

# 2024 - 2027 Special Education Plan 2024 ECYEH Monitoring Health & Safety Plan Update



March 18, 2024

Dr. Jessica Lengle, Director of Pupil Services

*“Inspiring Excellence, One Spartan at a Time”*

# Why Plan?

The Special Education Plan is one part of the Comprehensive Plan.

It represents a school district's commitment to providing a quality education to all students identified with a disability eligible for special education services.

The District Level Special Education Plan is due to the Pennsylvania Department of Special Education by May 1, 2024, spans three years, and begins on July 1, 2024.

It describes the programs and services that are provided within the school district, as well as those accessed outside of the school district's geographic boundaries.

- Special Education Planning Process - similar stakeholders to the Comprehensive Plan, but smaller groups; some individual meetings related to specific stakeholder input

# Special Education Profile



## Special Education Data Report School Year 2022-2023

### Wyomissing Area SD

Where this symbol (---) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.



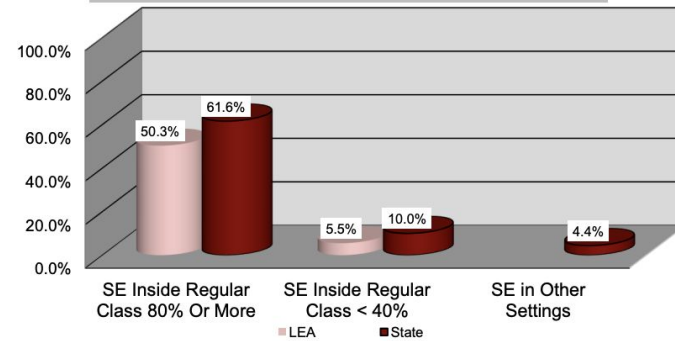
### Enrollment (School Age) Source: December 1, 2022 Child Count

	LEA	State
Total Enrollment ^	1,850	1,680,038
Total Special Education Enrollment	307	324,720
Percent Special Education	16.6%	19.3%
<b>Percent of Special Education Enrollment by Disability</b>		
Autism	18.6%	13.2%
Deaf-Blindness	---	0.0%
Emotional Disturbance	7.5%	7.9%
Hearing Impairment Including Deafness	---	0.8%
Intellectual Disability (Mental Retardation)	---	6.2%
Multiple Disabilities	---	0.9%
Orthopedic Impairment	---	0.2%
Other Health Impairment	20.2%	18.2%
Specific Learning Disability	35.8%	38.3%
Speech or Language Impairment	12.1%	13.9%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.3%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

### Educational Environments (Ages 6-21, Age 5 School Age) Source: December 1, 2022 Child Count

Where PDE is not displaying LEA data, it is due to small group size



### Race/Ethnicity (School Age) Source: December 1, 2022 Child Count

	Spec ED	LEA
American Indian/Alaska Native	---	---
Asian	---	2.5%
Black or African American	7.5%	5.0%
Hispanic	34.9%	26.9%
Multiracial	4.2%	4.1%
Native Hawaiian/Other Pacific Islander	---	---
White	50.5%	61.1%



## Staff Throughout the District

### WHEC

- ✓ Kindergarten through 4<sup>th</sup> grades
- ✓ 4 Learning Support Teachers
- ✓ 4 Autistic Support Teachers
- ✓ 2 Emotional Support Teachers
- ✓ 1 Speech Pathologist
- ✓ 17 Paraprofessionals

### WREC

- ✓ 5<sup>th</sup> through 6<sup>th</sup> grades
- ✓ 2 Learning Support Teachers
- ✓ 1 Emotional Support Teacher
- ✓ 1 Autistic Support Teacher
- ✓ .4 Speech Pathologist
- ✓ 3 Paraprofessionals

### JSHS

- ✓ 7<sup>th</sup> through 12<sup>th</sup> grades
- ✓ 7 Learning Support Teachers
- ✓ 2 Autistic Support Teachers
- ✓ 1 LSS Teacher
- ✓ 1ES Teacher
- ✓ .6 Speech Pathologist
- ✓ 14 Paraprofessionals

District-wide Staff: 3 School Psychologists; .5 Social Worker; 4 PT Occupational Therapists (contracted); .3 Physical Therapist (contracted); BCBA (contracted); Transition Coordinator

# Least Restrictive Environment

- Commitment to a full continuum of services, as evidenced by:
  - Differentiated instruction
  - School wide positive behavior support plans
  - MTSS, including bi-weekly data team meetings
  - Contracted BCBA
  - eSAP and SAP teams with support from the Center for Mental Health and Caron Foundation
  - Support and consultation from the BCIU
  - Training on Differentiated Reinforcement from QBS, Inc.
  - Highly qualified paraeducators
  - Learning Support, Emotional Support and Autistic Support programming in all three buildings

# Students Placed Outside the District

- ✓ Data driven decision making
- ✓ Parental involvement
- ✓ Partner with neighboring school districts first to ensure access to typical peers
- ✓ District-level or building level administrator attend all IEP meetings; for students with poor attendance and/or behavioral needs, LEA monitors their attendance on a bi-weekly basis
- ✓ Student's placement is reviewed annually, at a minimum; most are quarterly
- ✓ Student who are placed by their families in mental health facilities are offered an individualized transition plan to move back into the public school setting

# Strengths and Highlights

## ❖ Transition

- ❖ Keys2Work; RFVII-2; County-wide meetings; BCTCC; Naviance; Community Based Instruction; volunteer and/or paid work opportunities in our community

