Lower Merion School District
SPECIAL EDUCATION PLAN
COMMENTS
AND PROPOSED REVISIONS

EDUCATION COMMITTEE AND
SUPPLEMENTARY REGULAR
BOARD MEETING

APRIL 21, 2014
# Special Education Plan Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>Friday, February 21, 2014 (9-11 AM)</td>
<td>Subcommittee Meeting: review draft plan, suggest revisions</td>
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<tr>
<td>Thursday, February 27, 2014 (2-4 PM)</td>
<td>Subcommittee Meeting: review revised plan, suggest additional revisions as necessary</td>
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<tr>
<td>Wednesday, March 5, 2014 (9 AM-11 AM)</td>
<td>Subcommittee Meeting: review revised plan, suggest additional revisions as necessary</td>
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<tr>
<td>Thursday, March 6, 2014 (1-3 PM)</td>
<td>Subcommittee Meeting: review revised plan, suggest additional revisions as necessary</td>
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<tr>
<td>Monday, March 10, 2014</td>
<td>Presentation at Education Committee &amp; Supplementary Regular Meeting of the Board</td>
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<tr>
<td>Tuesday, March 11, 2014 (11 AM-2 PM)</td>
<td>Subcommittee Meeting: review proposed plan, finalize for public-comment</td>
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<tr>
<td>Monday, March 17, 2014</td>
<td>Presentation at Regular Business Meeting of the Board</td>
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<tr>
<td>Monday, March 24, 2014</td>
<td>Post revised plan to district website; public-comment period begins</td>
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<tr>
<td>Monday, April 21, 2014</td>
<td>Public Comment Period ends at close of business; present and submit Plan to Board of School Directors for review, revision (if necessary)</td>
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<tr>
<td>March, April 28, 2014</td>
<td>Submit Plan to the Board for approval</td>
</tr>
<tr>
<td>Thursday, May 1, 2014</td>
<td>Submit Plan to Bureau of Special Education</td>
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Public Comment Period: March 24th to April 21st

- The community was notified that the draft Plan is available for review and comment in a number of ways.

- Copies were available for review in District Schools, the Administrative Offices and at each Township Library.

- Comments could be submitted via email at specedplancomments@lmsd.org or via a paper form.
The Plan Outline

- District Profile
- The Planning Committee
- Identification Method
- Enrollment
- Non-Resident Student Oversight
- Incarcerated Student Oversight
- LRE
- Behavior Support
- Ensuring FAPE

- Strengths and Highlights
- Facilities
- Program Profile
- Support Services
- Contracted Services
- Personnel Development
  - Autism
  - Behavior Support
  - Paraprofessional
  - Transition
Subcommittee Recommendations

LRE

• Subcommittee Recommendations:
  • Creating consistency across buildings and addressing student needs in the homeschool to the greatest extent possible
  • Though the District is extremely inclusive, moving towards an even more inclusive environment through disabilities awareness and education for professional staff, parents/guardians and students

Behavior Support Services

• Subcommittee Recommendations:
  • Implementation of School-Wide Positive Behavior Support and training for all staff in this area
  • Continued expansion of staff training in use of de-escalation techniques and responses that require immediate intervention
  • Continued expansion of crisis management, risk assessment, and mental health services through social workers, mental health and wellness counselors, and school psychologists
Subcommittee Recommendations

Strengths and Highlights

• Subcommittee Recommendations:
  • The Subcommittee reviewed, revised and updated previous submission to reflect current District achievements, strengths and highlights

Personnel Development

• Subcommittee Recommendations:
  • Professional development for all staff through a spiraling conference model that includes substantive sessions regarding sensory needs, School-Wide Positive Behavior Support, implication of the Danielson framework for instructing all students, students with communication needs, implementation of the PA Core for all students, best practices in Assistive Technology, and Social Skill support in inclusive settings
  • Continuing improvement in training for paraprofessionals regarding implementation, service delivery, data management, generalization, building independence and technology use
  • Creating building expertise in transition and increased opportunities for special education staff to collaborate and conduct peer reviews, including vertical collaboration to prepare for transition
  • Providing in-district parent/guardian information sessions regarding transition and other topics of parent interest
Public Comments

- **April 1st Meeting of the Committee for Special Education (CSE):**
  - Request that comments be shared with public, possibly by inclusion in the final draft of the Plan
  - Request to have the 2011-2014 Special Education Plan posted to the District’s website
  - Request that parents/guardians be surveyed at the end of the school year regarding the District’s provision of special education supports and services to their children
Public Comments

• April 1st Meeting of the Committee for Special Education (CSE) Cont’d:

  • Possible review of the District’s Behavior Support Policy and the accompanying Administrative Regulations

  • Discussion as to how to provide time during teachers’ day to communicate with parents, attend IEP meetings and communicate needs to coaches, club sponsors and others that facilitate extra-curricular activities

  • Add commentary to the Plan regarding supports for students that receive services for multiple disability categories
Public Comments

• **Program Comments:**
  
  • Include the Transition Coordinator under Special Education Support Services
  
  • Caseload corrections:
    
    • Program Position #55: Caseload Number (28) should be 35 with FTE .8
    
    • Program Position #60: Caseload Number (17) should be 10 with FTE .2 at Merion
  
  • Listing the additional assignments for School Psychologists (those that also serve students in placements outside of the District and those that serve on the School Age Transition Team) in addition to building assignments, if possible
  
  • Substitute term “math support teacher” for “math specialist”
Public Comments

- **Substantive Comments:**
  - Add narrative regarding supports available for students that need additional emotional supports and services prior to a period of escalation in the school setting
  - Add additional narrative regarding Achievement Teams
  - Create narrative regarding proportionality
  - Add additional narrative regarding Professional Learning Communities
  - Clarify Professional Development Section by delineating yearly plans
  - Add narrative to the Plan regarding supports for students that receive services due to multiple disabilities
Proposed Revision

• Addition of Program Comments

• Addition of Substantive Comments
Next Steps

• April 25\textsuperscript{th}: Revised draft to be included in Board Update

• April 28\textsuperscript{th}: Final Board Review and Vote

• May 1\textsuperscript{st}: Submit Plan to PDE