

# Special Education Plan 2026-2029



April 14, 2026

# Agenda

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- Purpose of Special Education Plan
- Current Data & Areas of Need
- Approach to Developing the Plan
- Key Recommendations

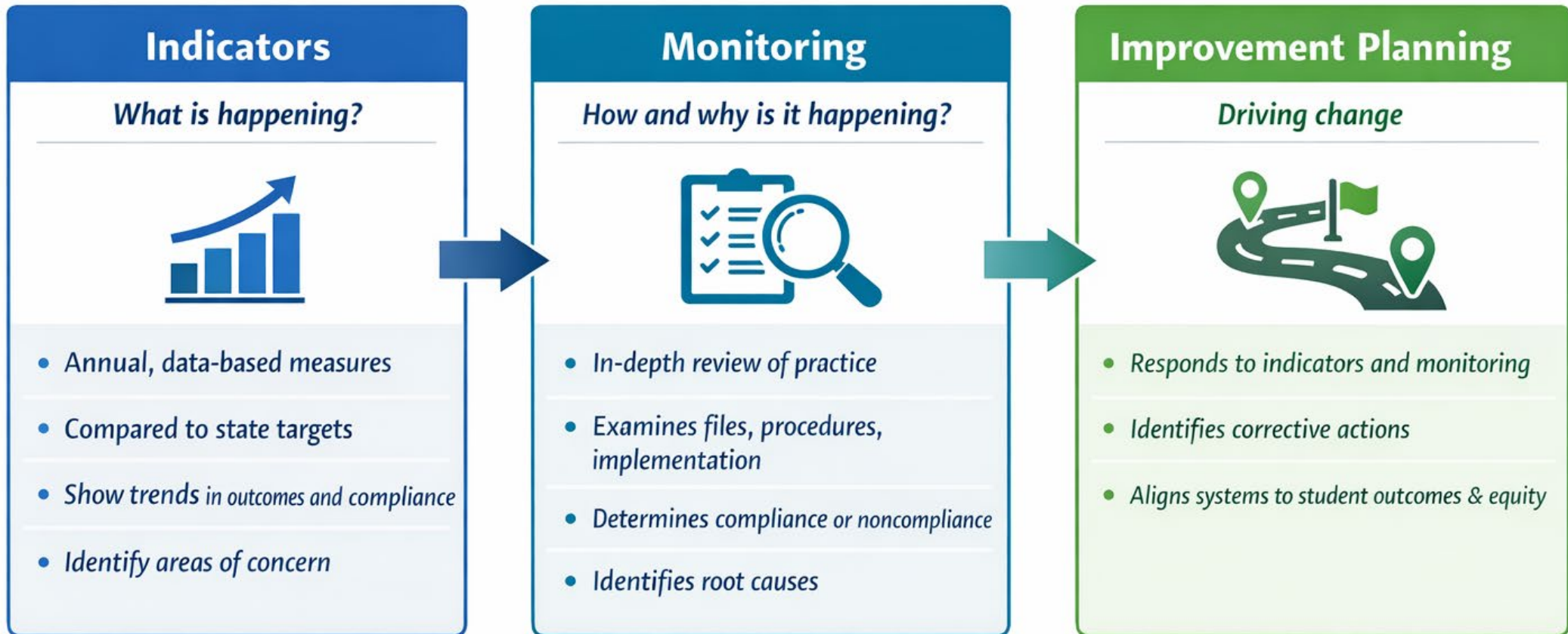
# Purpose of the Special Education Plan

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, improvement planning and other factors.

# Indicators vs. Monitoring

*How PPS Understands Performance and Practice*



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# Cyclical Monitoring Corrective Actions

## Monitoring

*How and why is it happening?*



- In-depth review of practice
- Examines files, procedures, implementation
- Determines compliance or noncompliance
- Identifies root causes

## 2023 Plan:

- Positive Behavior Support
- Child Find
- Confidentiality
- ESY Services
- Least Restrictive Environment
- Psychological Services – Evaluation
- Suspensions – disparity
- Suspensions – Procedural requirements
- Parent Training
- Personnel Training
- Transition requirements
- Facilities used for special education
- Caseload requirements
- Dropout Rate
- Participation in PSSA & PASA
- State Assessment Outcomes

## Current:

- Positive Behavior Support
- Suspension - Procedural Requirements
- Extended School Year
- Public School Enrollment
- Least Restrictive Environment
- State Assessment outcomes

