

SASD Special Education Plan

2022-2024/25





School District Areas of Improvement and Planning:

https://penndata.hbg.psu.edu/penndata/documents/BSEReports/Public%20Reporting/2019-2020/PDF_Documents/Speced_Data_Report_SD377_Final.pdf

Areas of improvement are determined by review of 14 Indicators and data supporting each indicator.



Indicators

1. Suspension/Expulsion by Race/Ethnicity (4B)
2. Disproportionate Representation by Race/Ethnicity (9)
3. Disproportionate Representation by Race/Ethnicity/Disability (10)
4. Timely Initial Evaluation (11)
5. Secondary Transition (13)
6. Graduation (1)
7. Drop Out (2)
8. Assessment (3)
9. Educational Environments (5)
10. Parent Involvement (8)
11. Early Childhood Transition (12)
12. Post-School Outcomes (14)
13. Resolution Sessions (15)
14. Mediation (16)



Review of ESSA Dashboard Data for 2018-2020, Improvement Needed For:

Indicator 1: Graduation

- District graduation rate reported for the 4 year cohort was 71.79% missing the goal of 74.80% by 3.01%.
- However, the District exceeded the state percent of 70.74% by 1.05%.
- The 5 year cohort data revealed the District graduation rate of 77.97% missed the goal of 78.50% by .53%.
- However, the District exceeded the state percentage of 77.47% by .40%.
- A review of the 2 year combined graduation rates display a percentage of 84.75% for our District.



Improvement Activities

- Research and implement additional Tier 2 Supports at the secondary grade levels.
- Research and implement additional Tier 3 Supports at the secondary grade levels.
- Partner with IU#20 and PATTAN to collect and analyze data related to attendance, discipline and academic achievement for at risk students.



Identification Method

Options:

- RTI-Response to Intervention for LD.
- Discrepancy Model: District method



Incarcerated Students Oversight

- Monroe County Correctional Facility
- MCCF, is a 1306.2 Facility
- SASD Host District



Least Restrictive Environment (LRE):

<https://penndata.hbg.psu.edu/Public-Reporting/SEDR-Reports>

- Review of Indicator 5: Educational Environments data reveals the following:
- Baseline data was reset in 2019-2020, therefore no target measurements were performed.
- The District reviewed 2018-2019 data and 2020-2021 data for comparison purposes.



Students included Inside Regular Class 80% Or More

-18-19: The target was 64.1%. We were at 39.5%.
We did not meet target, nor did the state at 61.5%.

-19-20: We were at 39.3%. State was at 61.5%.

-20-21: We were at 41%. State was at 62.5%. We display growth towards including students with disabilities in the general education setting.



Students included Inside Regular Class Less Than 40%

-18-19: The target was 8.1%. We were at 11.6%. We did not meet target. We exceeded the target, as did the state.

-19-20: We were at 11.4%. State was at 9.6%.

-20-21: We were at 12.1%. State was at 9.8%.



Students enrolled in Other Settings

-18-19: Target 4.6%. LEA met SPP/APR Target with 2.3%. State did not meet target with 4.8%.

-19-20: We were at 2.2%. State was at 4.8%. We were below the state percentage.

-20-21: We were at 2.9%. State was at 4.7%. We were below the state percentage.



LRE Considerations

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement. *

Areas of improvement will focus on:

1. Increasing number of students included inside regular class 80% or more.
2. Decreasing students included inside regular class less than 40%.



LRE Considerations

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments? *

-IEP Development:

- a. What supplementary aids and services were considered?
- b. What supplementary aids and services were rejected?
- c. Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives in the IEP in the general education class.
- d. What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- e. What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- f. To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

IEP teams consider supplementary aids and services within a continuum of placements to ensure students with disabilities are educated with non-disabled children to the most extent possible.



