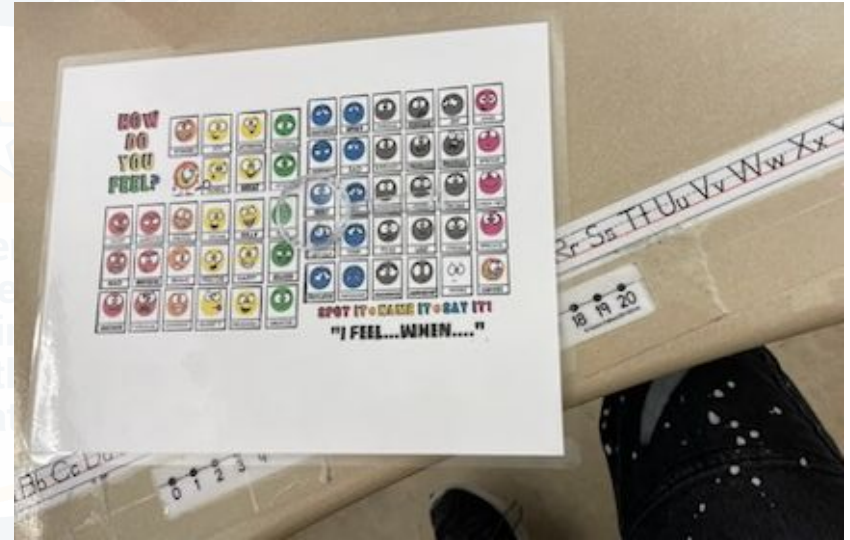
	21-22 MCIU Run Classes	22-23 District Run Classes
MES	2 AS classroom/case manager - MCIU	2 AS supplemental/full-time classrooms
WES	2 AS classroom/case manager - MCIU	2 AS supplemental/full-time classrooms
EP	2 AS classroom/case manager - MCIU	1 AS supplemental/full-time classroom

Autistic Support Classrooms at the Elementary Level

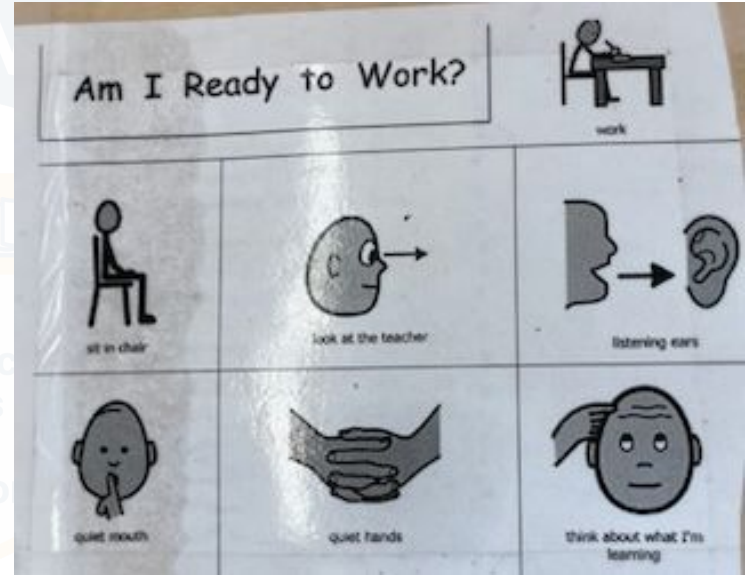
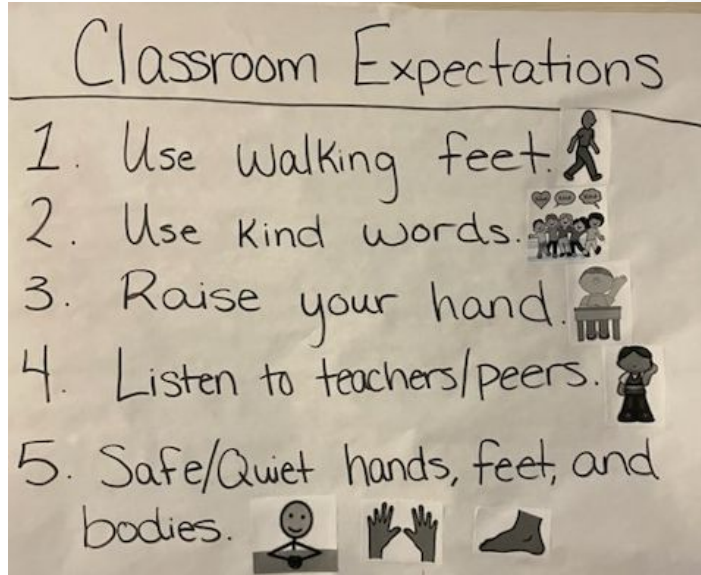
	MES	MES	WES	WES	EP
Teacher	Ms. Brogan	Ms. Tracy	Ms. Bruckner	Ms. McGeary	Ms. McNamara
Students	5	5	6	6	7
Curriculum	Early Literacy Skill Builders, Early Reading Skill Builders, Early Numeracy, TeachTown, SuperFlex, Socially Savvy, News2U, IXL	Early Literacy Skill Builders, Early Reading Skill Builders, Early Numeracy, TeachTown, SuperFlex, Socially Savvy, News2U, IXL	Reading Mastery, Foundations, Connecting Math Concepts, SuperFlex, Socially Savvy, Unique Learning Systems, News2U, IXL	Reading Mastery, Foundations, Connecting Math Concepts, SuperFlex, Socially Savvy, Unique Learning Systems, News2U, IXL	Reading Mastery, Connecting Math Concepts, SuperFlex, Socially Savvy, TeachTown, Unique Learning Systems, News2U, IXL

