

*April 2024*

# *Student Services Update*

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# *Agenda*



01 Overview

02 Highlights & Progress

03 Continued Work





*01*

# Overview

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# Enrollment - 5 years

Rose Tree Media

3988

2019-20

559<sup>(10)</sup>

Special Education

3950

2020-21

561<sup>(12)</sup>

4071

2021-22

577<sup>(16)</sup>

4164

2022-23

610<sup>(24)</sup>

4196

2023-24

632<sup>(23)</sup>

5.2%  
increase

13.2%  
increase



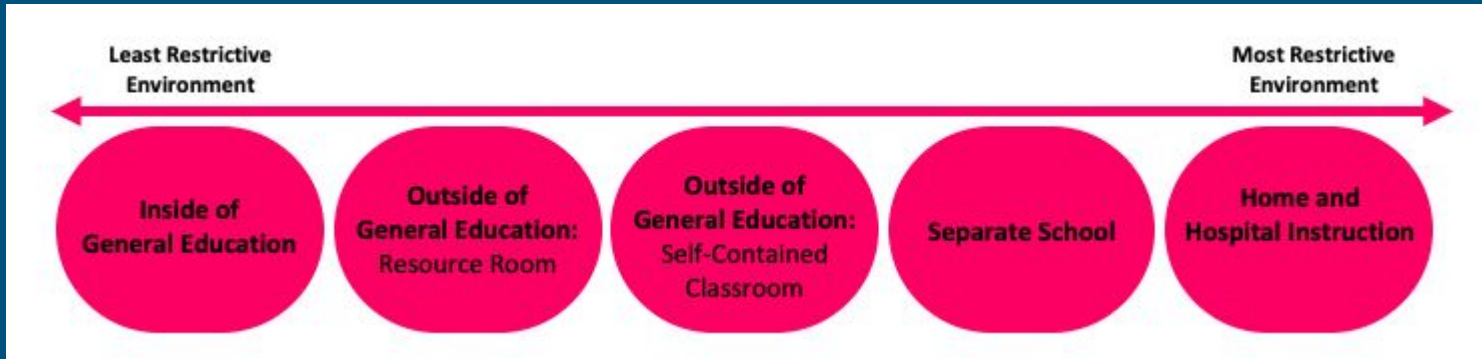
# *Potential Reasons for Change*

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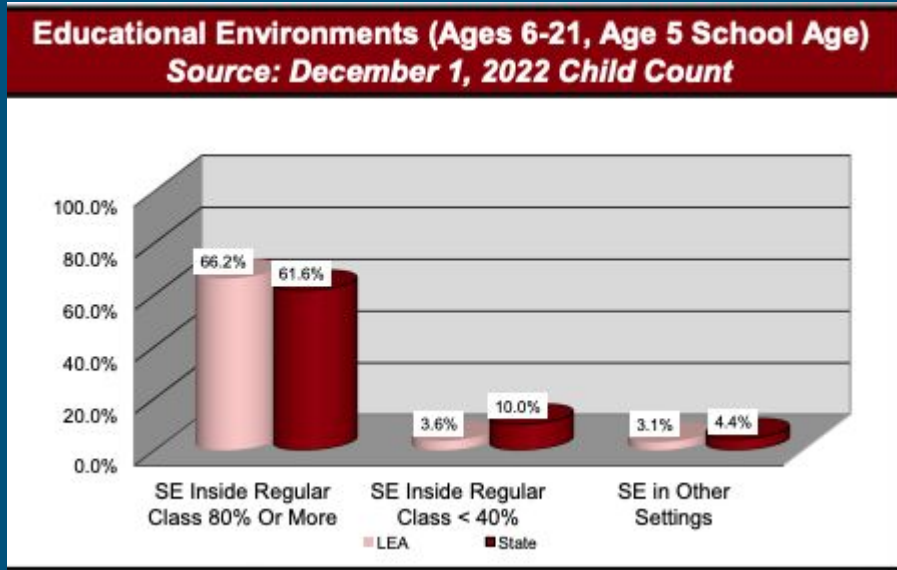
- Increase of number of students in Linking Learning to Life (LLL)
- Change in guidance from PDE for age of eligibility
- Increase of students classified with Specific Learning Disability

# Least Restrictive Environment

A school district must educate students with disabilities in the LRE to the maximum extent possible... Removal from the regular education environment should *only occur* when the nature or severity of the disability of the child is such that education in regular classes *with the use of supplementary aids and services* cannot be achieved satisfactorily. (IDEA)



