PSE Program for Students with Exceptionalities

Special Education Plan
2023

Agenda

1. Purpose of Special Education Plan
2. Indicators from School Performance Profile (SPP) and Cyclical Monitoring
3. Significant Disproportionality (suspensions)
4. Least Restrictive Environment Action Items
5. Nonresident Students Oversight
6. PBIS
7. Professional Development
8. Child find

PSE Program for Students with Exceptionalities

Plan Purpose

The school district's special education plan is an action plan that describes the local Board of School Director'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.

A special education plan reflects ongoing programs and services and incorporates anticipated changes in programming as a result of corrective action generated by the cyclical monitoring and improvement planning and other factors.

School District Areas of Improvement & Planning

School Performance Profile (SPP)

Indicators Not Met based on 2020-2021 data

➢ **Indicator 3: Assessments**

➢ **Indicator 4: Suspensions**

➢ **Indicator 5: Educational Environments**

➢ **Indicator 11: Timelines for Initial Evaluation**

PSE Program for Students with Exceptionalities

School Performance Profile (SPP)

Indicator 3: Assessments

> **Participation target is 95% for all subgroups**

- Only 4th grade met the target
- Factors beyond our control: Opt outs, COVID (2020-21)
- Support for PSE subgroup monitoring

> Proficiency rates (not meeting annual targets)

- Did not meet targets in 4th, 8th or 11th ELA/Math
- PPS exceeded state average in 8th grade math PSSA
- PPS was within 5% of the state average in all other testing groups

PSE Program for Students with Exceptionalities

School Performance Profile (SPP)

➢ **Indicator 4: Suspensions**
- Disproportionate number of students with IEP's being suspended
- Risk ratios for Black/IEP students are double and triple the rate for white IEP students in both total days suspended and those suspended more than 10 days (drugs, weapons, serious bodily injury)

➢ **Indicator 5: Educational Environments**
- This will be covered in the Least Restrictive Environment section

PSE Program for Students with Exceptionalities

School Performance Profile (SPP)

➢**Indicator 11: Timelines for Initial Evaluation**

- Requirement is that 100% of evaluations are compliant with 60-day timeline
- This is 60 calendar days, not school days
- Data from 2020-21 was less than 50% in compliance
- Covid created significant number of evaluations out of compliance
- Started 2022-23 school year with 76% in compliance – no supervisor to monitor/track compliance and address challenges
- New Program Officer for School Psychologists approved in December 2022
- Now monitoring, realigning school psychologists and fully staffed
- Currently 96% in compliance

PSE Program for Students with Exceptionalities

School District Areas of Improvement & Planning

Cyclical Monitoring – Corrective Action

➢ 2021-22 identified 16 out of 21 indicators out of compliance

➢ 40 individual corrective action plans for individual file reviews

➢ <u>All Corrective Action completed</u>

➢ This included over 36 hours of professional development for school leaders and special education staff

➢ Revised manual for all PSE staff to utilize as a resource

➢ Creation of new systems and procedures for schools to obtain support and consultation

PSE Program for Students with Exceptionalities

Cyclical Monitoring – Corrective Action

➢ 14 Indicators now moving into long-term improvement plans

➢ *Least Restrictive Environment, Positive Behavior Support, Child Find, Confidentiality,, Extended School Year, Psychological Services – Evaluation, Suspensions, Parent Training, Personnel Training (principals, teachers, related service providers, Transition requirements, Facilities used for special education, Caseload requirements, Dropout Rate, Assessments*

➢Ongoing training, monitoring and systemic changes in these areas over the next three years

PSE Program for Students with Exceptionalities

Least Restrictive Environment (LRE)

Educational Placement - LRE (Indicator 5) *Data are derived from students' IEPs. The percentage of students assigned to each of three categories must be reported. These are: percentage of children with IEPs aged 5 through 21 who are: (a) served inside the regular class 80% or more of the day; (b) served inside the regular class less than 40% of the day; (c) served in separate schools, residential facilities, or homebound/ hospital placements.*