K-6 - Future Goals Related to Autism/AS

- Increase opportunities for blended programming
- Continue to increase school community involvement on individual student levels
- Increasing opportunities for students to work on adaptive/life skills



Students engage in various social/emotional opportunities planned in their day.

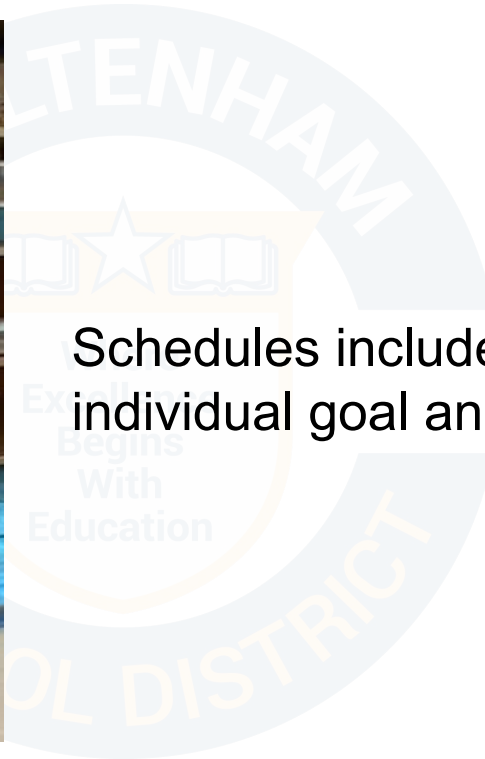


The use of visual supports are included throughout the school and classroom environments



Staff utilize both whole class and individual student schedules with visuals.



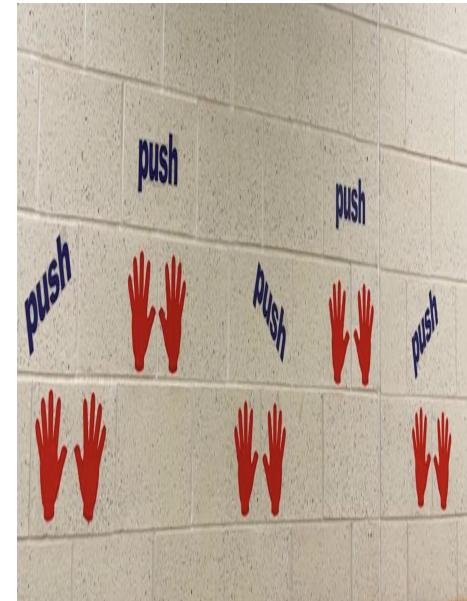
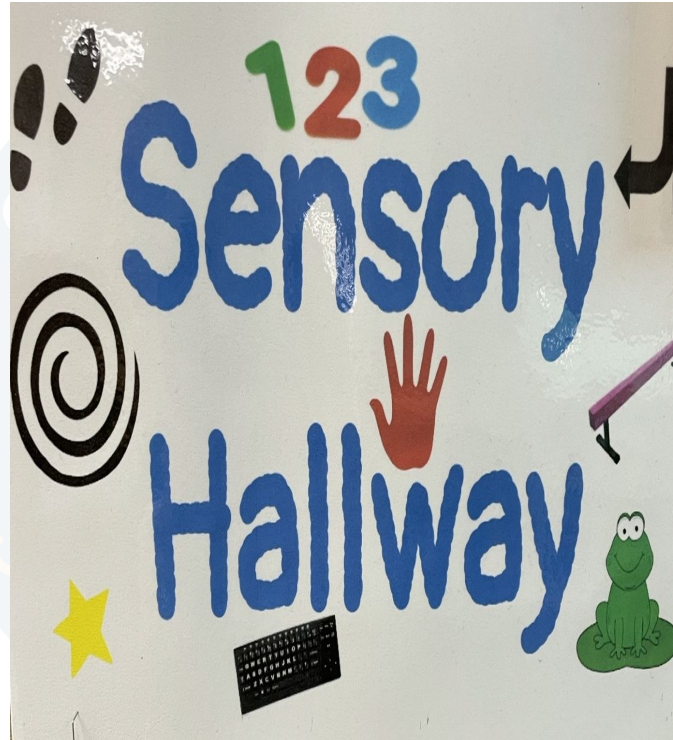