# School Performance Profile Indicators

## Indicators

*What is happening?*



- Annual, data-based measures
- Compared to state targets
- Show trends in outcomes and compliance
- Identify areas of concern

## 2023 Plan:

- Indicator 3: Assessments
- Indicator 4B: Suspensions
- Indicator 5: Educational Environments
- Indicator 11: Timelines for Initial Evaluation

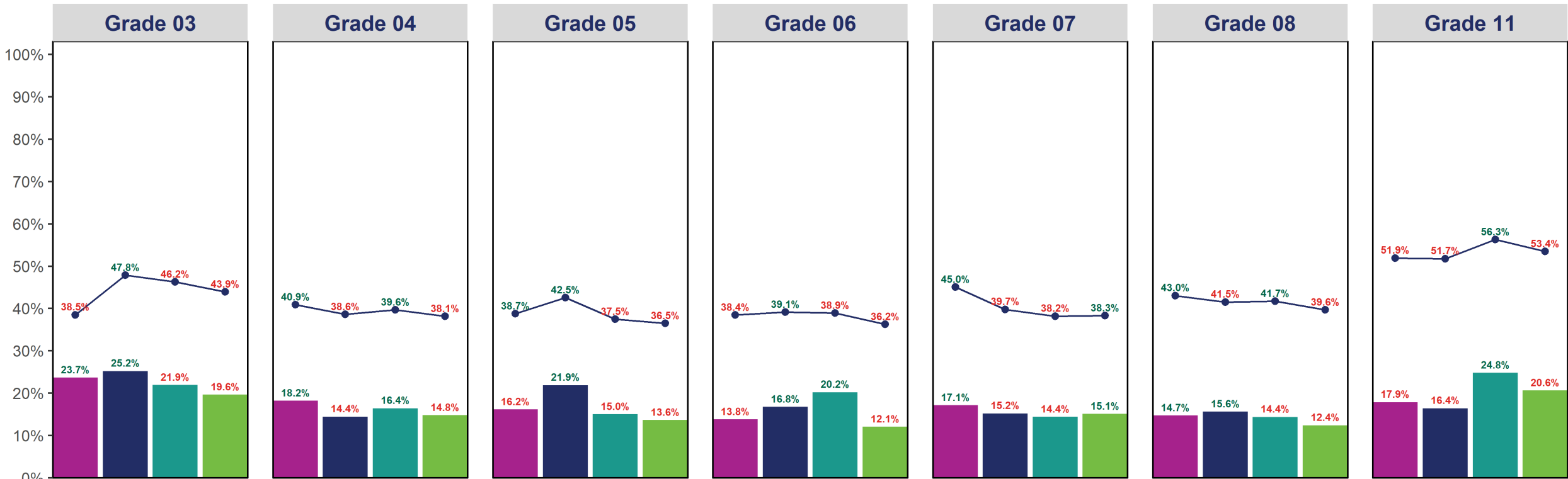
## Current:

- Indicator 3: Assessments
- Indicator 4B: Suspensions
- Indicator 5: Educational Environments

# Indicator 3: Assessment Data - ELA

Percentage of IEP Students Scoring Proficient or Advanced - ELA  
 Proficiency by Grade: Grades 3-8 (PSSA/PASA), 11 (Keystone)

