

Educational Affairs

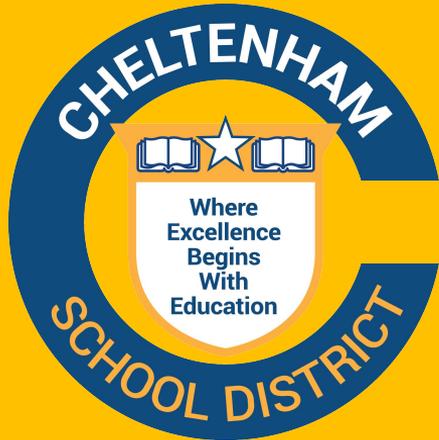
Comprehensive Plan and Special Education Plan Updates

Office of Education

April 26, 2022

Cheltenham School District

Mission & Vision Statements



Mission Statement

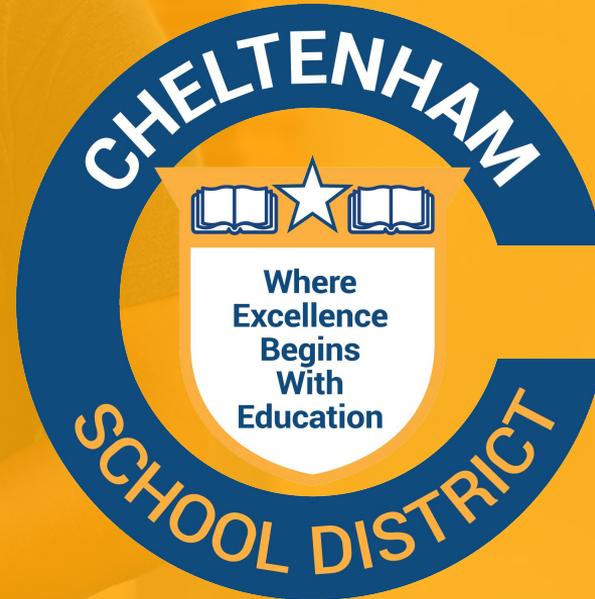
Drawing on its cultural richness, creativity, and tradition of scholastic excellence, the Cheltenham School District strives to nurture each child through a wealth of academic endeavors and community partnerships that provide the skills and vision needed to lead a productive and meaningful life beyond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

Vision Statement

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

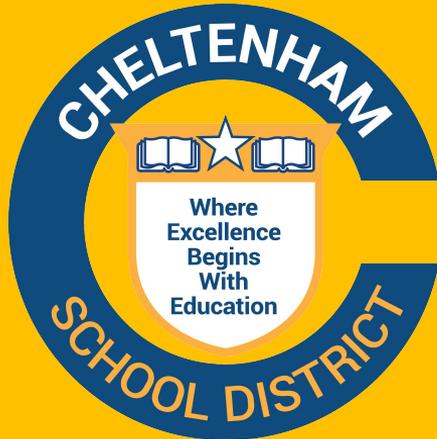
1. inspiring our students to develop principled and knowledgeable responses to the local, national, and global challenges of the 21st century;
2. actively engaging parents in their children's intellectual, social, and moral education;
3. encouraging faculty and staff to continually broaden the web of 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.

Comprehensive Planning



Planning Requirements Overview 2022-2025

Comprehensive Plan



Timeline

- Development of Steering Committee: January 2022
- Plan Presentation at Legislative Meeting: June 14, 2022
- Post Plan for Public Review: June 15, 2022
- Plan due to PDE August 30, 2022

Steering Committee

- General Education Teachers, Special Education Teachers, Parents, Administrators, and Community Members

Comprehensive Planning...

Planning for continuous improvement of leadership, teaching and learning is critically important to ensuring that all students have access to a world-class education that prepares them for college, career, and life. Pennsylvania's cycle of improvement is grounded in evidence-based approaches that can both improve student outcomes and increase return on investment, as resources are spent on programs and practices likely to have a positive impact. Opportunities to create, assess, and adjust throughout the cycle empowers local education agencies and schools to engage all stakeholders in pursuit of a shared vision for student success.

Chapter 4 specifies planning requirements for school entities. A school entity is defined as a local education provider (e.g., public school district, charter school, cyber charter school, AVTS or Intermediate Unit). These planning requirements are as follows:

- Every 3 years, a school entity must submit to the Secretary for approval a professional education plan. The professional education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to PDE.
- Every 6 years, a school entity must submit to the Department for approval an induction plan. The induction plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.
- Every 6 years, a school entity must develop and implement a comprehensive and integrated K-12 program of student services. This student services plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.

These planning requirements are as follows (continued):

- Every 3 years, each school district must develop and submit to the department a special education plan. The special education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.
- Every 6 years, each school district must develop and implement a gifted education plan. The gifted education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.