Schedules include time to work on individual goal and skill work.

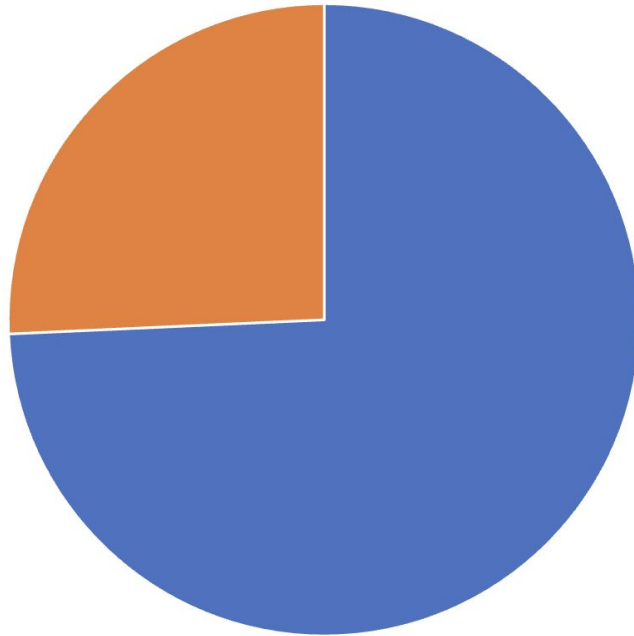
Elementary



Elementary

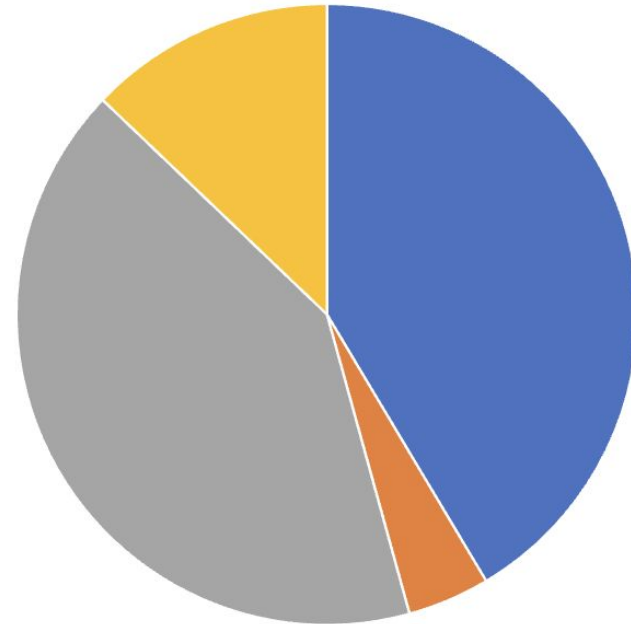


7-12 ASD Disability Category



■ Primary Exceptionality ■ Secondary Exceptionality

7-12 Primary Programming for Students with Autism



■ Autistic Support ■ Emotional Support ■ Learning Support ■ Life Skills Support

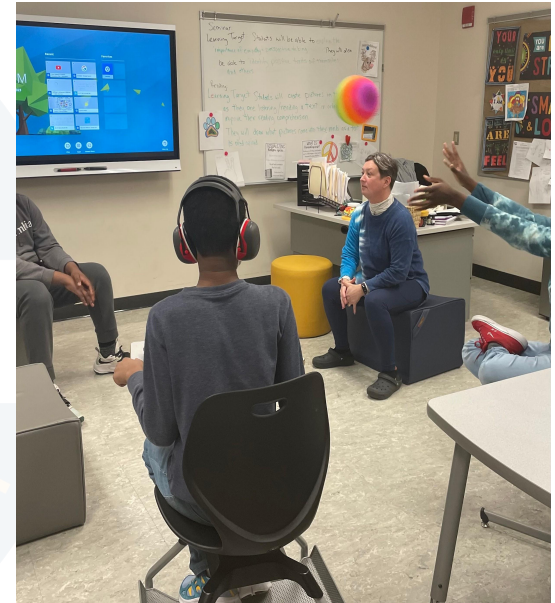
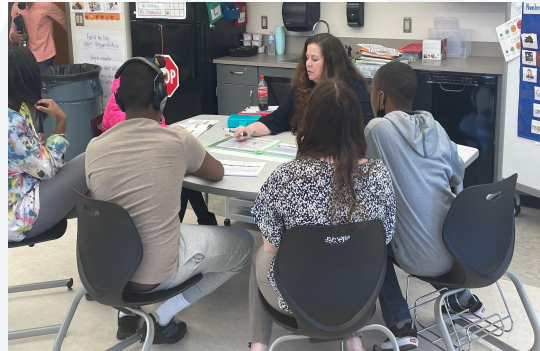
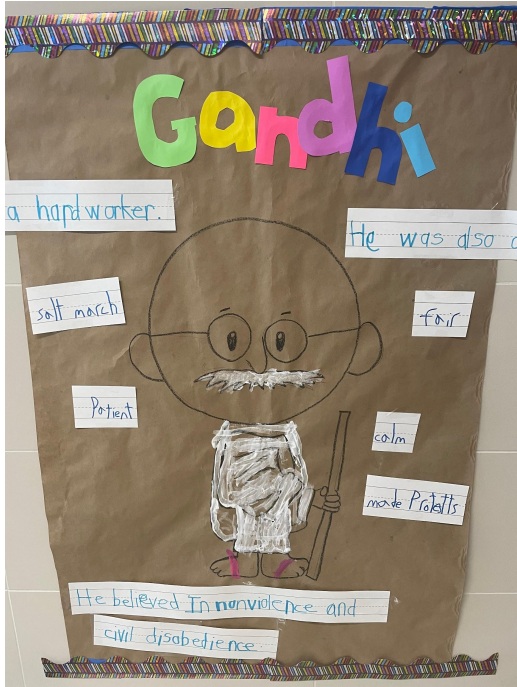
Autistic Support at the Secondary Level

	21-22 School Year	22-23 School Year
CBK	1 AS classroom/case manager - MCIU	1 AS supplemental/full-time classroom, 1 AS itinerant classroom, 2 AS case managers
CHS	1 AS classroom/case manager - MCIU	1 AS supplemental/full-time classroom, 1 AS itinerant office, 3 AS or AS/LS case managers

Autistic Support at Cedarbrook Middle School

	Dr. Houston's classroom	Mrs. Hammond's classroom
Students	6	15*
Classes	Functional Math, Functional ELA, Science, Social Studies, Functional Social Skills, Independent Living	Academic Seminar - Social Skills (4 sections) Reading
Curricular Materials	Unique Learning System, Attainment, Reading Mastery, Connecting Math Concepts	Skillstreaming: Children and Youth with H.F. Autism; Social Skills Workbook for Teens Reading Mastery

**Students are not in Mrs. Hammond's room for the majority of their day*





Students participating
in school wide MLK
Day activities



CBK - Future Goals Related to Autism/AS

- Develop cross-support (Autistic Support/Life Skills Support) course options for students as appropriate
- Social Skills instruction provided in a model like related services rather than within a special education class

Autistic Support at Cheltenham High School

	Dr. Ryan's classroom	Mrs. Taylor's office
Students	6	20*
Classes	Part of the larger Skills 4 Life Program	Small group and individual social skills instruction as a related service
Curricular Materials	Unique Learning System	Skillstreaming: Children and Youth with H.F. Autism; Social Skills Workbook for Teens

*Students are not in Mrs. Taylor's office for the majority of their day

Skills 4 Life Program at CHS

- 27 students
- 3 teachers
- 3 classrooms, one set up for life skill practice
- 4 paraprofessionals
- 3 paraprofessionals 1:1
- Functional Math
- Functional Reading
- Independent Living
- Social Skills
- Morning Meeting