2022 2023 2024 2025 All Students

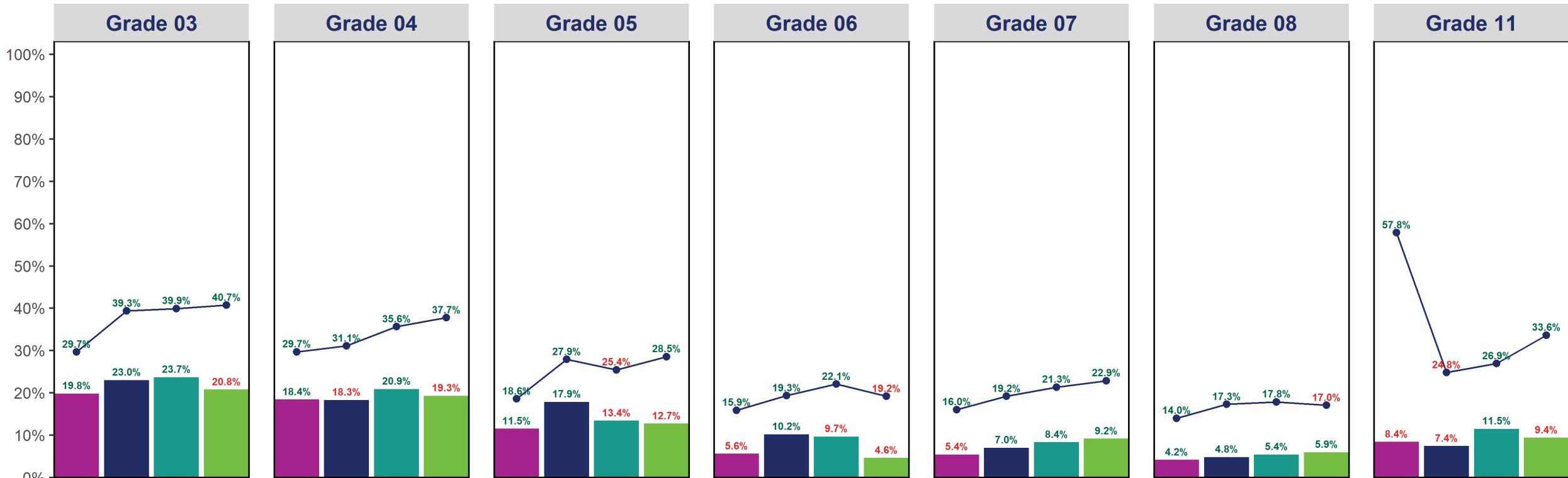


Full Academic Year students, Includes PSSA and PASA (Grades 3-8) and Keystones (Grade 11)  
 Data source: PDE Accountability Files

# Indicator 3: Assessment Data - Math

Percentage of IEP Students Scoring Proficient or Advanced - Math  
 Proficiency by Grade: Grades 3-8 (PSSA/PASA), 11 (Keystone)

