

**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.