# Penn Data



Students in General Education Settings			
	>80%	<40%	Other
2018-19	64.1%	5.3%	5.9%
2019-20	63.9%	6.4%	5.0%
2020-21	64.0%	4.3%	4.6%
2021-22	66.4%	6.2%	3.5%
2022-23	66.2%	3.6%	3.3%
*2023-24	72.8%	3.2%	2.7%

<https://penndata.hbg.psu.edu/Public-Reporting/Data-at-a-Glance>

# Trends of Social/Behavioral Need

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## 2022-23

**Elementary/Middle School:** Anxiety, Social Skills, Emotional Regulation

**High School:** Anxiety, Depression, Substance Abuse

## 2023-24

**Elementary:** Emotional Regulation, Coping Skills, Prosocial Behavior

**Middle School:** Anxiety, Resiliency, Coping Strategies

**High School:** Anxiety, Emotional Management, Executive Functioning



# Evaluation Trends

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## 2021 - 22

Special Education Evaluations: 202 (114) - 56%

Functional Behavior Assessments: 55

## 2022 - 23

Special Education Evaluations: 249 (125) - 50%

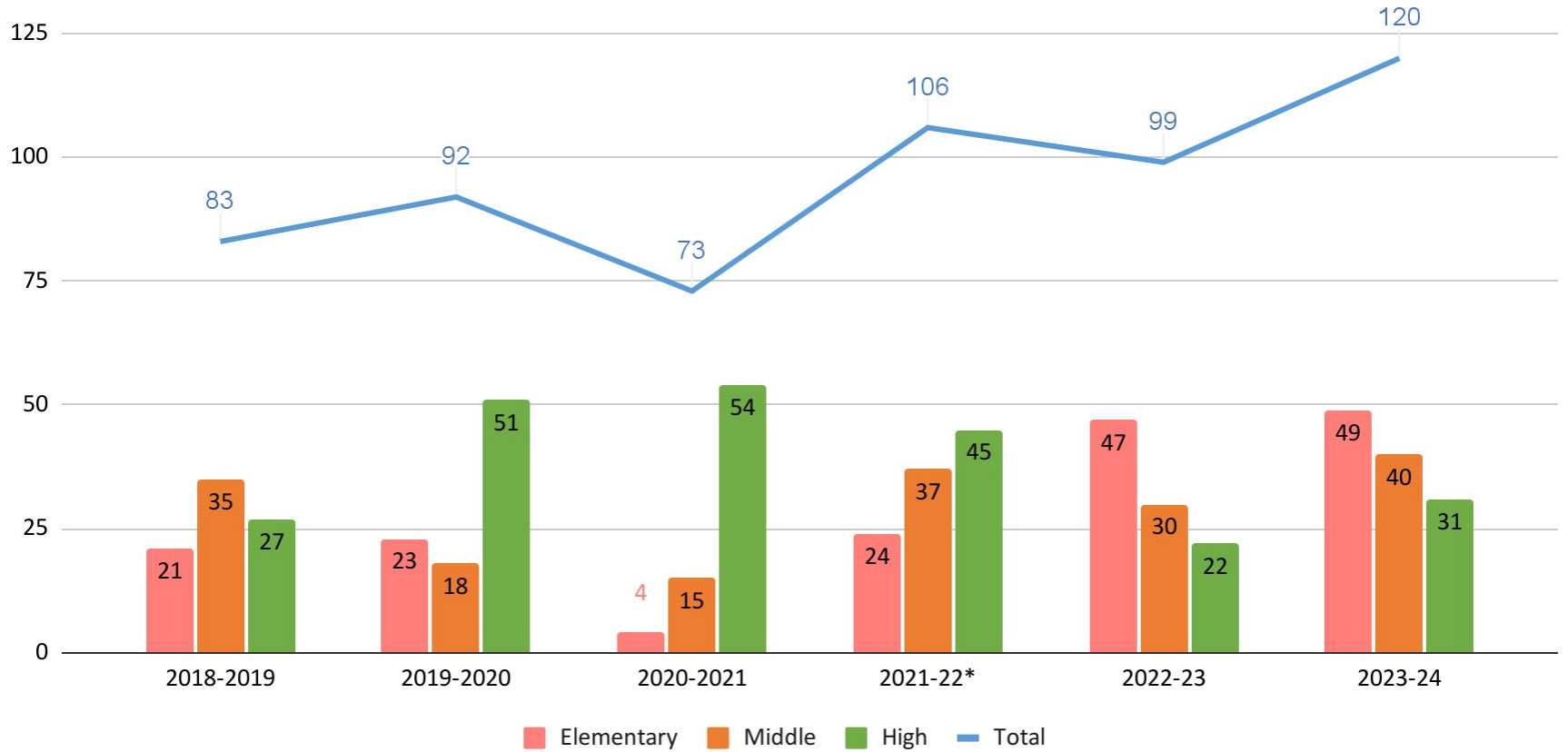
Functional Behavior Assessments: 55

## 2023-24

Special Education Evaluations: 200\* (103) - 51%

Functional Behavior Assessments: 52\*

## Crisis Screenings/Threat Assessments



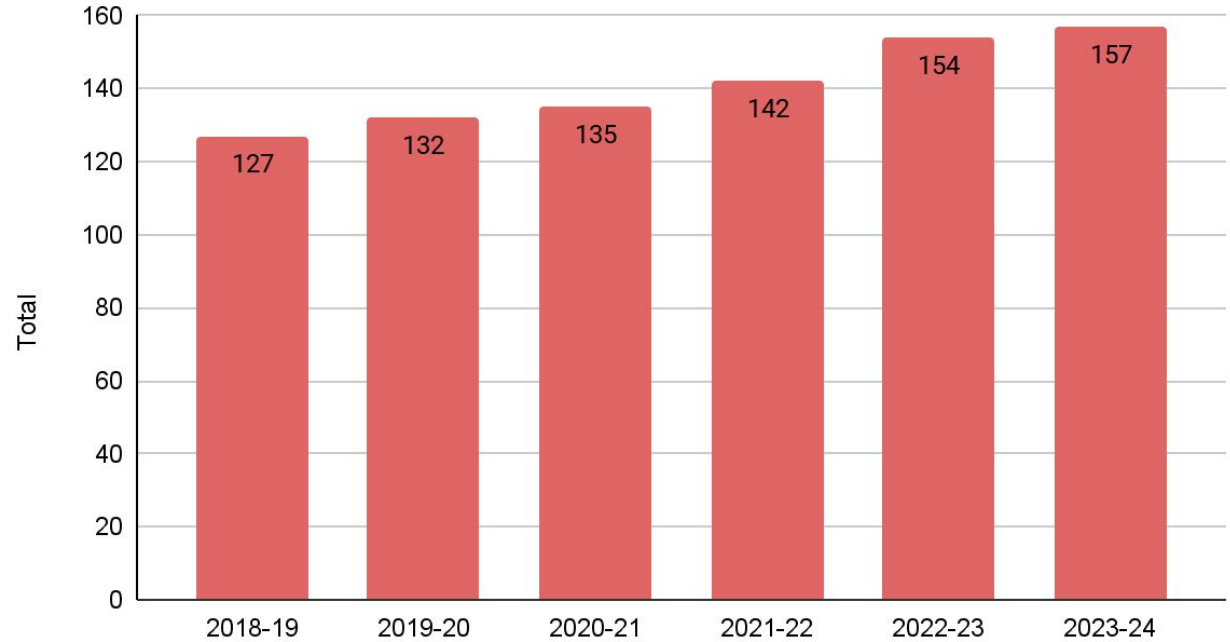
# *Crisis Screenings*

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Building	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2023-24
Indian Lane	1	4	0	7	17	2
Glenwood	6	2	2	3	8	6
Media	4	3	2	1	16	5
Rose Tree	10	14	0	0	6	1
Springton	35	18	15	29	30	25
Penncrest	27	51	54	38	22	27
<b>Total</b>	<b>83</b>	<b>92</b>	<b>73</b>	<b>78</b>	<b>99</b>	<b>66</b>

Therapeutic Facilitator provides counseling services to students who have IEP/504 plans to teach social emotional skills in a small group or 1:1 setting.