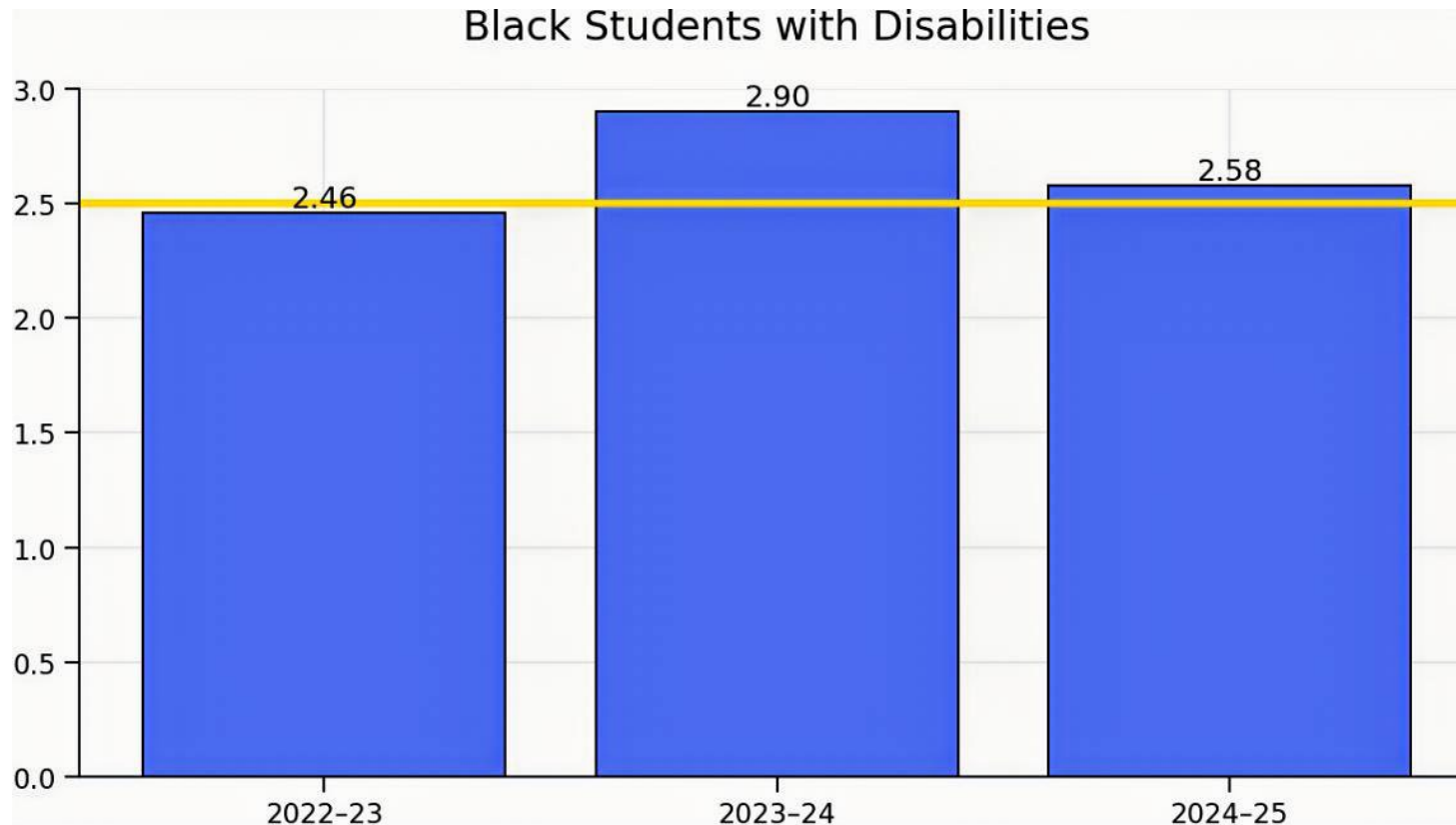
2022 2023 2024 2025 All Students



Full Academic Year students, Includes PSSA and PASA (Grades 3-8) and Keystones (Grade 11)  
 Data source: PDE Accountability Files

