

Board of Directors: Work Session Meeting



Rose Tree Media School District
Children first, always.

Student Services: Building a Coherent
System of Support →

April, 2026

Our RTMSD Student Services Team

- 🌀 Supervisors: Lauren Daly Clark, Jenn Marvil, Dr. Tiffany Orrin
- 🌀 Psychologists: Josh Mattson, Dr. Ken Curran, Dr. Jacyln Levy, Amy Matijasich, and (coming soon) Alexa Bushey
- 🌀 Home and School Visitor/Social Worker: Bernadette Dacanay and Cierra Martinez
- 🌀 Support Staff: Margo Kelly, Nancy Owen, and Kathleen Stroup
- 🌀 In the buildings:
Nurses, counselors, therapeutic facilitators, behavior support, IEP meeting coordinators (secondary), related service providers, teachers, paraprofessionals



Pennsylvania Penn Data Reporting



Special Education Data Report School Year 2024-2025

Enrollment (School Age) Source: December 1, 2024 Child Count

	LEA	State
Total Enrollment ^	4,288	1,677,065
Total Special Education Enrollment	685	347,547
Percent Special Education	16.0%	20.7%
Percent of Special Education Enrollment by Disability		
Autism	16.6%	15.1%
Deaf-Blindness	---	0.0%
Emotional Disturbance	8.8%	7.7%
Hearing Impairment Including Deafness	---	0.7%
Intellectual Disability (Mental Retardation)	3.5%	6.0%
Multiple Disabilities	4.8%	0.9%
Orthopedic Impairment	---	0.2%
Other Health Impairment	22.3%	18.5%
Specific Learning Disability	35.2%	36.7%
Speech or Language Impairment	7.2%	13.6%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.3%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

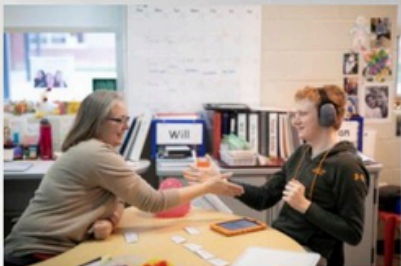
Race/Ethnicity (School Age) Source: December 1, 2024 Child Count

	Spec ED	LEA
American Indian/Alaska Native	---	---
Asian	4.1%	8.3%
Black or African American	7.7%	4.2%
Hispanic	4.4%	3.5%
Multiracial	8.2%	7.5%
Native Hawaiian/Other Pacific Islander	---	---
White	74.9%	76.2%

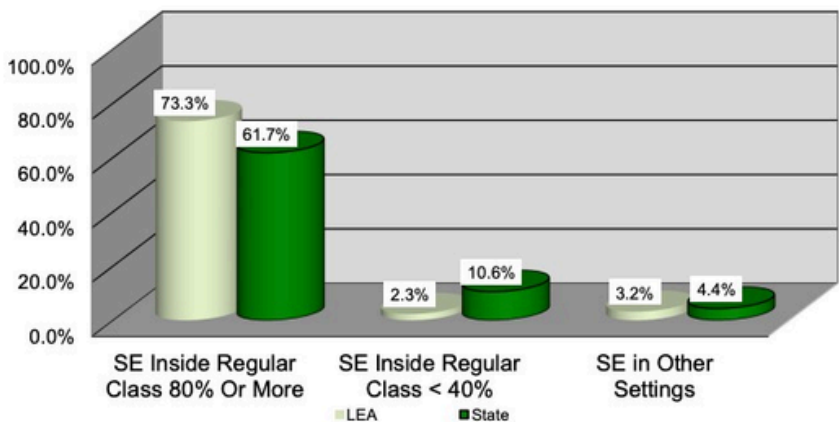
Posted: August 2025 by the Pennsylvania State Data Center

Rose Tree Media SD

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



Educational Environments (Ages 6-21, Age 5 School Age) Source: December 1, 2024 Child Count



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Why do we want to build a coherent system of support?

-  Profile of a student with an IEP is changing
-  Quantity of students with a disability grows as the district grows
-  Increased demand on staff and systems
-  Costs continue to rise (placements, services, cyber)



District Goal Alignment



Safety and Wellness:

- Full continuum of services
- Consistent crisis response



Our Focus:

- Build systems, not isolated programs
- K-12 continuum

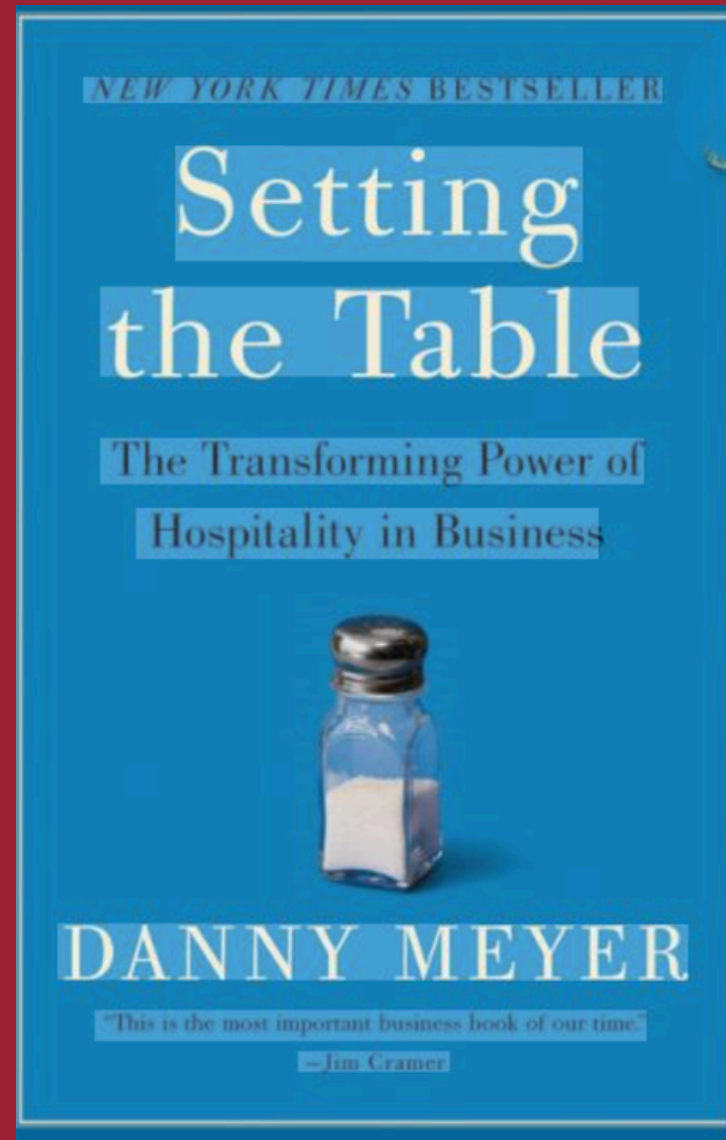


What does our coherent system of support do?

-  Improves student outcomes
-  Strengthens staff capacity
-  Reduces adversarial interactions
-  Improves long-term cost predictability



Grouding our work in hospitality



49%-Technical Skills

- Instruction and intervention
- Data collection and analysis
- Communication and collaboration
- Compliance and documention

51%-Relationships

Optimistic warmth

Empathy

Self-Awareness

Curiosity

Integrity

Work Ethic



Why a 51% solution?



We can teach technical skills



Optimistic Warmth and Empathy



Family trust



Curiosity and Work Ethic



Better Problem
Solving



Integrity and Self-Awareness



Defensible
Decision Making



Whole child supports within our system

Psychologists

-  Each completes approximately 80 evaluations per year

Nurses

-  Addressing our growing population with the 2026-2027 budget

Counselors/Social Workers

-  Attendance and mental health supports for students and families



Learning Support: Defining and aligning intervention

- 🌀 **Curiosity: What we asked?**
 - 🌀 What does reading intervention look like in RTMSD?
 - 🌀 How do we provide intervention within a block schedule?
 - 🌀 How do we balance student needs and least restrictive environment?
- 🌀 **Reflection: How we responded**
 - 🌀 Developing RTMSD Tiered System of Support for ELA
 - 🌀 Continuum of support at PHS
 - 🌀 Developing adapted content courses at the secondary level



Emotional Support: Building a K-12 continuum



Curiosity: What we asked?

- ⑨ Where are our gaps within the K-12 continuum?
- ⑨ When are we forced to look outside the district for placement?
- ⑨ What can we learn from the Simon Youth Academy (SYA)?



Reflection: How we responded

- ⑨ Opened the K-2 classroom at Media Elementary School
- ⑨ Leveraged DCIU to facilitate a self-assessment at Springton Lake MS
- ⑨ Considered flexibility with time, space, and pace



Life Skills/Autistic Support: Ensuring access to independence

Curiosity: What we asked?

-  How do we continue to prioritize meaningful inclusion while providing high quality support?
-  What can we learn from other districts?
-  How can we diversify our community based learning?

Reflection: How we responded

-  Committee work at Indian Lane Elementary School
-  Visits to Garnet Valley, Haverford, and Chichester
-  Expanded community partnerships



Increased Capacity

Clear, consistent intervention pathways across our K-12 system

Improved Experience

A more consistent and collaborative approach for our families and our staff

Impact on Students

Financial and System Impact

Reducing variability and increasing predictability through stronger internal systems





Impact on Students

Our goal is to move from isolated interventions to a coherent system of support that consistently meets students' needs as we prepare them for their next step



Where do we go next? (Preliminary goals)

Building Internal Capacity

-  Reducing cyber charter costs
-  Refine secondary emotional support services
-  Continue program evolution
-  Reengaging with parent support groups

Strengthening our Tiered Systems of Support

-  Year 2 of reading intervention in our elementary schools
-  Revisit our K-12 Code of Conduct
-  School counseling supports at each level



We are designing a system that . . .

- 🌀 Supports students effectively
- 🌀 Supports staff sustainably
- 🌀 Uses resources responsibly