Educational Environment	Target	PPS	Historical Data
Inside Regular Classroom 80% of Time or More	61.8%	54.4% (needs to increase)	2017—2018: 53.1% 2019—2020: 55.2%
Inside Regular Classroom Less Than 40% of Time	9.9%	12.6% (needs to decrease)	2017—2018: 13.2% 2019—2020: 12.2%
Special Education in Other Settings	4.4%	9.9% (needs to decrease)	2017—2018: 10.8% 2019—2020: 9.8%

Least Restrictive Environment (LRE)

Current Practices to Increase Students Inside Regular Education 80% or More

➢ ReThink Ed (social skills curriculum designed to support students' social-emotional health)

➢ School-based behavioral health

➢ Multi-Tiered Systems of Supports (MTSS) and Student Assistance Support (SAP) teams

➢ Schoolwide Positive Behavior Support

➢ Universal Design for Learning (UDL): flexible grouping, Read & Write, flexible seating, varied responses to instruction

➢ Universal classroom screeners (academic and emotional)

Least Restrictive Environment (LRE)

Future Action Steps to Increase Students Inside Regular Education 80% or More

➢ Continued professional development on inclusive practices

➢ Use of staff support "panels" for Emotional Support/Low Incidence to provide interventions, recommendations for support, and observations/consultations to maintain LRE.

➢ Align regional programs to maintain continuity of program to limit school transitions.

Least Restrictive Environment (LRE)

Current Practices to Decrease Students Inside Regular Education 40% of Day or Less

- Professional Learning Communities

- PSE Curriculum Support Team

- Low Incidence / Behavior Support Teams

- Inclusion in classes with faded supports

- Professional development in Inclusive Practices

Least Restrictive Environment (LRE)

Future Action Steps to Decrease Students Inside Regular Education 40% of Day or Less

➢ Adopt supplementary math/reading curriculum for emotional support program to enhance grade-level instruction

➢ Revise the therapeutic support model in response to high turnover and long-term vacancies in therapists

➢ Partnership with "Include Me" through PDE and The Arc of Pennsylvania to assist school-based teams with increasing regional students' time in general education settings

➢ Provide professional development for related arts / elective teachers around inclusive practices

➢ Provide de-escalation/crisis intervention to all PSE paraprofessionals

Least Restrictive Environment (LRE)

Current Practices to Decrease Students In Other Settings

➢ At least annual review of students' IEPs by PPS PSE Liaison of students in other settings, if not more

➢ Low Incidence / Behavior / Program Officer / Curriculum Supports and Consultations

➢ Training of regional staff in Safety Care – utilizing de-escalation techniques

➢ Program Officer and teams for Low Incidence and Emotional Support programs

Least Restrictive Environment (LRE)

Future Action Steps to Decrease Students in Other Full-Time Settings

➢ Create transition satellite sites for Oliver Citywide Academy in grades 6-8/9-12 for structured transitions back to regular schools (Pilot two schools for 2023-24 school year)

➢ Move Oliver Citywide Academy grades 3—5 classes to a satellite site in a neighborhood school for 2023-24 school year

➢ Therapeutic Crisis Intervention (TCI) training for satellite locations

➢ Increase TCI trainers to begin training all PPS schools in TCI

➢ Book study/professional development for regional emotional support room in collaborative practices

Out-of-District Placements

Out-of-district placements are utilized when a student's Individualized Education Plan (IEP) cannot be implemented with services offered in the District. There are currently 110 students in outside placements.

ACLD Tillotson	Bradley Center	DePaul	Friendship Academy
Holy Family Institute	Pace School	Pressley Ridge Career Development Center	Pressley Ridge Day School
Pressley Ridge School for Autism	Pressley Ridge School for the Deaf	The Day School (formerly The Children's Institute)	Watson Education Center
Watson Institute Social Center for Academic Achievement (WISCA)	Wesley K-8	Wesley High School	Western PA School for Blind Children
	Western PA School for the Deaf		

Non-resident Student Oversight

➢ When school-age children are placed in residential programs within PPS, the host district is responsible for educational oversight.

➢ New Outlook Academy is currently the only program that falls within this category.

➢ They are a juvenile justice facility for females. New Outlook offers on-ground schooling including push-in and pull-out special education supports.

➢ PSE provides a liaison to oversee the process.