# Indicator 4B: Suspension/Expulsion

## Out of School Suspension/Expulsion $\leq 10$ DAYS



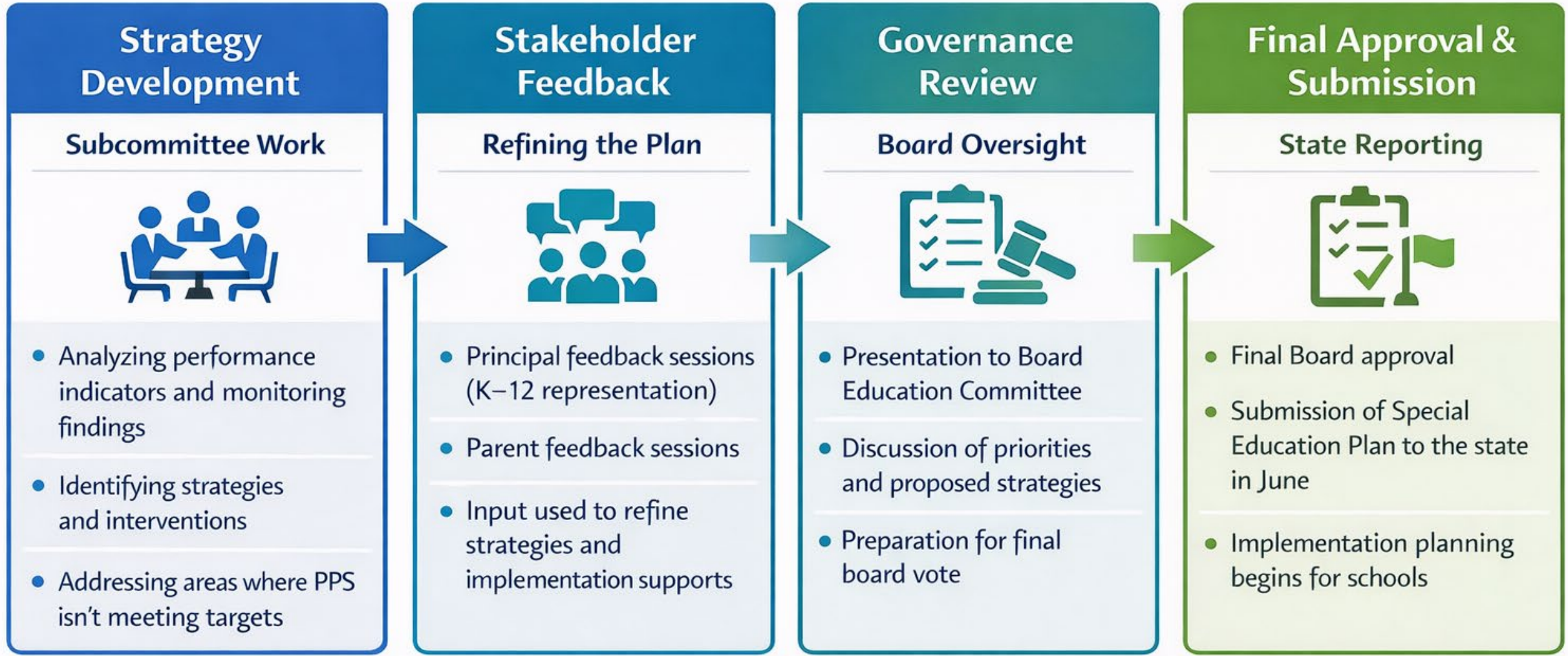
# Indicator 5: Educational Environments

| Educational Environment                        | State Target | PPS (24-25) | PPS (23-24) | Historical Data  |
|--|--------------|-------------|-------------|--|
| Inside Regular Classroom 80% of Time or More   | 63.2%        | 56.7%       | 54.3%       | 2017—2018: 53.1%<br>2019—2020: 55.2%<br>2022 – 2023: 52.1% |
| Inside Regular Classroom Less Than 40% of Time | 9.1%         | 17.8%       | 12.6%       | 2017—2018: 13.2%<br>2019—2020: 12.2%<br>2022 – 2023: 11.6% |
| Special Education in Other Settings            | 4.8%         | 2.9%        | 6.8%        | 2017—2018: 10.8%<br>2019—2020: 9.8%<br>2022 – 2023: 8.8%   |

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# Developing the PPS Special Education Plan