## Therapeutic Facilitator Services



Level	2018-2019	2019-2020*	2020-2021	2021-22	2022-23	2023-24
Elementary		20	18	12	26	34
Springton	59**	40	40	34	44	40
Penncrest	68	72	77	96	84	83
<b>Total</b>	<b>68</b>	<b>132</b>	<b>135</b>	<b>142</b>	<b>154</b>	<b>157</b>

*April 2024*

02

# Highlights & Progress

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## Programming

- Created Emotional Support Program at Elementary
- Refining Tiered Emotional Supports at Penncrest
- Implementation of SEL Screener K-12
- De-escalation training for all staff
- Teacher on Special Assignment - support inclusive practices
- Parent Series - Supporting families with mental health/SEL programs



## Staffing

- Addition of mental health counselor at Penncrest (PCCD grant)
- Addition of behavior manager
- Addition of school counselor at Glenwood/Media
- Addition of social worker K-12



# Social & Emotional Supports

De-escalation Training - all staff (May 2023 and August 2023)

Pilot of Social Emotional Learning (SEL) screener - BIMAS-2

Addition of Registered Behavior Technician (RBT) Position (SSIII)

Addition of elementary school counselor (Media/Glenwood)

# Social & Emotional Supports

## Addition of Social Worker Position

- Bernadette Dacanay: SLMS, GES, ILES
- Cierra Martinez: PHS\*, MES, RTES
- More direct contact with students and families; early intervention
- Improved attendance

	<b>SAIPs</b>	<b>Homeless</b>	<b>Truant PHS</b>	<b>Truant SLMS</b>	<b>Truant Elem</b>
2023-24*	39	21	71	37	14
2022-23	30	38	126	86	48
2021-22	30	38	121	57	58

*SAIP: Student Attendance Improvement Plan*

*Habitually Truant = 6 or more unlawful absences in a school year*



# Social & Emotional Supports

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## Parent Workshop Series (ESS) – 4 Sessions

- Supporting Students with Stress and Excessive Worry for Parents and Caregivers
- Social Media: Strengthening Caregiver Connectivity
- How to Talk to Your Kids and Survive
- Depression: Maybe Your Child Isn't Just Moody (May 22nd)

## Trauma Informed Professional Development (ESS) – April 2024

- Strategies for Crisis Prevention & De-Escalation
- The Language of Behaviors: Understanding Challenging Behaviors in the Classroom Setting
- Motivating & Engaging Students in the Classroom

# Effective School Solutions

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## Penncrest High School & Springton Lake -

- Provides intensive support to students
  - Tier 2 or 3 - individual, group sessions; drop ins; family counseling
- Positive relationships with students and families
- Connects parents to outside resources
- Supports conflict resolution

*“...[student] is so happy about coming to school now, and loved the advice you gave her. They could not sing your praises enough.”*

*“He likes meeting with you [ESS], it’s definitely making a difference”*

# Emotional Support Program – Media

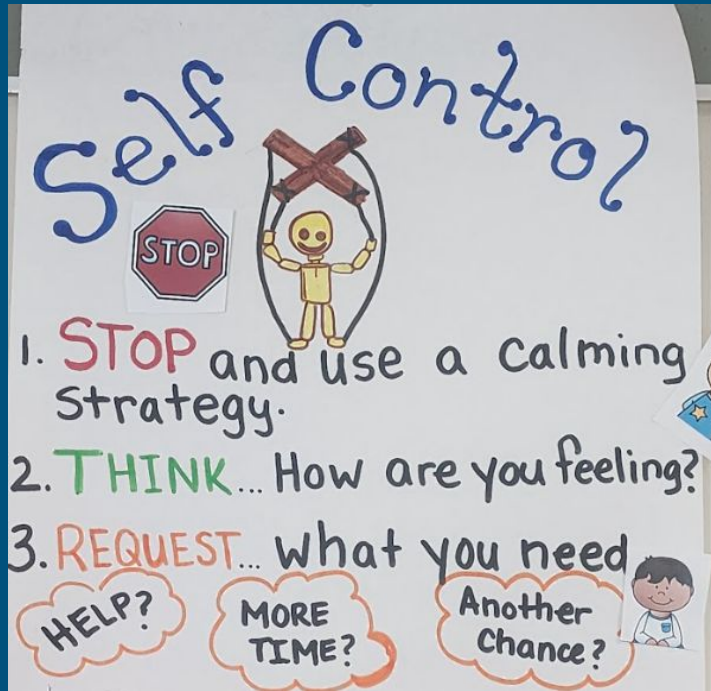
## Leveling System for Positive Behavior Supports

