



MARS AREA SCHOOL DISTRICT

Special Education Corrective Action Verification and Improvement Plan: Board Approved July 9, 2018

Topic # 11

Citation Topic # 11	Required Corrective Action	Proposed Action	Responsible Party	Evidence of Change
<p>Least Restrictive Environment (SPP)</p> <p>1st Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.</p> <hr/> <p>2nd Standard: Students with disabilities are provided for in the least restrictive environment. 34 CFR 300.114-117.</p>	<p>The LEA will submit an improvement plan to address meeting the SPP target for students served in itinerant, supplemental, and full time placements, in addition to other locations.</p>	<p>In order to create change in the Mars Area School District, when it comes to serving students with more profound disabilities without utilizing outside placements, a cultural change has to occur.</p> <hr/> <p>All staff including the administration will be trained in evidence-based teaching practices for all students with diverse disabilities. Specifically, the district will develop supplemental programs for students with specific learning disabilities, emotional and behavioral disorders and Autism Spectrum Disorder.</p> <hr/> <p>District Superintendent, Assistant Superintendent, Director of Special Education, Directory of Student Services, Director of Curriculum, School Psychologist, Principals, IU4, and PaTTAN will work collaboratively to develop the necessary continuum of services to serve these various populations. This collaboration will continue through the required improvement timeline and beyond to ensure continuous improvement.</p>	<ul style="list-style-type: none"> ▪ All District Staff ▪ Support of the Board <hr/> <ul style="list-style-type: none"> ▪ Assistant Superintendent ▪ Dir. of Special Education ▪ Director of Curriculum ▪ Principals <hr/> <ul style="list-style-type: none"> ▪ Superintendent ▪ Assistant Superintendent ▪ Dir. of Special Education ▪ Dir. of Student Services ▪ Dir of Curriculum ▪ School Psych. ▪ Principals 	<p>Attendance at professional development opportunities: Both in District and out of District Trainings</p> <hr/> <p>Agendas for grade level/department meetings regarding LRE, inclusive practices, and evidence-based practices.</p> <hr/> <p>Yearly improvement in SPP scores for students with disabilities served inside the general classroom 80% or more of the day and those served in other locations</p>

PROPOSED COMPONENTS & TIMLINE

TOPIC	COMPONENT: LRE	TIMELINE	FACILITATORS
Least Restrictive Environment (LRE)	<p>Superintendent/Assistant Superintendent along with Building Principals Will Develop Scheduling Process to Begin with Special Education Students First:</p> <ul style="list-style-type: none"> ▪ To effectively implement programming for students who need supplemental support, special education staff realignments will need to be completed ▪ For implementation of MTSS to work effectively the building schedules will need to be reconstructed to support this initiative <ul style="list-style-type: none"> ▪ Create new building master schedules - July 2018 	July 2018 –	Dr. Shipley Dr. McMahon Director of Special Education Mrs. Eckert Dr. Glosser Dr. Catanzaro Principals
	<p>Establish a Continuum of Services Across All Grade Levels:</p> <ul style="list-style-type: none"> ▪ Realign Caseloads (K-12) to provide more instructional options: direct instruction in a resource room setting as well as inclusion classroom setting ▪ Special Education teachers meet, as a team, to review caseloads & student needs in each building ▪ Conduct IEP meetings and a review of records, revise necessary paperwork to effectively implement supplemental support for students in need 	April 2018 – Continue Teacher Assignment Letters July 31, 2018.	Dr. McMahon Dr. Glosser Principals Special Education Teachers
	<p>Review of LRE to Determine Where Immediate Changes May Occur:</p> <ul style="list-style-type: none"> ▪ Team to include: Administration, General and Special Education Teachers ▪ Review current IEP's and % of time for miscalculations ▪ Visit neighboring schools that have met SPP targets and fully inclusive schools for inclusive ideas ▪ Invite principals to participate in out-of-District IEP meetings to better understand building needs and promote changes, so less students are educated outside their home district 	April 2018 – Continuous	Administrative Team Teachers Speech & Language Teachers Occupational Therapist