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## Strategy Development

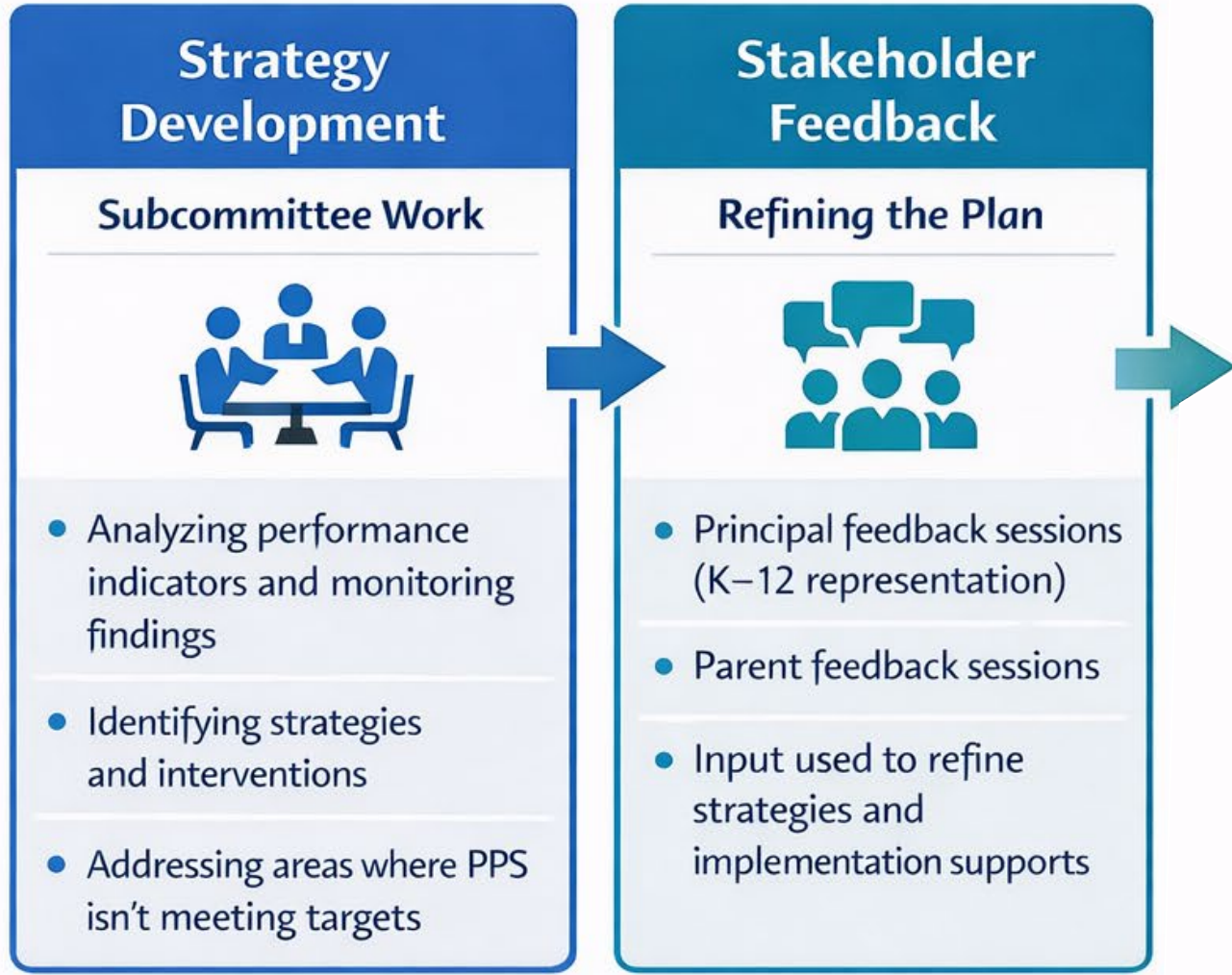
### Subcommittee Work



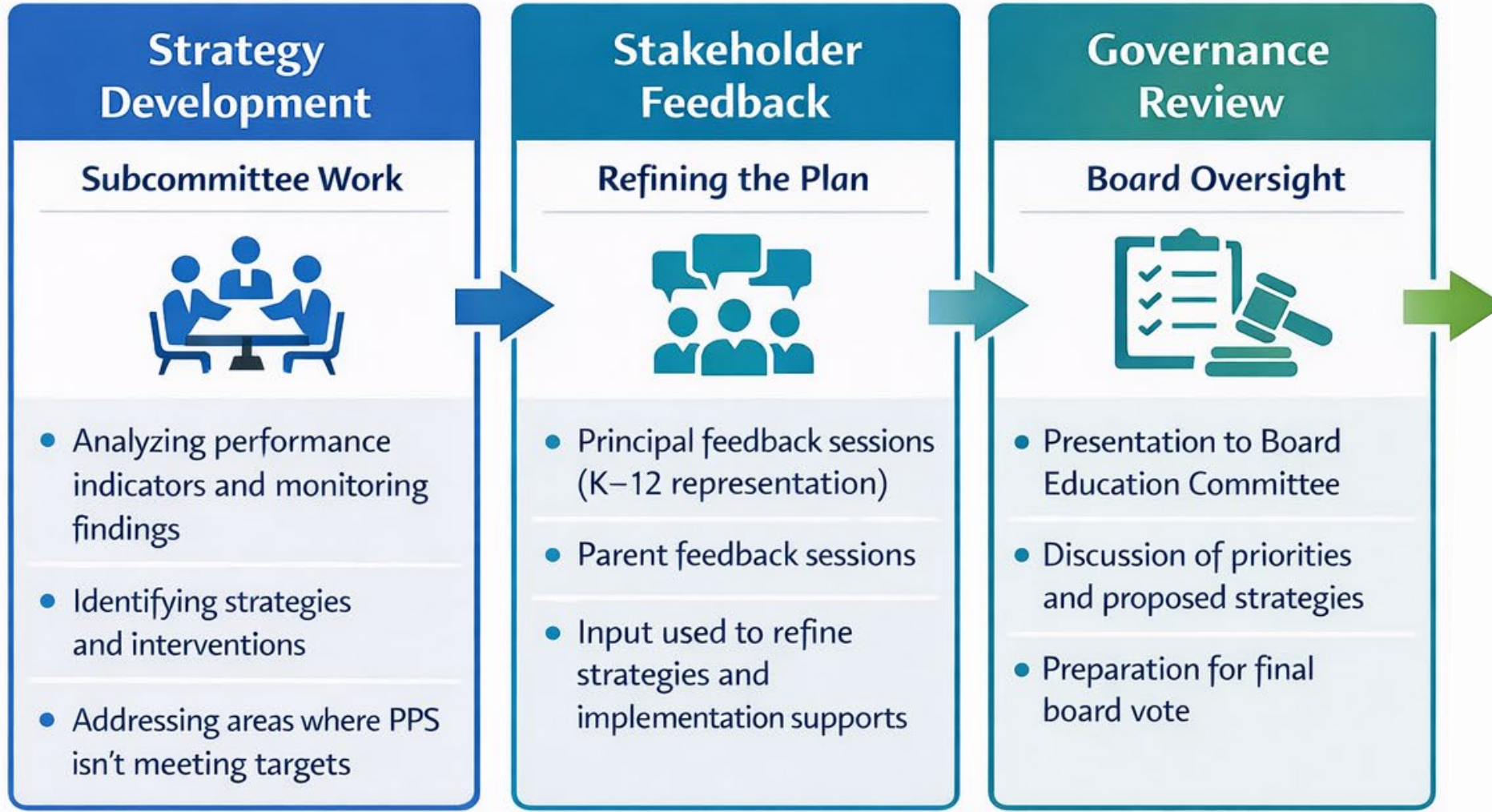
- Analyzing performance indicators and monitoring findings
- Identifying strategies and interventions
- Addressing areas where PPS isn't meeting targets