Initial Components

District Profile
Mission & Vision
Shared Values

District Profile

Cheltenham Township is a diverse, suburban community in Montgomery County, PA, which sits on the northwest border of the city of Philadelphia in the heart of the Northern Greater Philadelphia region. The township encompasses the communities of Glenside, Laverock, Edge Hill, Wyncote, Cedarbrook, Cheltenham Hills, La Mott, Elkins Park, Melrose Park, and Cheltenham Village and celebrates a proud history as a stop on the Underground Railroad and as the home of Camp William Penn. Although comparatively small, Cheltenham Township is rich in diversity, acting as a microcosm of our country, full of people of different racial, religious, social, and economic backgrounds.

Cheltenham School District serves a population of nearly 37,000 residents in its nine square miles. Like the township, the school district is highly diverse with an ethnic student body population consisting of 55% African American, 29% Caucasian, 7% multiracial, 6% Asian, 3% Hispanic, and less than 1% American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander.

The District operates four K-4 elementary schools, one 5-6 elementary school, one 7-8 middle school, and one high school, serving approximately 4,525 students. The District is fully inclusive and offers a broad range of Special Education services.

Mission

Drawing on its cultural richness, creativity, and tradition of scholastic excellence, the Cheltenham School District strives to nurture the whole child through academic and community partnerships that provide the skills and vision he or she requires to lead a productive and meaningful life in the world beyond the classroom walls.

Vision

We have articulated a clear connection between the classroom and the world that will:

- Inspire our students to develop principled and knowledgeable citizenship and advocacy;
- Actively engage parents in their children's intellectual, social, and character education;
- Encourage faculty and staff to continually broaden and enrich the web of connections between their academic disciplines and the world on which they depend;
- Stimulate dynamic leadership at every level of the organization; and
- Create partnerships with community individuals, institutions, organizations, and businesses that model real-world connections for all students.

Shared Values

1. We treat others with respect, assuming the best intentions.
2. We do what is legally and ethically right and uphold district policies.
3. We support people who make honest mistakes so they are willing to take risks and engage in continuous growth processes.
4. We listen to what others say to enlarge our understanding and demonstrate value for open communication.
5. We understand all children have strengths and can learn.
6. We recognize education is best achieved with partnerships among the parents, children, school, and community.
7. We speak with care.
8. We are honest and respectful to others.
9. We understand the correlation between the clarity of our expectations and the success of others in meeting them.
10. We work for the common good.
11. We value data and continually seek to bring meaning and context to the organization.



GO

Develop the Plan

- Analyzing (Strengths and Challenges)
- Goal Setting
- Action Plan
- Professional Development
- Communications

Committee Feedback

May 24th

Comprehensive Planning Team Review Session
Review Committee Feedback

June 14th

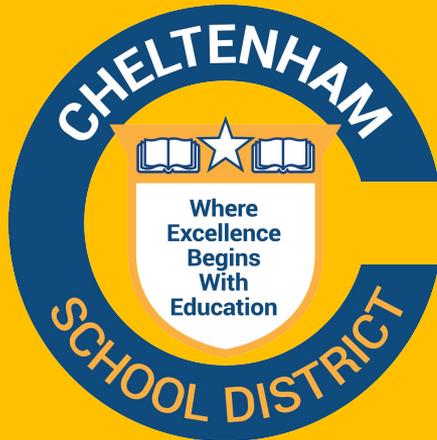
Comprehensive Plan presented to School Board and public
Public Review of Draft Comprehensive Plan for 28 days

**Office
of
Education**

Special Education Plan



Special Education Plan



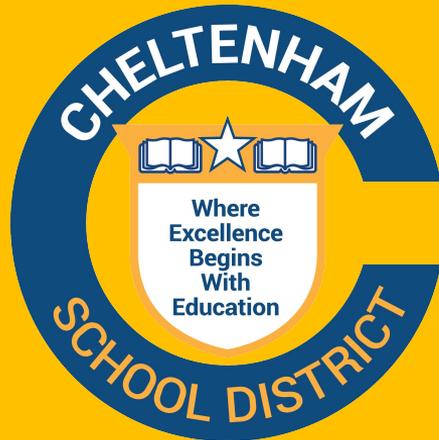
Timeline

- Development of Steering Committee: January 2022
- Plan Presentation at Legislative Meeting: June 14, 2022
- Post Plan for Public Review: June 15, 2022
- Plan due to State July 30, 2022

Steering Committee

- 1 General Education Teacher, 5 Special Education Teachers, 3 Parents, and 7 Administrators

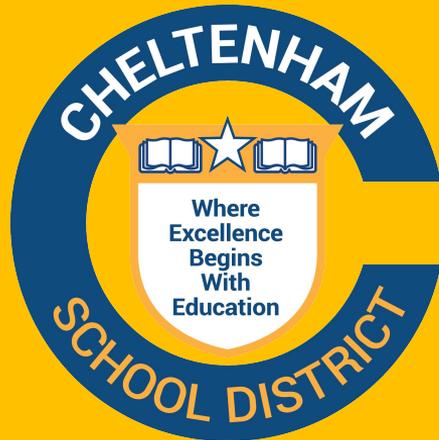
Special Education Plan



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))

Due to COVID the State allowed for an extension for completion of the Plan until July 2022 and the next plan will be due May 1, 2024.