COMPONENT: LRE	TIMELINE	FACILITATORS
<p>Explore and Work with the Building Principals During the development of K-12 Master Schedules:</p> <ul style="list-style-type: none"> ▪ Include realigning MTSS/RTII time to include special education students in the general education MTSS time ▪ Hire an MTSS Reading Intervention Specialist (June 2018) ▪ Provide time during the day for supplemental reading/math instructional sections, IN ADDITION to co-taught inclusive sections ▪ Hire/contract behavior specialist/Licensed Professional Counselor (LPC) to provide emotional/behavioral therapy K-12 (June 2018) ▪ Annual realign of the special education teachers' and paraprofessionals' schedules to include more opportunities for co-teaching and inclusion support in the general education setting and to best suit the needs of the students ▪ Restructure some current learning support classes to include general education students as well, allowing for more co-teaching of courses in the general setting ▪ Create new building master schedules - July 2018 	<p>April 2018 – Continue</p>	<p>Director of Special Education</p> <p>Dr. Shipley</p> <p>Dr. McMahon</p> <p>Mrs. Eckert</p> <p>Dr. Glosser</p> <p>Principals</p>
<p>Establish “Life Skills” (AS/LSS/ES) Support Program (K-2):</p> <ul style="list-style-type: none"> ▪ Identify students with “Life Skills” support needs ▪ Identify students with emotional/behavioral needs ▪ Identify teacher to work with diverse populations ▪ Hire/contract behavior specialist/Licensed Professional Counselor (LPC) to provide emotional/behavioral therapy (K-12) ▪ Provide ongoing training for professionals identified for life skills/emotional support classrooms <ul style="list-style-type: none"> ▪ District Team Registered to Attend ABA Boot Camp July 2018 @ PaTTAN Mars Registered: (1 middle school spec. ed. teacher, 1 elem. spec. ed. teacher, (2) K-12 speech & language teachers , 2 paraprofessionals) ▪ Special Education Plan Revision Notice (SEPRN) completed/submitted for the new elementary Life Skills classroom: 6-18-18 ▪ Create Sensory Room in the Mars Area Primary Center 	<p>April 2018 – Continue</p>	<p>Dr. McMahon</p> <p>Director of Special Education</p> <p>Dr. Glosser</p> <p>IU4</p> <p>PaTTAN</p>

	COMPONENT: LRE	TIMELINE	FACILITATORS
	<p>Begin implementation of Emotional Support/Autistic Support Programming Middle Level (Grades 7-8 to Grow Programming):</p> <ul style="list-style-type: none"> ▪ Identify students with emotional/behavioral needs ▪ Identify teacher to work with diverse populations ▪ Hire/contract behavior specialist/Licensed Professional Counselor (LPC) to provide emotional/behavioral therapy (K-12) ▪ In an effort to avoid litigation over LRE, review outside placement IEPs and meet with IEP teams to determine continuation of services in current location vs. returning to MASD for the 2018-19 SY ▪ Provide ongoing training for professionals identified for life skills/emotional support classrooms <ul style="list-style-type: none"> ▪ District Team Registered to Attend ABA Boot Camp July 2018 @ PaTTAN Mars Registered: (1 middle school spec. ed. teacher, 1 elem. spec. ed. teacher, (2) K-12 speech & language teachers , 2 paraprofessionals) ▪ Create Sensory Room in the Mars Area Middle School 	<p>April 2018 – Continue</p>	<p>Director of Special Education</p> <p>Dr. McMahon</p> <p>Dr. Glosser</p> <p>Mrs. Eckert</p>
	<p>MTSS: Adoption, development, and implementation of a Multi-Tiered System of Support (K-6) (RtII & SWPBS):</p> <ul style="list-style-type: none"> ▪ Evaluate current elementary school practices ▪ Develop a plan to implement more differentiated instruction in the elementary school setting ▪ Review student data to gauge the need for differentiated instruction to support interventions in literacy <ul style="list-style-type: none"> ▪ Data teams to be comprised of administrator, school counselor, general education teacher, special education teacher, etc. ▪ Meet weekly, monthly/bi-monthly to address MTSS concerns regarding students per grade level. The goal of data team meetings is to address the needs of students, both remedial and enrichment, prior to referral for special education evaluations. ▪ Create and implement a tiered system of supports in the area of literacy (Tiers 1, 2, and 3 at grades (K-6)) ▪ Hire an MTSS Reading Intervention Specialist (June 2018) ▪ Explore MTSS in the areas of Speech and Language and OT in the Primary Center ▪ Mars Registered for Rachel’s Challenge: Awaken the Learner Training to Promote School Wide Positive Behavior Support (K-12) 	<p>May 2018 – Continue</p> <p>weekly/monthly meeting Schedule established to reflect building schedules</p>	<p>IU4</p> <p>Mrs. Eckert</p> <p>Dr. McMahon</p> <p>Dr. Glosser</p> <p>Dr. Catanzaro</p> <p>Principals</p> <p>OT Professionals</p>