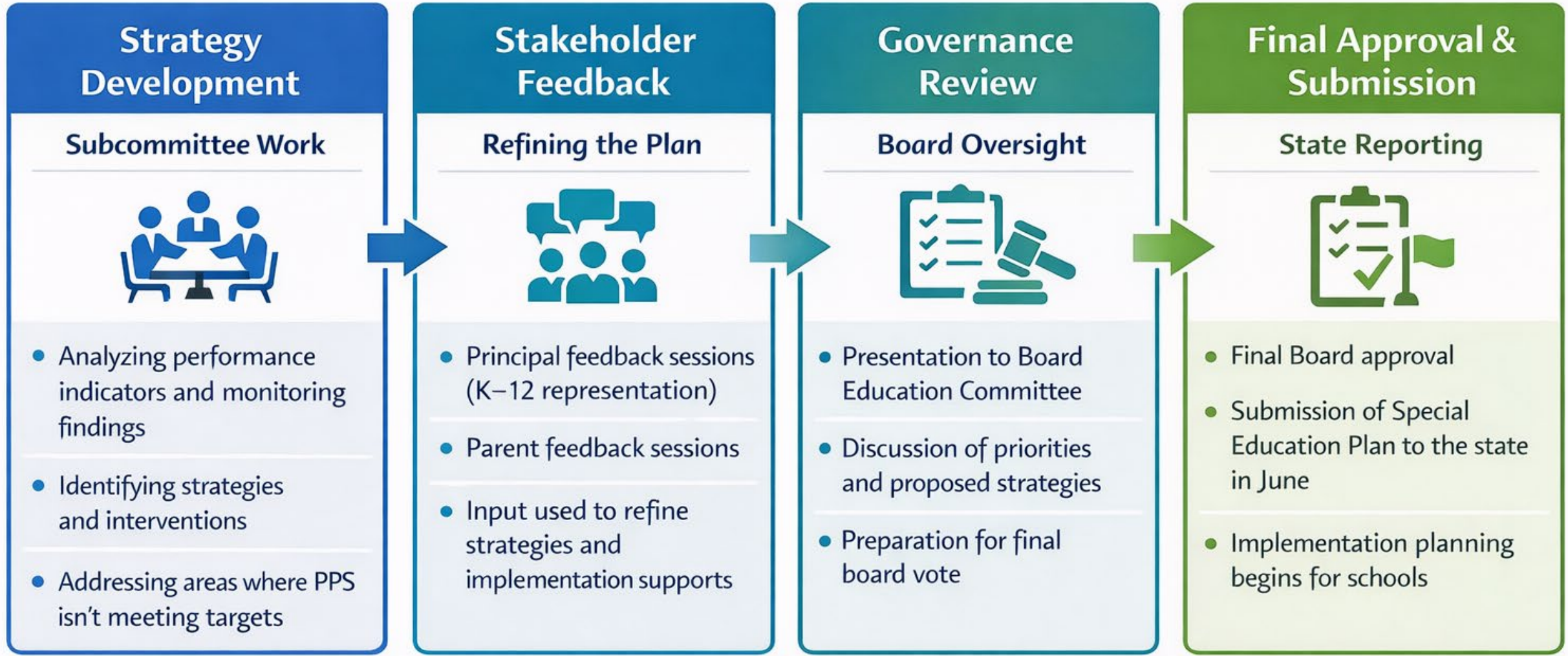
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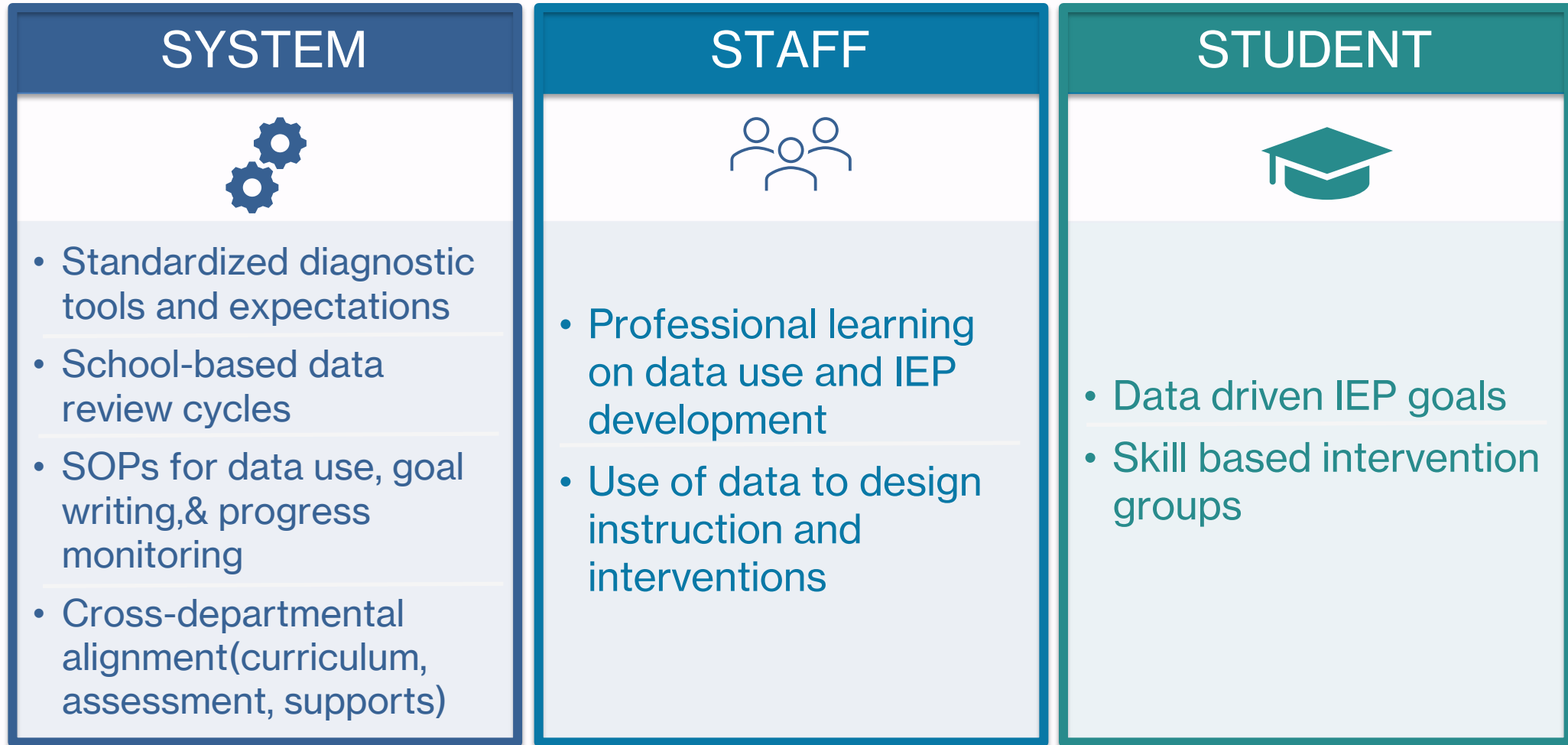