Universal Practices

-MTSS

-PSWBS

-Step by Step

-SAP

-SEL-Ripples, Restorative Practices, Check and Connect

-LETRS/SGAT

-Life Skills Botvin



3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum. *

- | | |
|--|-------------------------|
| -SAS Toolkit | -AT |
| -Attending Core Department Meetings | -Collaboration with OVR |
| -ALEKS (Algebra), Common Lit, NoRedInk | -Brain Steps-TBI |
| -NHS-tutoring | -Step by Step K-6 |
| -Math Coaching | -Personalized Learning |



4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. *

-Discussed during IEP meetings

-Best Buddies

-PBIS

-Mountie Challenge

-DEI

-Aevidum

-NHS/NJHS

-SGA



5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities? *

-IEP Development:

- a. What supplementary aids and services were considered?
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IEP teams consider supplementary aids and services within a continuum of placements to ensure students with disabilities are educated with non-disabled children to the most extent possible.



6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. *

-Over the last 3 years, 80-90 students on average.

*Does not include students placed by courts, hospitals or parents.

-Consideration of District Programs over IU Programs.

-Added an Elementary ES Class.

-Our District acknowledges a need to increase supports and services necessary to expand our remote learning opportunities for students who may be immuno-compromised. We are exploring supports and services available to increase our capacity to support our students with IEPs in remote settings.



ODP Placements

1. IU#20 Programs
2. Colonial Academy
3. PA Treatment and Healing



POSITIVE BEHAVIOR SUPPORT

1. How does the district support the emotional, social needs of students with disabilities? *

-Policy 113.1, "Behavior Support, adopted July 19, 2017

-Crisis Teams

-IU#20 Flight Team

-LSW

-Kan Dou Program

-TES and School Based Partial

-SAP

-Safe to Say

-Check and Connect

-Homeless Assistance Act Training

-PAYS (grades 6, 8, 10 and 12)



POSITIVE BEHAVIOR SUPPORT

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. *

-CPI

-Social Stories

-Trauma-informed Care

-Suicide Prevention Training

-BCBA-de-escalation

-Security officers are trained in Therapeutic Aggression Control Techniques (TACT II)



POSITIVE BEHAVIOR SUPPORT

3. Describe the district positive school wide support programs. *

- PSWBIS
- Check ins and Check outs
- Modeling behavior and review expectations
- Ripples
- Check and Connect
- Second Step
- Smart Futures



POSITIVE BEHAVIOR SUPPORT

4. Describe the district school-based behavior health services.

- IU#20:

- *LSW

- *TES

- *School Based Partial

- Suicide Prevention Training



POSITIVE BEHAVIOR SUPPORT

5. Describe the district restraint procedure. *

- Board Policy 113.1, Discipline of Students with Disabilities, adopted July 19, 2017

- LAST RESORT

- Positive Techniques

- TACT II

- CPI



DISTRICT PROFILE

-50 Special Education Teachers

-16 School Counselors

-IU#20 AS: 1 HS, 1 SMS, 3 Elem

-IU#20 TES: 1 SMS & 1 Elem

-IU #20 Partial: HS

-1 Outside Contract ODP

-6 Psychologists

-66 Paraprofessionals

-4 LSW

-IU #20: 1 PT, 1 OT, 2 COTAs, 1 O&M, 1 VS, 1 HS,

1 SLI, 1 APE, 1 BCBA

-7 SLP

-Transition Coordinator



PD Topics:

1. Autism
2. PBS
3. Paraprofessionals
4. Transition
5. Parent Training
6. IEP Development



AUTISM

- Social Stories
- Social Interactions and Skill Development



Positive Behavior Support

- FBA and PBSP
- Ripples Training
- Positive School Wide Behavior Support



PARAPROFESSIONAL

- High Leverage Practices
- SEL
- Trainings in alignment with 10 Paraprofessional Competencies necessary in meeting the 20 hours of professional development requirement.



TRANSITION

-Pathways

-P2G



SCIENCE OF READING

- LETRS/SGAT
- Step by Step
- SONDAY



PARENT TRAINING

- IEP Development
- FBA and PBSP
- Pathways