Leveling System	Orientation	Bronze	Silver	Gold	Platinum
<b>Mastery Criteria (to transition to next level)</b>	10 days, with last 4 days consecutive	15 days, with last 4 days consecutive	15 days; with last 4 days consecutive	15 days; with last 5 days consecutive	TBD - ready to transition to FT regular ed
<b>Mastery Criteria (Daily)</b>	65%	70%	80%	90%	IEP team decision
<b>Reinforcers Available</b>	Coloring sheet (predetermined), box O (sensory fidgets), Body Sock	Coloring sheet (chosen), box A (sensory fidgets), blocks	iPad time (10 minutes), box B, legos, magnatiles,	Weekly: extra gym time, extra recess, extra encore, classroom job, building staff, incorporate gen ed peers as options	Program-wide rewards
<b>Brain Break Activities</b>	Cool-down corner, movement activities, sensory room for 5 minutes and with limitations	Cool-down corner, movement activities, sensory room for 5 minutes and with limitations	Cool-down corner, movement activities, sensory room for 5 minutes and with limitations	Cool-down corner, movement activities, sensory room for 5 minutes and with limitations	Cool-down corner, movement activities, sensory room for 5 minutes and with limitations



# Emotional Support Program – Media Elem

## Self Control



1. **STOP** and use a calming strategy.

2. **THINK**... How are you feeling?

3. **REQUEST**... what you need

HELP?

MORE TIME?

Another Chance?



**I AM FEELING**  
happy • focused  
ready to learn • calm

**I AM FEELING**  
sad • tired  
lonely • like • sluggish

**I AM FEELING**  
frustrated • silly • nervous  
& little bit of funny • excited

**I AM FEELING**  
out of control • mad/angry  
at all • mean • wanting to yell or hit

How do you feel right now?		
 I am feeling happy, excited, ready to learn, and calm.		Green
 I am feeling sad, tired, lonely, sluggish, or like.		Purple
 I am feeling frustrated, silly, nervous, & a little bit of funny, or excited.		Yellow
 I am feeling angry, upset, out of control, wanting to yell or hit, or wanting to yell or hit.		Red

# Emotional Support Program – Media Elementary

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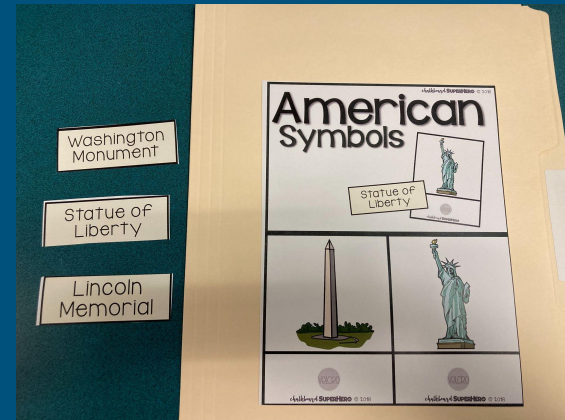
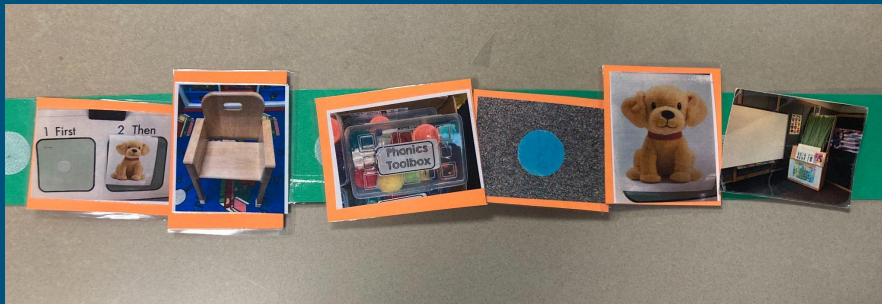
- All students grew academically
  - Student A – 81% growth in Math; 99% growth in ELA
- Increased positive interactions with peers
- Reduced duration of crisis calls to ES room
- Consistent modeling and reinforcement of Zones of Regulation for emotional management
- Dedicated staff
- Increased participation in extracurricular activities
- Decrease of destructive and aggressive behavior

# Teacher on Assignment (TOA) Special Education

**Goal:** Provide coaching for teachers of students with complex support needs in general education.

- Modifies curriculum in Social Studies/Science, Encore
- Building tool kit for staff
- Set up academic work systems
- 20+ teachers

*“She was invaluable in helping transition a student (with complex needs) to a regular education setting so he could participate in learning experiences with his peers.”*



*April 2024*

03

# Moving Forward

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## Programming

- Create Emotional Support Program at SYA
- Continued review/pilot of SEL Screener K-12
- Focus on instructional practices that promote effective inclusion
- Instructional strategies to reduce the achievement gap



## Staffing

- Additional 0.5 special education teacher at SYA
- Extend TOA position into 2024-25 SY