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# Indicator 3 Planning & Improvement Activities

*How PPS will strengthen assessment, practice, and student support.*



# Indicator 4B Planning & Improvement Activities

*How PPS will strengthen our response to behavior*

## SYSTEM



- Strengthen discipline processes & alternatives to suspension
- Expand Tier 1 & 2 behavioral supports across schools
- Implement consistent data monitoring to improve fidelity and reduce disparities
- Provide targeted support to schools with highest suspension rates

## STAFF



- Professional learning on de-escalation strategies
- Use of de-escalation spaces
- Training on alternatives to suspension (restorative practices, in-school supports)

## STUDENT



- Access to proactive behavioral supports
- Reduced reliance on suspension
- Increased support for complex behaviors and sensory needs

# Indicator 5 Planning & Improvement Activities

*How PPS will strengthen educational and least restrictive environments.*

## SYSTEM



- Inclusion walk-through guide aligned to High-Leverage Practices
- LRE data reviews to identify and support schools
- SOPs and exemplars for inclusive service delivery (scheduling, co-teaching)

## STAFF



- Professional learning on inclusive practices
- Use of exemplars for scheduling, co-teaching, and service delivery.

## STUDENT



- Increased access to general education settings
- Expanded community based instruction and job coaching (age 14-21)
- IEPs aligned to post-secondary goals

# Questions & Feedback

