

UPPER PERKIOMEN SCHOOL DISTRICT

Education Center

2229 E. Buck Road

Pennsburg, PA 18073

Pupil Service & Special Education Committee

VIRTUAL

June 8, 2020

7:00 p.m.

CHAIR: Judy Maginnis

Ex-Officio: Raeann Hofkin, President

MEMBERS:

Melanie Cunningham

Dr. Kerry Drake

Superintendent – Dr. Allyn Roche

Assistant Superintendent – Dr. Andrea Farina

Assistant Director of Special Education - Carol Giblin

AGENDA

1. Approval of February 24, 2020 Meeting Minutes (Attachment A)
2. MTSS Update
 - a. Process Flowchart
 - b. Next Steps (LinkIt)
3. Enhancing Behavioral Supports
 - a. RBT Update
 - b. Professional Development
4. Update on Compliance Monitoring
5. Student Services during the COVID Closure
6. Discussion - Goals for Next Year

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

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CALL TO ORDER

The Pupil Service and Special Education Committee Meeting of the Upper Perkiomen School District was called to order by Committee Chair Judy Maginnis. The following were present: Dr. Kerry Drake, Judy Maginnis, Raeann Hofkin, Melanie Cunningham, Dr. Andrea Farina and Carol Giblin.

Approval of January 27, 2020 Committee Meeting minutes approved. Motion by Dr. Drake, seconded by Melanie Cunningham, all approved.

PA School Climate Survey

Dr. Farina reviewed two surveys that are completed in the district, the PAYS survey and the Climate Survey. Both survey results dictate funding and/or data for us to use for grant funding.

The PAYS survey is conducted every two years by students in grades 6, 8, 10, and 12. This survey aims to understand and learn about student behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence. The results provide the district with information about the changes in patterns of use and abuse of substances and behaviors. It also assesses the risk factors that are related to these behaviors and factors that help guard against them. Drug and Alcohol funding from Montgomery County, as well as other resources are then provided. Montgomery County is creating a county wide action plan as to what the county needs for drug, alcohol and mental health funding. The district's two highest data points impacting our students from the 2017 survey were suicide/suicide attempts and food stability.

The Climate Survey is taken annually by students in grades 3-12. Additionally, it is taken by district staff, parents, and the community at large. This survey refers to the quality and character of school life. It has 4 components: social and emotional learning, student supports and expectations, academics, and safe schools. The results help to create action plans within each building to address needs and build on the strengths. The last survey had a less than desirable parent and community response and we are looking to get information about this year's survey out earlier and on more platforms.

Corrective Action Plan-

Carol Giblin reviewed the results of the compliance monitoring audit that was conducted in 2019 by the Bureau of Special Education. Compliance monitoring is conducted every 5-6 years. There were 9 corrective actions and 2 improvement plans that the district has to address. The corrective actions come from the review of 10 BSE selected student files and the paperwork that is filed. The district then reviews the policies and procedures with staff regarding compliance with RR and IEP timelines, waiver documents, progress reporting, documentation of ESY dates, PTE and NOREP documentation in files.

The two improvement plans are: decreasing drop out rates and reducing the percentage of students attending out of district placements.

1. Drop out rates— We need to reduce our drop out rate by 3%. We see a pattern when looking at student drop outs. There is typically limited credit accrual, typically starting in middle school, attendance issues, behavioral concerns, and/or significant mental health issues. The disability categories that

contribute the most to the rate are students with SLD, OHI and/or ED. Special Education can't provide all of the supports needed to change the percentage. Other areas involved are truancy and mental health. The impact we can have on sustaining kids to graduation starts before high school. How kids fare in 9th grade determines their trajectory.

Part of our plan to reduce the drop out rate includes: Looking at blended learning programs....part day in school, part day at home learning. Looking at the number of credits required to graduate. Looking at adding a social worker and BCBA to provide supports. Looking at an alternative program within the district. Looking at how our MTSS framework encompasses special education students. Providing the training and education to our counselors and general education teachers to develop FBAs and PBSPs to provide them with the tools needed to support their students.

2. LRE (Least Restrictive Environment)-LRE is on target at home schools. It is our out of district percentage that is higher than state recommendation. We will always have students that need to be in an alternative setting. The goal is to provide as many students as we can with the supports that they need within the district. The largest number of our out of district population are students with behavioral issues. Many of the plans we are looking at to reduce our drop out rate will also provide the supports to reduce the number of students who may need to be placed in an alternative setting. Additionally, we provide parent training sessions and are always directly involved with the alternative schools to assist with goals that will increase the opportunity for a return to district.

These Corrective Actions are beneficial to all students, not just special education students.

Dr. Drake suggested discussing the results of the next compliance monitoring at the committee meeting so that all are aware of the results in a more timely fashion.

Melanie Cunningham made a motion to adjourn and Dr. Drake seconded the motion.