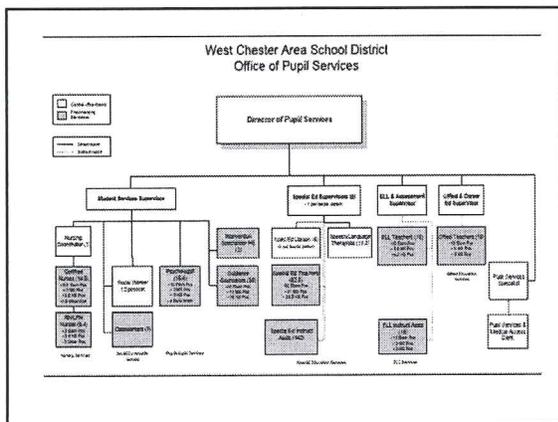
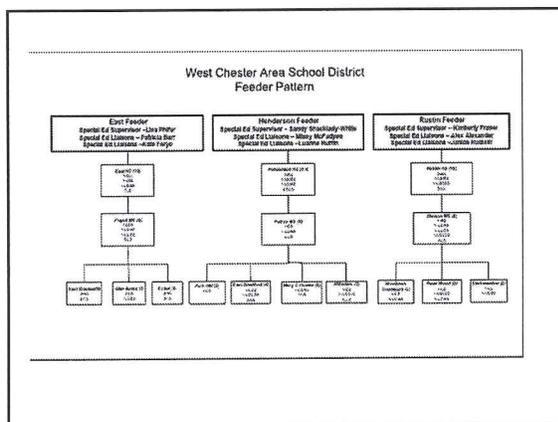


Special Education Parent Support Group
Meeting
September 30, 2010
Special Education Improvement Plan
Overview





WCASD and Parent Support Group Working together

- A dual presentation was made at the county task force meeting and special education parent support group meeting in May 2010
- Throughout the last several months WCASD and the WCASD TEAM special education core parent group have met regularly to discuss the improvement plan
- WCASD TEAM is a parent advisory committee for special education which will provide parent input to the district
- Monthly meetings will continue
- Communication regarding the monthly evening meetings has been delivered via school messenger on the telephone and through email.
- The district's website has been updated to include links to the parent support group site

FSA Reports

- Assistive Technology
- Positive Behavior Support Policy
- Child Find
- Confidentiality
- Dispute Resolution
- Suspensions and Expulsions
- Facilities used for Special Education
- Independent Education Evaluation

FSA Reports

- Least Restrictive Environment
- Extended School Year
- Related Services
- Caseload
- Parent and Personnel Training
- Public School Enrollment
- Surrogate Parents
- Intensive Interagency Approach
- Transition
- Disproportionate Representation

Areas of Improvement

- Positive Behavior Support Plan
- ESY
- Transition
- LRE
- Public School Enrollment
- Procedural (paperwork errors)

Right To Education Survey Needs

1. Inclusion/LRE
2. ESY
3. Communication/Parent Involvement
4. Training for staff & parents
5. Progress monitoring
6. Positive behavior
7. Social skills
8. Bullying
9. Evaluations - IEPs
10. Transition

Improvement Plan Requirements

- 11A. FSA- LRE Standard: the LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300
 - 11. FSA LRE (SPP) Standard: Students with disabilities served in special education is comparable to state data.
 - 17. FSA-Public School Enrollment Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data

PDE State Data based on
December 1, 2009 Child Count

- The state average number of special education students served outside of the district is 4.3% and WCASD is 6.4%. The state target is 3.3%
- The state average number of special education students served in the regular classroom 80% or more of the time is 57.7% and WCASD is 57.2%. The state target is 65%.
- The state average number of special education students served in the regular classroom less than 40% of the time is 10.5% and WCASD is 5.4%. The state target is 8%. (WCASD has exceeded this target)

Improvement Plan
Year 1
Goal 1

- Alternative Education program
- Social Skills Instruction
- Transition Support Research
- Multiple Disabilities Support Research
- Use of SAS Toolkit Least Restrictive Environment
- ESY Eligibility
- Development of the district's Special Education three year plan