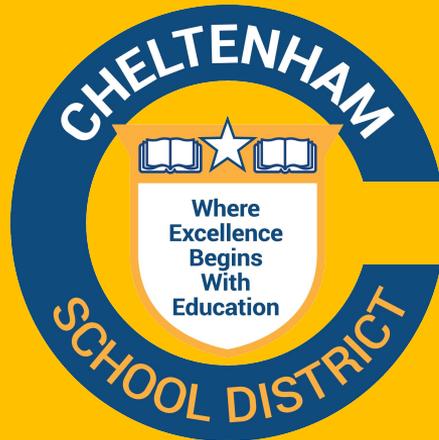
Special Education Plan



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.

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.

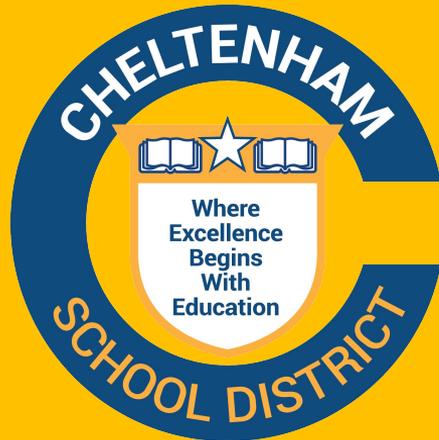
Special Education Plan



Pennsylvania Department of Education Guidance

- Under professional development section: Do not place training years beyond your plan phase. Ex: Phase 3 plans should not have training years beyond 2024.
- Also, you are no longer required to train on every topic every year of the plan. Just at least once for every topic during the 3 year plan window.

Special Education Plan Overview



Plan Components

Identification Method

Non-Resident Students Oversight

Least Restrictive Environment

Incarcerated Students Oversight

Positive Behavior Support

Intensive Interagency

Significant Disproportionality

Areas of Improvement & Planning

Placement

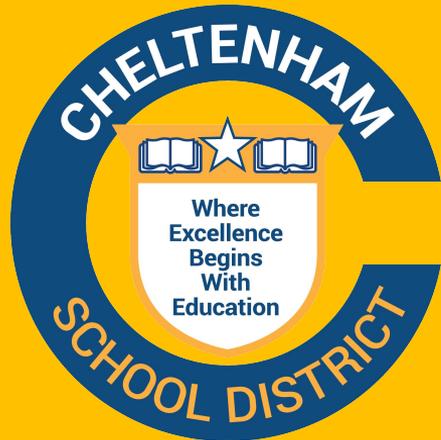
Indicators

Discipline

Monitoring

Identification

Special Education Plan Components



Plan Components

Education Program Profile

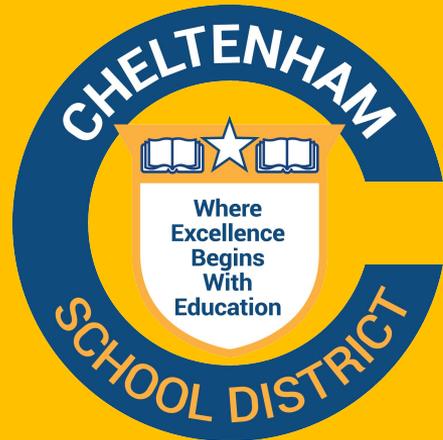
- Education Program (Caseload FTE)
- Special Education Facilities

Special Education Support Services

Special Education Personnel Development

- Transition
- Autism

Special Education Plan Components



Special Education Committee Feedback [padlet](#)

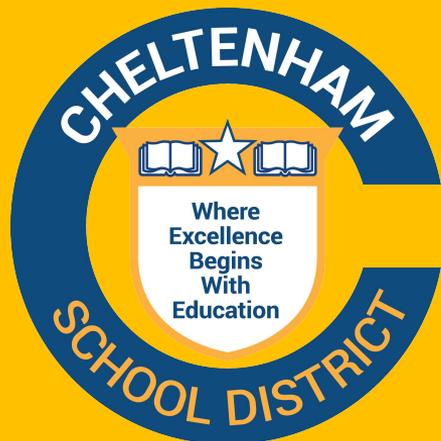
Next Steps

May 24th

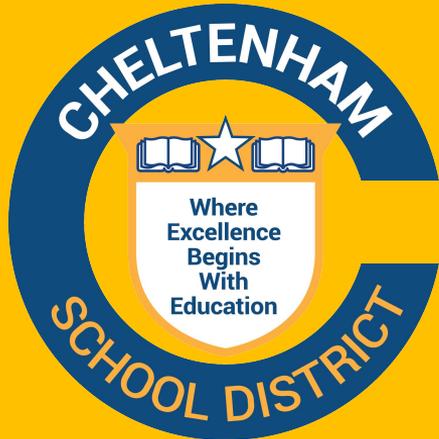
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Questions