Intensive Interagency Coordination

➢ There is a system in place to provide intensive interagency coordination for students who are at risk of waiting more than 30 days for an appropriate educational placement.

➢ PPS does not have any students who fall within this category.

➢ Local Education Agencies (LEAs) must also report to the state students who are placed on Instruction Conducted in the Home.

➢ There are currently 3 students receiving instruction in the home, all of whom have significant documented medical issues.

Positive Behavior Support

Tiered Systems of Support

SWPBIS-School Wide Positive Behavior Supports

MTSS-Multi Tiered System of Supports

SAP-Student Assistance Programs

Outpatient Therapy

Service Coordination

CSBBH- Community School Based Behavioral Health

Professional Learning

Topics:
- Autism
- Positive Behavior Supports
- Paraprofessionals
- Transition
- Science of Reading
- Parent Training
- IEP Development

Autism

Meeting the Unique Needs of Students with Autism Spectrum Disorder	Applied Behavior Analysis (ABA)	Treatment and Education of Autistic and Related Communications of Handicapped Children (TEACCH)
Inclusive Practices for Students with Autism	Low Incidence Curriculum Updates (Verbal Behavior, Attainment, Readtopia, Unique Learning, etc.)	Direct Observation Tool to Assess Autism for Psychologists

Positive Behavior Supports

Safety Care- 2 Day Training

Safety Care- Recertification 1 Day Training

Book Study of "Lost at School" by Ross Green for Emotional Support teachers and EA IVs

Crisis Intervention

Trauma-Informed Practices

Therapeutic Crisis Intervention (TCI) - De-Escalation Training

TCI – Co-Regulation Training

Paraprofessionals

Evidence-based social, emotional, and behavioral intervention/support for students with disabilities

Introduction to Assistive Technology at Pittsburgh Public Schools

Assistive Technology: Specialized Equipment

Ongoing Professional Learning opportunities that will provide paraprofessionals with continued knowledge and skills in relationship to students' academic and behavioral needs as well as self-identified areas of interest/need

Evidence-Based Instruction & Intervention based on Applied Behavior Analysis for Registered Behavior Technicians and Candidates

Transition

Transition Services and Regulations for Transition Staff

Indicator 13 for Transition Staff

Indicator 13 Cohort for Schools

Understanding Act 158 for Transition Counselors

Understanding the Workforce Innovation and Achievement Act (WIOA) **for Start on Success (SOS) Teachers**

Science of Reading

Science of Reading/Structured Literacy

Science of Reading and the Connection to Dyslexia

Parent Training

What Parents Need to Know About the Special Education Reevaluation Process

Understanding Your Child's Individualized Education Program

Creation of a video and resource section for on-demand resources for families (housed on the PPS website)

IEP Development

Essentials of IEP Writing (asynchronous)

Ensuring Meaningful Student Growth with Progress Monitoring

Documenting and Using Assessment Data to Develop IEP Goals and Appropriate Supports in IEPs

Gifted Assessment and Masking Variables

The What, Why, and How of Completing Evaluation and Reevaluation Reports for Student Services

Differentiation to Meet the Needs of ALL Students (New Curriculum Application)

Reflecting, Analyzing, and Enhancing Inclusionary Practices for General Education Teachers

Specially Designed Instruction (SDI): Meeting the Needs of All Students
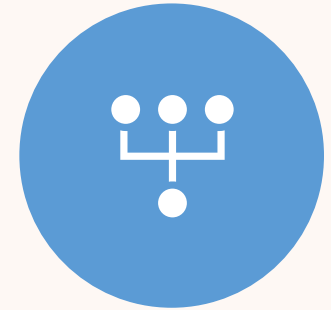
CHILDFIND

CHILDFIND NOTICE WILL BE INCLUDED IN EVERY SCHOOL HANDBOOK 2023-24

DISTRICT WEBSITE INCLUDES CHILDFIND NOTICE AND LINK

PROFESSIONAL DEVELOPMENT AROUND REQUIREMENTS AND FLYERS TO BE POSTED IN EACH SCHOOL

REALIGNMENT OF PROGRAM OFFICERS TO K-12 CLUSTERS TO PROVIDE CONTINUITY OF SUPPORT

Questions/Feedback