Improvement Plan
Year 1
Goal 2

- Co-teaching model
- RTII- Developing common structure
- Differentiated Instruction
- Use of SAS toolkit to maintain students in the Least Restrictive Environment
- Positive Behavior Support Plans
- Progress monitoring tools
- Curricular Materials
- Integrated related service delivery model

Improvement Plan
Year 2
Goal 1

- Implementation of district's three year special education plan
- Implementation of transition supports
- Implementation of multiple disabilities supports
- Serve all eligible students for ESY within the district

Improvement Plan
Year 2
Goal 2

- Implementation of district's three year special education plan
- Continued training in co-teaching; differentiated instruction; use of the SAS Toolkit (available in all buildings)
- Implementation of progress monitoring and curriculum materials
- All age appropriate students will have a 4 year transition plan in their IEP

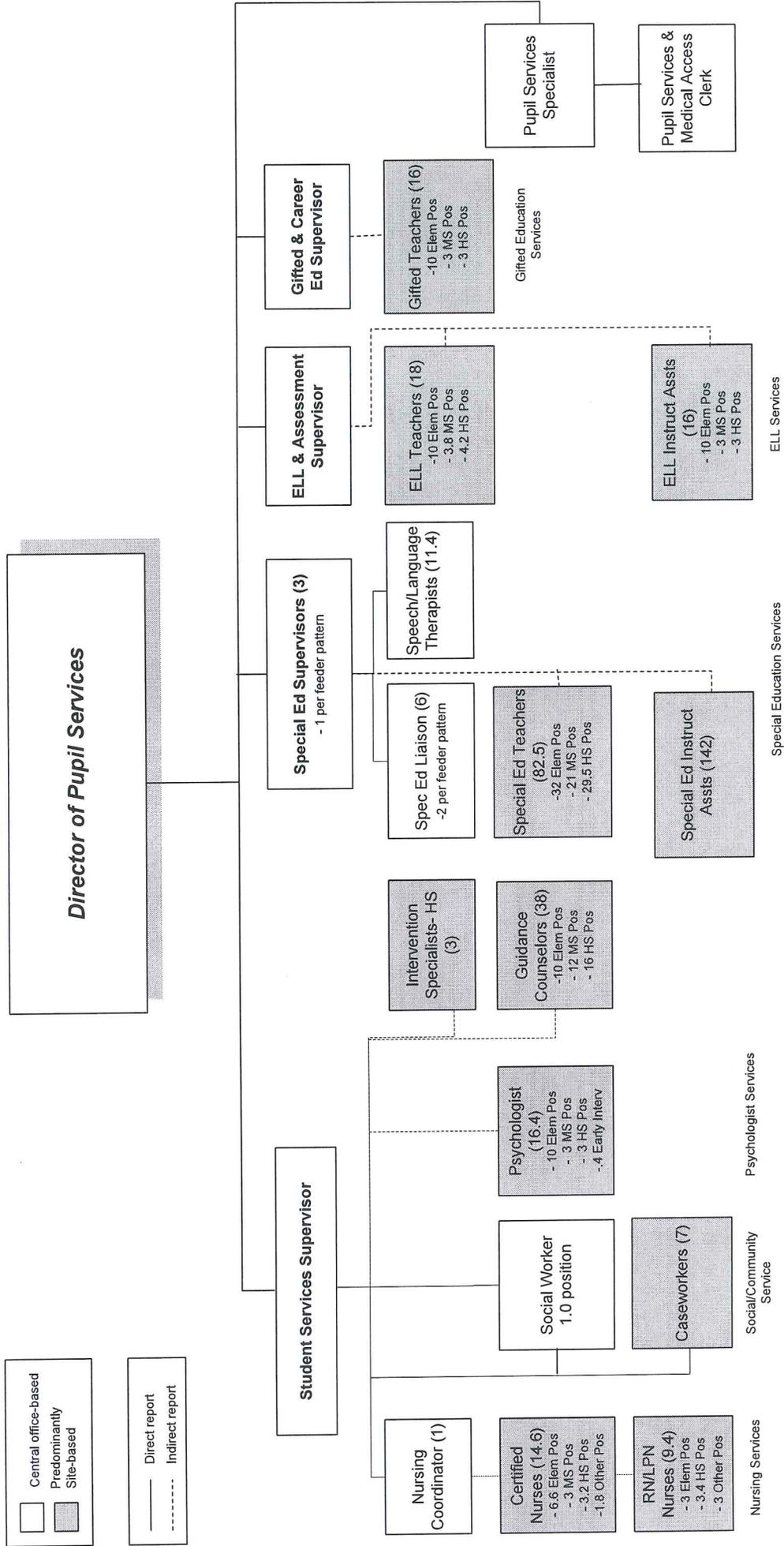
Improvement Plan
Year 3
Goal 1

- Implementation of district's three year special education plan

Improvement Plan
Year 3
Goal 2

- Implementation of district's three year special education plan

West Chester Area School District Office of Pupil Services



Central office-based
 Predominantly Site-based

Direct report
 Indirect report

Nursing Services

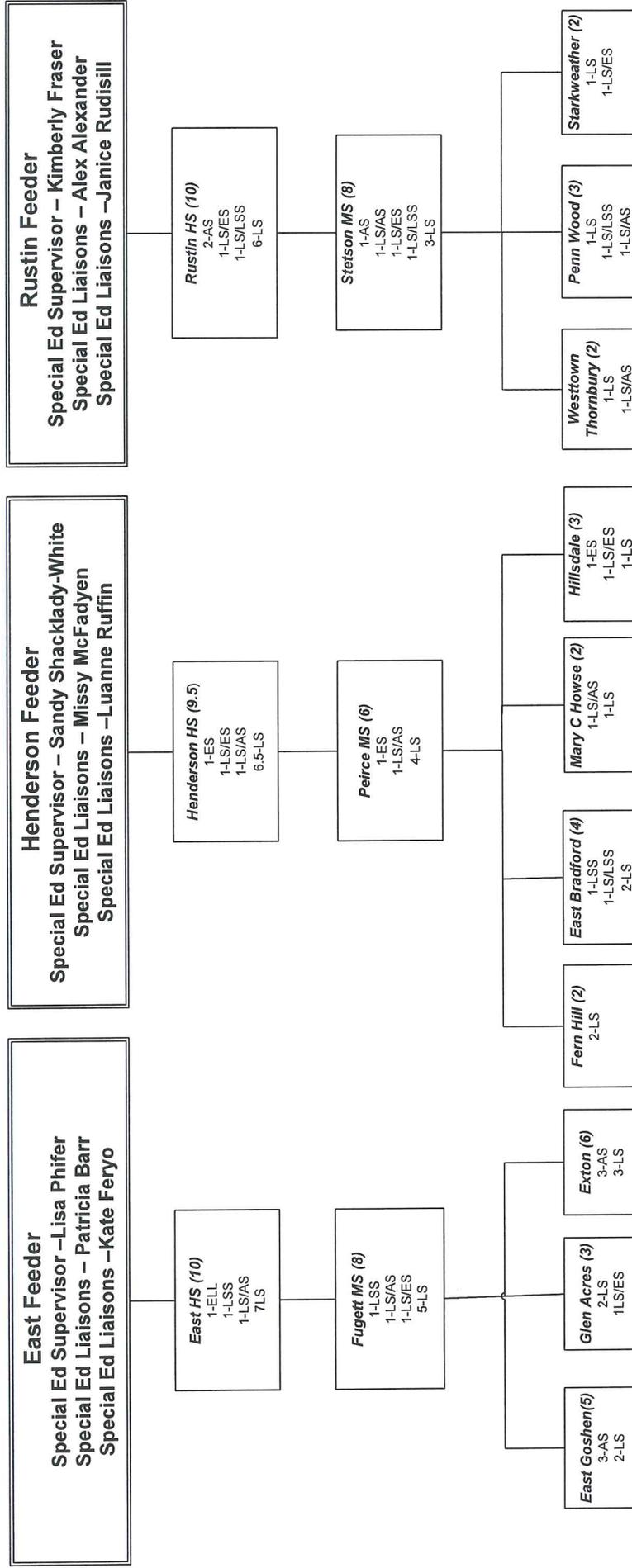
Social/Community Service

Psychologist Services

Special Education Services

ELL Services

West Chester Area School District Feeder Pattern



Cyclical Monitoring Compliance - Improvement Plan - for Corrective Action
9/30/10

