

## UPPER PERKIOMEN SCHOOL DISTRICT

Education Center  
2229 E. Buck Road  
Pennsburg, PA 18073

### Special Education & Pupil Services Committee Meeting

April 22, 2019 – 7:30 p.m.

**CHAIR:** Judy Maginnis

Ex-Officio: Dr. Kerry Drake, President

**MEMBERS:**

Melanie Cunningham  
James Glackin

Superintendent – Dr. Alexis McGloin

Interim Director of Special Education & Pupil Services – Dr. Marykay Feeley

### **AGENDA**

1. Motion to approve the October 22, 2018 Meeting Minutes (Attachment A)
2. Motion to approve the March 25, 2019 Meeting Minutes (Attachment B)
3. UPSD Mental Health Supports Update

*Mission & Vision Statement: Improve the district Special Education and Pupil Services programs by: encouraging open and honest communication across all levels in the district; encouraging a climate of collaboration among all stakeholders; understanding and adhering to state and federal mandates; supporting increased parent training and school district staff professional development; provide meaningful recommendations to the school board for changes that enable improvement. Enable all students, regardless of barriers or differing abilities, to achieve their full academic potential and prepare them for a successful transition into the community, a career, or college.*

*In order to assist in keeping an accurate record of this proceeding of this meeting, the meeting is being videotaped by the District*

UPPER PERKIOMEN SCHOOL DISTRICT  
2229 East Buck Road  
Pennsburg PA 18073

SPECIAL EDUCATION AND PUPIL SERVICES COMMITTEE  
Minutes  
October 22, 2018

**CALL TO ORDER**

The Special Education and Pupil Services Committee meeting was held in the Upper Perkiomen School District Education Center with the following committee members attending: George Reigle, Melanie Cunningham, Judy Maginnis, James Glackin, Alexis McGloin, EdD., and Andrea Farina, EdD. Others in attendance were: Lesley Motruk, Maureen Zavadel, Dr. Robert Carpenter, Mrs. Christine Siegfried, Dr. Kerry Drake, Rebecca Rogers, Dana Rosenberger and Amy Miller.

**APPROVAL OF MINUTES**

Motion by Judy Maginnis, seconded by James Glackin to approve the September 24, 2018, Special Education and Pupil Services Committee meeting minutes. Motion carried; all voted aye.

**COMMITTEE PRESENTATIONS**

1. George Reigle presented the 4 goals of the Pupil Services and Special Education department. Goal 1: transition framework for K-21; goal 2: successful implementation of K-6 MDS program; goal 3: MTSS framework; goal 4: creation and implementation of formal parent training program.
2. George Reigle presented the district's MTSS process. He talked about the support from the MCIU and addressed the misconceptions.
  - a. Dana Rosenberger, the math specialist from Marlborough, presented the Big Ideas of MTSS, academics and/or behavior, and explained that it is a team decision as to what interventions are provided. She also provided definitions for each of the 3 tiers of intervention.
  - b. Rebecca Rogers, the reading specialist at the Middle School, presented the process at the Middle School level. The tiers are a fluid system and help organize resources to individualize support. Weaving the academic and behavioral supports increases success.
  - c. Amy Miller, reading specialist at Hereford, talked about differentiating in the classroom as much as possible and providing activities to support mastery of content prior to tier implementation.
  - d. George Reigle summarized the definition and goals of MTSS and the changes that are being implemented since the start of the school year.
  - e. George reviewed the 3 components of the process: referral form for K-8: teachers track history of interventions and accommodations; SST-B Behavior Tracking form: self-reflective for teachers-what have you done to assist? Track behavior and supports;

- f. Parent form: when specialists are directly involved with interventions, the form is completed and parents are informed.
- g. Amy Miller talked about the roles of the specialists: SST meetings, supporting PLCs, staff coaching and completing forms

Judy Maginnis asked about how the MTSS process moves from 8th grade to the High School, especially in other curricular areas. Dr. Carpenter explained that there is a structure in place now, including weekly team meetings to support students in courses such as biology and chemistry, the 9th grade Academy and 9th grade peer and teacher tutoring provide support.

Judy Maginnis asked about the MTSS process and gifted students. Leslie Motruk explained that during target time students are provided enrichment and there are also project based assignments. Dr. Farina also explained that it isn't just gifted enrichment and that teachers look unit by unit and provide enrichment to those students who need it.