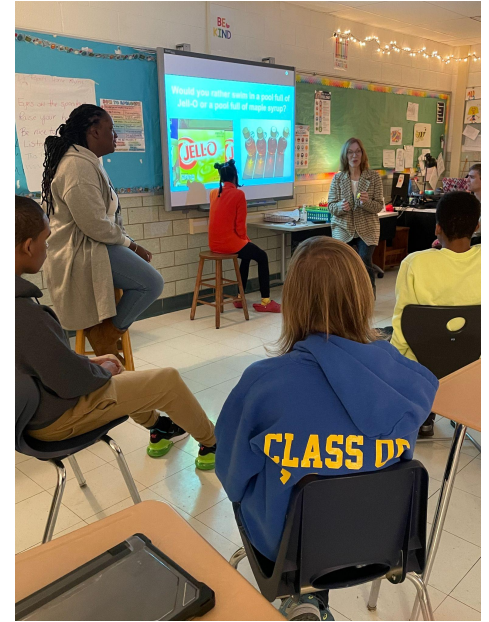
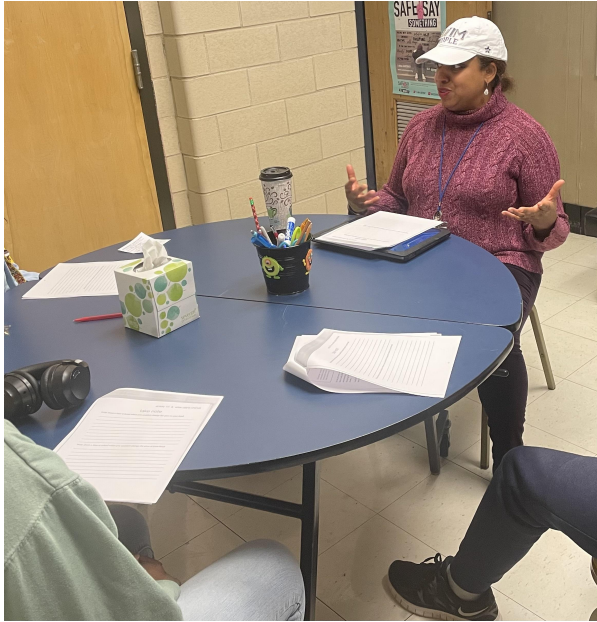
avg 36% in gen ed

Student 1

- Transition: career training, supported employment, living at home
- Skills 4 Life Program
- MCIU PAES Lab
- Transition service experience
- Transition service employment - **hired** part-time
- Has been offered **full-time employment** upon graduation!

Student 2

- Transition goals: college, competitive employment, living independently
- Eastern
- MCIU transition service experiences
- Provided links to college programs **for students with Autism**
- 5th year with CHS for fine-tuning



CHS - Future Goals Related to Autism/AS

- Thoughtful course/teacher scheduling within S4L based on student profile/need
- IEPs for students with Autism reflecting all aspects of Autistic Support with more fidelity

Students Educated Outside the District

Grade	Number of Students
7th	1
8th	2
9th	3
12th+	3

- Discussions about appropriate educational placement occur at least yearly:
 - One student returned to CHS this year
 - Two teams are in early stages of discussing transition back to district
 - One student was re-evaluated this year and determined to have needs best met in current setting

Upcoming Events

- Parent Trainings
 - Survey to Determine Topics sent to parents in December
 - 16 response received (10% completion)- 1 ME, 2 WE, 1 GE, 1 CE, 5 EP, 1 CBK, 5 CHS
 - February 27, 2023
 - Behavior Strategies for Families to Support Students with Autism
 - RSVP Responses- XX
 - Spring date and topic TBD in May





Gender Statistics K-12 for Students with a Primary Exceptionality of Autism	
Female	26
Male	102

Gender Statistics K-12 for Students with a Secondary Exceptionality of Autism	
Female	6
Male	22

Ethnicity	Students with Autism
Asian	6
Black/African American	104
Hispanic	9
Multi-Racial	7
Native Hawaiian or Other Pacific Islander	1
White/Caucasian	29

Elementary Statistics 22-23 School Year

	Autism as Primary Exceptionality	Autism as Secondary Exceptionality	Autistic Support	Emotional Support	Learning Support	Life Skills Support
CE	13	1	2	2	11	0
GE	5	1	1	0	3	3
ME	13	2	11	0	4	0
WE	21	0	14	1	6	0
EP	24	6	7	1	22	0

Secondary Statistics 22-23 School Year

	Autism as Primary Exceptionality	Autism as Secondary Exceptionality	Autistic Support	Emotional Support	Learning Support	Life Skills Support
CBK	20	4	16	2	5	1
CHS	32	14	13	1	24	8

LRE	21-22	22-23
<20%	11	3
20%-30%	11	9
31%-40%	3	11
41%-50%	0	1
51%-60%	0	1
61%-70%	1	0
71%-80%	0	0

85% of students' LRE remained the same or increased