**Mars Area School District
Special Education Corrective Action Verification and Improvement Plan**

Topic # 15

Citation Topic #15	Required Corrective Action	Proposed Action	Responsible Party	Evidence of Change
<p>Parent Training</p> <p>Standard: Parent opportunities for training and information sharing to address the specific knowledge, skills and abilities needed to serve the unique needs of children with disabilities.</p>	<p>The District is to provide ongoing parent trainings.</p>	<p>The Mars Area School District will provide ongoing parent training / networking sessions beginning in the spring of 2018.</p> <hr/> <p>Provide prior notice of both MASD parent trainings and those offered by the MIU4. List dates on District Calendar & send e-blasts via Director of Communications</p> <hr/> <p>Encourage Parent-Teacher Organization to become active and participate in trainings, as applicable</p>	<ul style="list-style-type: none"> ▪ Director of Special Education ▪ Assistant Superintendent ▪ Principals <hr/> <ul style="list-style-type: none"> ▪ Director of Special Education ▪ Director of Communications <hr/> <ul style="list-style-type: none"> ▪ Director of Special Education ▪ Principals 	<p>Agendas with parent signatures of participation will be provided</p>

PROPOSED COMPONENTS & TIMLINE			
TOPIC	COMPONENT: PARENT TRAINING	TIMELINE	FACILITATORS
	<p>Host Welcome & Introductions of New Special Education Leadership Team:</p> <ul style="list-style-type: none"> ▪ Hire a New Director of Special Education – June 2018 ▪ Introductions made at <ul style="list-style-type: none"> ▪ District Open Building Visitation Days ▪ Building/Grade Level Orientation Nights ▪ Provide and encourage completion of parent questionnaire to solicit topics of interest for quarterly parent training events 	August - Sept 2018	Director of Special Education Dr. McMahon Principals Dr. Glosser Dr. Catanzaro
	<p>Hold Quarterly Parent Trainings:</p> <p>After soliciting topics of interest from parents:</p> <ul style="list-style-type: none"> ▪ Assign building principals to attend quarterly parent trainings for special education topics <ol style="list-style-type: none"> 1. Quarter 1 [October] – PC & MAE (Topic TBD) 2. Quarter 2 [December] – Centennial (Topic TBD) 3. Quarter 3 [February] – MS (Topic TBD) 4. Quarter 4 [May] – HS (Topic TBD) ▪ Community notice/invitation to participate via District newsletter, website, channel 50, signboard, Facebook & Twitter 	2018 – 2019 School Continue	Director of Special Education Dr. Shipley Dr. McMahon Mrs. Eckert Dr. Glosser Dr. Catanzaro Principals Director of Communications

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Topic # 19

Citation Topic # 19	Required Corrective Action	Proposed Action	Responsible Party	Evidence of Change
<p>Personnel Training</p> <p>Standard: In-service training appropriately and adequately prepares and trains personnel both general ed. and special ed. Staff to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, when applicable.</p>	<p>To provide ongoing professional development to all staff within the Mars Area School District with a focus on meeting the unique needs of students with disabilities.</p>	<p>Beginning in August 2018, the District will commit to training the school staff on inclusive research-based interventions, best practices, co-teaching, differentiation, and collaboration.</p> <hr/> <p>The school district has already begun the process of developing a Multi-Tiered System of Support (MTSS), which includes instructional academic interventions and school-wide positive behavior programming.</p>	<ul style="list-style-type: none"> ▪ Director of Special Education ▪ Superintendent ▪ Assistant Superintendent ▪ Director of Curriculum ▪ Director of Student Services ▪ Building Principals <hr/> <ul style="list-style-type: none"> ▪ Director of Special Education ▪ Assistant Superintendent ▪ Director of Curriculum ▪ Director of Student Services ▪ Building Principals 	<p>Agendas with personnel signatures of participation will be provided</p>