School District: West Chester Area School District

Superintendent: Dr. James R. Scanlon

Special Education Director/Coordinator: Dr. Ranieri

BSE Special Education Advisor: Stephen Weitzenhoffer

Date of Report: May 4, 2010

First Visit: May 3, 2010

CITATION	What Corrective Action (CA) Evidence of Change	Who (Personnel and Resources)	When (Due Date) IP Due Date
<p>11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300. And 11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</p>	<p>Expected Outcomes (Short Term/Long Term) Improvement The LEA will submit an improvement plan that addresses the LEA's students with disabilities served in other locations are provided for in the least restrictive environment. Evidence of Change: The Improvement Plan submitted to BSE advisor by October 2, 2010 (180 days from date of report). And The LEA will submit an improvement plan so that the LEA's continuum of special education services supports the availability</p>	<p>District staff IU TAC staff PaTTAN Staff BSE Staff</p>	<p>10/02/2010</p>

<p>Standard: Students with disabilities are provided for in the least restrictive environment.</p>	<p>of LRE and so that students with disabilities are provided for in the least restrictive environment.</p> <p>Evidence of Change: The Improvement Plan submitted to BSE advisor by (180 days from date of report) October 2, 2010.</p> <ul style="list-style-type: none"> The district will work towards the state SPP expectation for students placed out of district. <p>Evidence of Change: Activities:</p> <ul style="list-style-type: none"> The district will conduct an LRE needs assessment created by PaTTAN. The district is starting an alternative education program through the Lincoln Center at the Melton Community Center. This placement will be considered for appropriate students prior to considering programs outside of the district. Additional supports in the area of social skills and behavior within the district to minimize placing students outside of the district. SPARC- Teachers at ESY were trained through SPARC and the training will continue throughout the school year with the teachers who were trained over the summer as well as new teachers working with students who have Autism. 	<p>IU TAC staff August 2010- A meeting took place with the CCIU to discuss areas of the plan that can be supported through professional development by the CCIU. The appropriate TAC team members will be involved with the appropriate activities to effectively implement the plan.</p> <p>Clarity, Child Guidance and the IU are also providing supports in the area of social skills</p>	<p>07/15/2011</p>
<p>Improvement Plan 2010 – 2011</p> <p>11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.</p> <p>And</p> <p>11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment.</p>			

	<ul style="list-style-type: none"> • CCIU- We contract with CCIU to have a full-time person work with special education staff to provide social skill instruction. This is being expanded to additional buildings in order to meet the needs of students. The person will be working with teams, modeling appropriate skills and teaching the staff to work with the students on social skills. • The Autistic Support teachers met in the spring and will continue to meet on a quarterly basis to develop consistency in methodology, assessment and instruction specific to students identified within the Autism Spectrum. • In 2010-11 I am proposing that the district work with the CCIU to create transition supports within the district and start a multiple disabilities supports during the 2011-12 school year. • The IEP teams will utilize the SAS toolkit prior to making a recommendation to move a student to a more restrictive environment. • Teachers will consider all methods to identify students for ESY eligibility. The district's program will be expanded to allow students who have previously been provided ESY outside of the district, to participate in a district program. All ESY decisions will be determined by the IEP team no later than February 28, 	<p>The team will work with the TAC team from the CCIU.</p>
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<p>Improvement Plan 2011 - 2012</p> <p>11A. FSA-LEAST RESTRICTIVE ENVIRONMENT</p> <p>Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300. And</p> <p>11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</p> <p>Standard: Students with disabilities are provided for in the least restrictive environment.</p>	<p>2011.</p> <p>1. The district will work towards the state SPP expectation for students placed out of district.</p> <p>Evidence of Change: Activities:</p> <ul style="list-style-type: none"> • Secondary transition Supports will be created within the WCASD, modeled after the CCIU program in Downingtown. • Multiple disabilities Supports will be created within the WCASD and operated by the CCIU. • During the summer of 2012, students will only be placed in out of district ESY programs if the student attends an out of district program during the school year. • Implementation of the special education three year plan. 	<p>District staff IU TAC staff PaTTAN Staff BSE Staff</p>	<p>07/15/2012</p>
<p>Improvement Plan 2012 - 2013</p> <p>11A. FSA-LEAST RESTRICTIVE ENVIRONMENT</p> <p>Standard: The LEA's</p>	<p>1. The district will work towards the state SPP expectation for students placed out of district.</p> <p>Evidence of Change:</p>	<p>District staff IU TAC staff PaTTAN Staff BSE Staff</p>	<p>07/15/2013</p>

