Special Education Plan

2018-2021
Overview

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.

The content of the special education plan describes the special education program and services that are provided within a school district and those special education programs and services which are accessed by the school district from outside the school district's geographical boundaries.
Overview

Each school district shall develop a special education plan aligned with the strategic plan of the school district under § 4.13 (relating to strategic plans). The special education plan shall be developed every 3 years consistent with the 3-year review cycle of the strategic plan of the school district. The Secretary will prescribe the format, content and time for submission of the special education plan. (§14.104(a))
Components

District Level

Identification Method
Non-Resident Students Oversight
Least Restrictive Environment
Strengths and Highlights

Enrollment
Incarcerated Students Oversight
Behavior Support Services
Assurances
## Components

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Enrollment

Overall Percent of Special Education Enrollment

District vs. State 2016-2017
17.5% for Cheltenham School District vs. 16.5% for the State

Rationale: The LEA's overall percentage of special education enrollment with the Cheltenham School District is 1% higher than the state percentage. Cheltenham has experienced a steady increase of special education enrollment from the 2014-15 school year to the 2016-2017 of 4%.
Comparison by Race/Ethnicity
2014/15 to 2016/17

• The percentage of Black or African-American students in special education has decreased by 2.7%; however, the total percent of Black or African-American students in special education continues to be above the District percentage by 14.9%

• The percentage of white students in special education has increased by 1.5%; however; the total enrollment of white students within Cheltenham School District decreased by 2.4%
Comparison by Race/Ethnicity  
2014/15 to 2016/17

• The percentage of multiracial students in special education increased 1.5% noting that 2014-15 and 2015-16 0% of students were identified as multiracial

• The total district student enrollment has remained relatively consistent (4,599 students to 4,648); however, there was an increase of 187 students enrolled in special education.
Comparison of Data: Disability

- While there has been a 4.6% decrease of students identified with a Specific Learning Disability the district is over the state rate by 5%.

- The number of students with Autism has increased by 1% and the number of students with Autism in the LEA is greater than the state rate by 1.8%.
Comparison of Data: Disability

- The number of students eligible with an Emotional Disturbance, Intellectual Disability, and Speech and Language Impairments remained relatively consistent.
- There has been a 6.9% increase of students eligible with an Other Health Impairment.
Areas of Concern

• Over-identification of Black or African American students in comparison to the district total Black or African American enrollment is 14.9%

• The total number of Black or African American students (66%) eligible for special education in comparison to the combination of all other ethnicities (34%)
Areas of Concern

- The total number of students eligible for special education has increased by 174 students in the past three years (2014-2017).

- There is a 6.9% increase in students eligible for special education with an Other Health Impairment.
Plan to Address Significant Disproportionalities

• Provide additional supports in the general education environment by implementing a district-wide Multi-Tiered Systems of Support

• Provide professional learning experiences that foster a culture of respect and equity by understanding the impact of identity on teaching and learning.
Plan to Address Significant Disproportionalities

- Implementation of Positive Behavior Intervention Supports K-12

- Provide professional learning experiences in cultural proficiency to all staff

- Caseload and transition meetings to review and analyze student data as it relates to student programming and supports
Plan to Address Significant Disproportionalities

• Correction to the data entry process will provide the district with a more accurate special education enrollment and as a result will allow the district to analyze trends (increases/decreases) to provide more qualitative supports and services

• Initiated Social Skill Instruction for K-12 and intends to implement a research-based executive function program
Least Restrictive Environment

During the 2016-2017 school year:

- 57.7% of the District’s students with IEPs received instruction within the general education classroom more than 80% of the time, compared with the state average of 62.4%
- 7.8% of the District’s students with IEPs received instruction outside of the general education environment for more than 40% of the day compared with a state average of 9.0%
- 6.0% of the District’s students with IEPs received instruction in settings outside of the public school compared to the state average of 4.9%.
Maximum Extent Appropriate

District procedures to ensure to the maximum extent possible students are in the least restrictive environment (LRE)

- Caseload meetings
- Full continuum
- Range of Services

- Increased the number of Home School Visitor
- Social Skills Curriculum K-12
- “Student” “Environment” “Tasks” “Tools” (SETT)
Maximum Extent Appropriate

District procedures to ensure to the maximum extent possible students are in the least restrictive environment (LRE)

Mindfulness Coach
Independent Living
Lakeside Mobile Support
School Wide Positive Behavior Support (SWPBS)
Fair Share
Transition Grade to Grade and School to School
Behavior Supports

Behavioral Supports provided include:

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Behavioral Supports provided include:

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<td>Mindfulness Coach</td>
<td>Emotional Support Social Skills Curriculum</td>
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<td>Board Certified Behavior Analysts (BCBA)</td>
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Strengths and Highlights
Programs and Service Delivery

In-district Emotional Support Classroom added for grades K-2

Freshman Cohort

Academic Achievement Seminars specific to content areas (Secondary)

What I Need Intervention (WIN) K-8

Positive Behavioral Interventions and Supports (PBIS)
Strengths and Highlights

Communication

Collaboration and Communication between Special Education and General Education Teacher

Monthly Principal meeting with Director of Special Education

Updating the Special Education link

Special education resources (Google Drive)
Strengths and Highlights
Curriculum and Instruction

Implementation of Early Literacy Skills Building Curriculum (K-5 Life Skills)
Implement Wilson Reading Program
Early Intervention Transition to School Age
Caseload and Transition Meetings
Strengths and Highlights
Curriculum and Instruction

- Increased professional development from Legal Counsel
- Mindfulness Coach
- Special Education Resource File
- Dreambox Math Intervention Program
- Think Social Curriculum
Strengths and Highlights
Curriculum and Instruction

Mental Health and Wellness Counselors

Lakeside Student Support Counselors

Implementation of Social Skills Intervention K-12 ( 
Strengths and Highlights
Professional Learning

Paraprofessional (20 Hours)  Cultural Proficiency Series
Professional development (legal counsel)  Positive Action
Monthly department meetings  Executive Function Training
Restorative Practices  504 Plan Procedures
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Strengths and Highlights
Transition/Indicator 13

Independent Daily Living (Apartment type classroom)
On-site transition coordination for students 14 years and older
Continued Partnership with Eastern Center for Arts and Technology
Researching a District supported Work Program
PA Career Zone
Career Scope
Strengths and Highlights
Community Partnerships

Office for Vocational Rehabilitation (OVR)
Special Education Alliance of Cheltenham (SEAC)
Montgomery County Intermediate Unit (MCIU)
Quinn Developmental Services
Pediatric Therapy Source
Lakeside Mobile Therapy
Local Colleges and Universities (Mentorships and Student Teaching)
Overview of Other Components

**Identification Process:** Method for identifying students with a Specific Learning Disability

**Incarcerated Students Oversight:** District’s oversight to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE)
Overview of Other Components

• **Non-Resident Students Oversight:** The District does not have a Non-Resident facility within its boundaries

• **Professional Development:** District outlines the professional learning in the areas identified by the state.
Overview of Other Components

**Facilities:** Outline the facilities, types of programs and the contracted services used to provide services to student eligible for special education services.

**Assurances:** To indicate the District is in compliance with the following: Full Range of Services, Child Find, Inclusion in general education, extracurricular and non-academic programs, Compliance with PA Department of Education reports, Participation in state and district-wide assessments and the need for accommodations, and Funds received through participation in the medical reimbursement program (ACCESS)
Timeline

Feedback for Revisions

Linked to District Website for Public View

Submit to the State May 1, 2018

UPG and SEAC Parent Night: Monday, April 9, 2018