PROPOSED COMPONENTS & TIMLINE			
TOPIC	COMPONENT: PERSONNEL TRAINING	TIMELINE	FACILITATORS
Personnel Training	Establish a Superintendent's In-District Summer Retreat: <ul style="list-style-type: none"> ▪ Discuss upcoming prep needs for special education ▪ Discuss calendar, focusing on training days and build in-service days for special education topics ▪ Identify and assign building principals to quarterly parent trainings for special education topics <ul style="list-style-type: none"> ▪ Quarter 1 [October] – PC & MAE (Topic TBD) ▪ Quarter 2 [December] – Centennial (Topic TBD) ▪ Quarter 3 [February] – MS (Topic TBD) ▪ Quarter 4 [May] – HS (Topic TBD) 	July 2018 – Continue	Dr. Shipley Dr. McMahon Mrs. Eckert Director of Special Education Dr. Glosser Dr. Catanzaro Principals
	Establish Professional Development Committee: Primary focus of Professional Development for administrators, faculty, and staff, for 18-19 school year: special education, MTSS, and school climate <ul style="list-style-type: none"> ▪ Develop on-going opportunities for all District staff Topics include: LRE, differentiated instruction, using SAS, classroom accommodations/modifications, and FAPE 	Summer 2018 at Superintendent's Retreat	Dr. Shipley Dr. McMahon Director of Special Education Mrs. Eckert Dr. Glosser Dr. Catanzaro Principals
	All Principals will attend <i>Principals Understanding and Leading Special Education (PULSE)</i>: <ul style="list-style-type: none"> ▪ Mars Team Registered: Dr. McMahon, Dr. Glosser, Dr. Catanzaro, Mr. Lape, Mr. Kostewicz, Mr. Kolson, Mrs. Rosswog, Mr. Sleva 	July-August 2018	IU4
	District Team to Attend <i>Applied Behavioral Analysis (ABA) Boot Camp</i>: <ul style="list-style-type: none"> ▪ Mars District Team Registered: 1 middle school special ed. teacher, 1 elem. spec. ed. teacher, (2) K-12 speech & language teachers, 2 paraprofessionals 	July 2018	PaTTAN

COMPONENT: PERSONNEL TRAINING	TIMELINE	FACILITATORS
Mars Area School District - Host Training Site for Safety Care: <ul style="list-style-type: none"> ▪ District Team of (4) Registered 	July 2018	Quality Behavioral Solutions, Inc.
Writing Appropriate & Defendable IEP Training (PULSE FOR TEACHERS): <ul style="list-style-type: none"> ▪ Mars Team Registered 	August 2018	PaTTAN
MTSS: Adoption, development, and implementation of a Multi-Tiered System of Support (K-6) (RtII & SWPBS): <ul style="list-style-type: none"> ▪ Evaluate current elementary school practices ▪ Develop a plan to implement more differentiated Instruction in the elementary school setting ▪ Review student data to gauge the need for differentiated instruction to support interventions in literacy ▪ Create and implement a tiered system of supports in the area of literacy (Tiers 1, 2, and 3 at grades (K-6) ▪ Registered for Rachel's Challenge: Awaken the Learner Training to Promote School Wide Positive Behavior Support K-12 	May 2018 – Continue	IU4 Mrs. Eckert Dr. McMahon Dr. Glosser Principals
Grades K-4 PATHS (Promoting Alternative Thinking Strategies): Social Emotional Curriculum Training <ul style="list-style-type: none"> ▪ Mars District Team Registered for Training 	August 2018	IU4
Grades 5-12 Lions Quest - Social Emotional Curriculum Training: <ul style="list-style-type: none"> ▪ Mars District Team Registered for the Training 	August 2018	IU4
Paraprofessional Trainings: Prof. & Ethical Practices: <ul style="list-style-type: none"> ▪ Mars District Team Registered: 28 Paraprofessionals 	August 2018	IU4
Paraprofessional Trainings: Collaboration & Team Building: <ul style="list-style-type: none"> ▪ Mars District Team Registered: 28 Paraprofessionals 	August 2018	IU4