## ❖ Progress Monitoring

- ❖ AIMSweb; DIBELS; SRI; SMI; IRI; QRI; benchmarks assessments; WADE; VB-MAPP

## ❖ Professional Development

- ❖ Legal issues; federal and state regulations; Special Programs; data analysis; student specific research-based instructional practices

## ❖ Highly-qualified Paraeducators

- ❖ Required 20 hours – PaTTAN; BCIU; CPR/First Aid; Safety-Care; Master Teacher (online trainings)

## ❖ Extended School Year (ESY) Programs

- ❖ Many district staff members deliver the instruction; transition to next school building when appropriate; opportunities for Community Based Instruction and Work Experience

## ❖ Research-based Teaching Materials

- ❖ SRA programs; Wilson Reading; LMB; Read Naturally; Saxon Math; Early Literacy Skills Builder; Edmark

## ❖ Pre-referral Interventions

- ❖ 3 tiered model; bi-weekly data team meetings; program oversight by our Supervisor of Assessments and Instructional Interventions; involvement of school psychologists

# Strengths and Highlights continued...

## ❖ Evaluations/IEP paperwork

- ❖ Staff work expeditiously to meet Chapter 14 mandated timelines; school psychologists are fully staffed

## ❖ Technology

- ❖ Special Programs; Performance Tracker; eSchoolPlus; PVASS; Educere

## ❖ Assistive Technology

- ❖ AT Specialist; SETT framework meetings conducted by BCIU personnel; Bookshare; Kurzweil; word prediction software; laptops; iPads; Augmentative and alternative communication devices; numerous apps that are specific to individual student need

## ❖ Communication with our Department, Parents, General Education Teachers and Related Service Providers

- ❖ Monthly, at minimum, department meetings; participation in data team meetings; parent trainings and meetings

## ❖ Contracted Consultants

- ❖ BCBA's; TAC team at BCIU

## ❖ Continuum of Special Education Services

- ❖ Trainings to first address student needs in the general education classroom with supplementary aids and services

## ❖ Early Intervention Planning

- ❖ Work with the BCIU to ensure a seamless transition for early intervention programming to a school aged program



# Special Education Personnel Development

- Autism
- Positive Behavior Support
- Paraprofessional
- Science of Literacy
- Parent Training
- IEP Development
- Transition

\*All goals include a description of training, lead person or positions, year(s) the training will be conducted, the provider of the training and the intended audience.

## Current Challenges

- ✓ 37% of new registrations are students with disabilities (7/1/23 - 1/30/24)
- ✓ 23-24 kindergarten class has approximately 20% of students with special needs
- ✓ 24-25 early interventions numbers are highest we've seen, with significant needs (12 are already identified as having autism or multiple disabilities)
- ✓ Private placements (AEDY and APS) are full and/or more selective than in previous years
- ✓ AAC devices/instruction
- ✓ paraprofessional staffing
- ✓ significant rise in social-emotional needs post-pandemic

## WHEC Staffing Need for 24-25

- 24-25 early intervention numbers
  - Autism - 12
  - Multiple disabilities - 1
  - Emotional Disturbance - 1
  - Speech & Language - 5
- AS Caseload Requirements
  - Itinerant - 12
  - Supplemental - 8
  - Full-time - 8
- Add autistic support classroom teacher with a focus on life skills
- Classroom with a bathroom is available
- Paraprofessional supports would remain the same to begin the year
- BCBA supports would remain the same to begin the year
- At this time, we believe we can service all of the incoming kindergarten students in our District by adding this position
- Mr. Boyer will present the finance portion of this position at tomorrow's finance committee meeting

## Next Steps

- March 19, 2024 - April 15, 2024 - 28 days of public viewing of the draft plan (will be available on the District website and a hard copy will be available in the District Office)
- April 19, 2024 - Executive Summary of plan will be provided to the School Board of Directors; will include any changes related to public input
- April 22, 2024 - Board action to approve plan
- Week of April 23, 2024 - Plan submitted to PDE

# ECYEH Monitoring

- PA's Education for Children and Youth Experiencing Homeless (ECYEH) Program monitoring occurs every two years
- The McKinney-Vento Homeless Assistance Act is a federal law created to support the enrollment and education of homeless students
- McKinney-Vento is intended to provide homeless students the same educational opportunities as housed students by removing as many barriers to learning for homeless students as possible
- 30 different areas were reviewed; all were in compliance with the exception of (based on informal review of findings):
  - WASD needs to advertise eligibility under M-V and the dispute process in more places (student and parent handbooks, beginning of the year newsletters and school calendar)
- WASD was commended for our expedited enrollment and services provided to students experiencing homelessness and for building strong relationships with families

# Health & Safety Plan Update

- Reminder - DOH is no longer providing K-12 schools with guidance related to COVID-19; all recommendations now come from CDC
- March 1, 2024 - CDC changed recommended isolation period
  - Previous recommendation - 5 days of isolation (symptom onset is day 0), followed by 5 days of wearing a well-fitted mask
  - New recommendation - return to normal activities when, for at least 24 hours, symptoms are improving overall, and if a fever was present, it has been gone without use of a fever-reducing medication. Additionally, a well-fitted mask is recommended to be worn for the next 5 days.
- District nurses and administration will begin implementing new recommendation on Tuesday, March 19, 2024

Questions?