<p>continuum of special education services supports the availability of LRE under 34 CFR Part 300. And</p> <p>11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</p> <p>Standard: Students with disabilities are provided for in the least restrictive environment.</p>	<ul style="list-style-type: none"> Implementation of the special education plan along with the initiatives from the two previous years. 		
<p>17. FSA-PUBLIC SCHOOL ENROLLMENT</p> <p>Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.</p>	<p>The LEA is to submit an improvement plan so that the LEA's percentage of children with disabilities is comparable to state data.</p> <p>Evidence of Change:</p> <p>The Improvement Plan submitted to the BSE advisor by October 2, 2010 (180 days from date of report).</p>	<p>District staff IU TAC staff PaTTAN Staff BSE Staff</p>	<p>10/02/2010</p>
<p>Improvement Plan 2010 – 2011</p> <p>17. FSA-PUBLIC SCHOOL ENROLLMENT</p> <p>Standard: The LEA's percentage of children with disabilities served in</p>	<p>The district will work towards the state's SPP targeted goal.</p> <p>Evidence of Change: Activities</p> <ul style="list-style-type: none"> The district will conduct an LRE needs assessment created by PaTTAN. Hillsdale is piloting a co-teaching model 	<p>IU TAC staff August 2010- A meeting took place with the CCIU to discuss areas of the plan that can be supported through professional development by the CCIU. The appropriate TAC team members will be involved with the appropriate activities to effectively implement the plan.</p>	<p>07/15/2011</p>

<p>special education is comparable to state data.</p>	<p>utilizing four special education teachers. The team at Hillsdale will work with the TAC team from the CCIU to effectively implement an evidence-based co-teaching model.</p> <ul style="list-style-type: none"> ● A committee will be formed to analyze the current RTII practices in the district and develop an implementation plan in 2011-12. ● A professional development plan to address differentiated instruction will be created during the 2010-11 school year. The CCIU will work with the administrative team to determine an effective approach to implement a plan in 2011-12. ● Through Child Guidance (or other appropriate service providers) we contract for three mental health technicians. In the 10-11 school year, one technician will be assigned per feeder pattern. The technicians will spend the month of September observing in classrooms and working with teachers to determine needs. They will facilitate the functional behavior analysis process and development of behavior plans. ● Teachers have participated in Indicator 13 training, but the skills learned are not consistently implemented. We will focus on establishing assessments to use as well as using the data from Keys To Work program. Students 	
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<p>Improvement Plan 2011 - 2012</p> <p>17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in</p>	<p>will play a more active role in the IEP Transition process.</p> <ul style="list-style-type: none"> • The IEP teams will utilize the SAS toolkit prior to making a recommendation to move a student to a more restrictive environment. • The 10-11 school year will be utilized to create a list of progress monitoring tools and evidenced based curricular materials. We need to consistently use the same progress monitoring tools for individual students to be able to demonstrate progress. • An integrated related service delivery model will be explored and piloted during the 2010-11 school year. The services will be push-in in a special education environment, regular education environment and the community. 	<p>District staff IU TAC staff PaTTAN Staff BSE Staff</p>	<p>07/15/2012</p>
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<p>special education is comparable to state data.</p>	<ul style="list-style-type: none"> Teachers will only implement the progress monitoring and curriculum that has been designated appropriate by the district. An integrated related service delivery model will be implemented during the 2011-12 school year. The services will be push-in in a special education environment, regular education environment and the community. All students in high school will have a four year transition plan written in their IEP. Students will have the option to run their own IEPs or at the very least have an active role within the IEP meeting. 	
<p>Improvement Plan 2012 – 2013</p> <p>17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.</p>	<p>The district will work towards the state's SPP targeted goal.</p> <p>Evidence of Change: Implementation of the special education plan along with the initiatives from the two previous years.</p>	<p>District staff IU TAC staff PaTTAN Staff BSE Staff</p> <p>07/15/2013</p>