COMPONENT: PERSONNEL TRAINING	TIMELINE	FACILITATORS
<p>Implement SWPBS – Rachel’s Challenge: –Awaken the Learner to Promote School Wide Positive Behavior Support K-12</p> <ul style="list-style-type: none"> ▪ Mars District Team Registered for the Training 	August 2018	Mr. Darrel Scott
<p>District-wide Disabilities Training:</p> <ul style="list-style-type: none"> ▪ All District staff/faculty/administration will receive disability awareness training to gain a better understanding of individuals with disabilities and build empathy for others. 	August 2018 – Continue	Director of Special Education Dr. Glosser Dr. Catanzaro
<p>FUTURE: PERSONNEL TRAINING On-going Development & Progress:</p> <ul style="list-style-type: none"> ▪ Special Education Leadership Academy for Special Education Leaders ▪ Co-teaching training with general and special education teachers ▪ Special education training and PA Para education certification for paraprofessionals <ul style="list-style-type: none"> ▪ Focus topics include: inclusive practices, working collaboratively with general education teachers, following IEP Specially Designed Instruction ▪ PULSE Training for all new administrators at time of hire ▪ Partnership with IU, and PaTTAN to routinely provide training in co-teaching, differentiated instruction, behavior management, and LRE, IEP writing 	August 2018 – Continue	Director of Special Education Dr. Shipley Dr. McMahon Mrs. Eckert Dr. Glosser Dr. Catanzaro Principals
<p>FUTURE: PERSONNEL TRAINING Provide Special Education Database Training:</p> <ul style="list-style-type: none"> ▪ Administrators and support staff with direct interaction and impact on special education and those making decisions relating to special education to be trained in IEPWriter 	August 2018 – Continue	Director Special Education Dr. Glosser Dr. Catanzaro

Mars Area School District

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Topic # 21

Citation Topic # 21	Required Corrective Action	Proposed Action	Responsible Party	Evidence of Change
<p>Summary of Academic and Functional Performance/Procedural Safeguard Requirements for Graduation</p> <p>Standard: The LEA provides Summary of Academic and Functional Performance for children whose eligibility terminates due to graduation or aging out.</p>	<p>The LEA will provide a Summary of Academic and Functional Performance (SAFP) for each student with an IEP at time of graduation. A Notice of Recommended Education Placement indicating "student is graduating" will accompany the SAFP.</p> <hr/> <p>Secondary special education teachers and school counselors will be trained on creating and documenting SAFP.</p>	<p>The LEA will begin documenting the Summary of Academic and Functional Performance (SAFP) beginning the school year that the student turns 14 yrs.</p> <hr/> <p>The case manager will update the SAFP each year in May.</p> <hr/> <p>Once student is deemed eligible and will accept diploma, the SAFP will be sent to Central Office no later than June 1st, and a Notice of Recommended Education Placement (NOREP) indicating graduation will be issues to parents/guardians.</p>	<ul style="list-style-type: none"> • Director of Special Ed • Special Education Teachers • Secondary School Counselors <hr/> <ul style="list-style-type: none"> • Director of Special Ed • Special Education Teachers • Secondary School Counselors 	<p>Copies of student SAFP will be provided.</p> <hr/> <p>Agenda and attendance of professional development training will be provided.</p>

PROPOSED COMPONENTS & TIMLINE			
TOPIC	COMPONENT: ACADEMIC & FUNCTIONAL PERFORMANCE	TIMELINE	FACILITATORS
Summary of Academic & Functional Performance	1. Provide training to special education teachers regarding Summary of Academic and Functional Performance (SAFP) (age 14+)	Fall 2018 – Continue Annually	Director Special Education
	2. SAFP template is reviewed and shared using OneDrive. <ul style="list-style-type: none"> ▪ Case managers will update the SAFP each May during PSSA/Keystone Exam time with current information relating to the student's academic and functional performance. 	Fall 2018	Director Special Education
	3. Graduating seniors' SAFP will be sent to Central Office (Special Education Office) no later than June 1 st each year	Spring 2019 – Continue Annually	Director Special Education
	4. Central Office (Special Education Office) will create and mail the graduating senior's Notice of Recommended Educational Placement (graduation)	Spring 2019 – Continue Annually	Director Special Education
	5. A list of graduating students will be shared and updated with the high school counseling office, so that diplomas may be ordered for each graduating senior.	Spring 2019 – Continue Annually	Director Special Education
	6. Develop letter to be sent with SAFP and NOREP, at the end of the school year, explaining the documents and requesting for return of the NOREP.	Spring 2018 – Continue Annually	Director Special Education