James Glackin talked about the concerns presented last year about student behaviors and students being "stuck" in Tier 2 and asked about the time frame for each tier. George Reigle answered that there is no concrete timeline and each student is different and responds to interventions individually. Dr. Farina addressed the parameters of students with behavioral challenges and the guidelines to determine emotional disturbance as a disability and as they both relate to the provision of FAPE.

Dr. Kerry Drake asked what we were doing differently this year. George Reigle replied that the process has been more streamlined and there are systems in place. Dr. McGloin followed up with the statement that there never will be a time when meltdowns and classroom evacuations won't happen. That is the nature of what schools do. We are a public education entity and we should never have the belief that a child can be removed. Sometimes something bad can happen to a child over the weekend and they don't know how to react and they lose control in the classroom. Our job is to make them successful and we are trying our best to support teachers and classrooms. Maureen Zavadel explained that one of the new processes in place at the elementary level is SAP which provides resources to families.

Judy Maginnis said that last year teachers felt frustrated with not knowing what behavior interventions were. George Reigle replied that we are providing professional development.

Lesley Motruk and Maureen Zavadel each reported on their building's SAP team members.

Judy Maginnis thanked everyone for attending.

**UPPER PERKIOMEN SCHOOL DISTRICT**

**Education Center  
2229 E. Buck Road  
Pennsburg, PA 18073**

**Special Education & Pupil Services Committee Meeting**

**MINUTES**

March 25, 2019 – 6:30 p.m.

**CHAIR:** Judy Maginnis

Ex-Officio: Dr. Kerry Drake, President

**MEMBERS:**

Melanie Cunningham  
James Glackin

Superintendent – Dr. Alexis McGloin

Interim Director of Special Education & Pupil Services – Dr. Marykay Feeley

In attendance: Judy Maginnis, Dr. Andrea Farina, Melanie Cunningham, Chris McCloskey, James Glacken, Allison Stephens, Phil Detwiler, Stacy Swavely, Raeann Hofkin, Kim Gery, Laura Hilehoffer, Molly Storti, Casey West, Christina Belleti, Jacqui Keller, Michele Kline, Laura Hilehoffer, Mike Elliot, LaBrea Huff, Carol Elias, Abby Mackey

**AGENDA**

1. UPSD Mental Health Supports

An audience member asked about the supports that are available for emotional support services. Dr. Farina explained that students identified with emotional disturbance access a variety of resources including groups run by the counselor, services provided through the behavior specialist etc. Dr. Farina explained the process by which a student could be considered for emotional support services. Dr. Farina stated that we do not have elementary emotional support programs at our elementary school building.

Phil Detwiler asked further questions about how students with various disabilities can access special education supports. Patty Stahley asked about how we can better support our teachers. Judy Maginnis explained that this presentation was given in order to provide a closer look at supports that can be available to teachers.

Mrs. Hofkin asked about the type of data collection that would be required to identify a student with a disability. Kim Gery asked about data collection. Dr. Farina explained that data is

considered by a MTSS team. Molly Storti asked about building administrators attending MTSS meetings.

Mindfulness was discussed at the high school and middle school. There was a question about bringing Mindfulness to the elementary level.

A question was posed about parent engagement in the MTSS process. Jacqui Keller posed questions about parent permission for student participation to partake in group counseling. Michele Kline asked about getting a school psychologist involved in the discussion and data collection earlier.

When discussing threat assessments, there were comments from the audience about the level of threat and the response that is warranted. A question arose about the training that was provided to staff around trauma informed care. Secondary staff members have been trained in trauma informed care. It is not required for elementary staff, but could be considered.

Mr. Elliot asked to consider additional information about how to improve supports and services that we offer. Mrs. Cunningham suggested that additional guidelines about data collection could be considered. There was additional discussion about the role of the school psychologist in the team. There were discussions about the rights of students with and without disabilities in the school setting. Kim Gery brought up a concern about speaking with other students after there is a behavioral concern in the classroom. Carol Elias asked if there was a reason why there is no elementary level emotional support program in Upper Perk. Dr. Farina stated that an itinerant emotional support program could be considered. Molly Storti provided information about the supports that she offers to students at the middle school level. There was a question about what an emotional support program might look like at the elementary school setting. Stacy Swavely spoke about the supports teachers are looking for- strategies, advice and in class support. Jacqui Keller stated that it appears to be easier to obtain academic interventions rather than behavior interventions. Phil Detwiler stated that an itinerant emotional support program should be considered and he is seeking action around the idea. Jacqui Keller suggested that curricular changes might be implemented in order to resolve some issues.

There was discussion about follow up on this topic on the April 22 Curriculum & Instruction Meeting.