

# Penn-Harris-Madison Exceptional Education



Parent Forum - May 4, 2022

*Presented by Genia L. Todd, Director*

# Inclusive Services Requires . . .



**A Superintendent who  
believes in doing what is  
right for kids!**

**A BIG thank you to;**

**Dr. Jerry Thacker  
P-H-M Superintendent**

# Meet our District Office Team: Exceptional Education Administrative Staff

*Located above the IMC at Penn High School*



**Gena L. Todd - Director of Exceptional Education**

**\*Mary Petersen - Administrative Secretary to the Director**

**\*Rebecca Allen - Elementary Ex Ed District Supervisor**

**\*Beth Zachary - Secondary and YAP Ex Ed District Supervisor**

# Exceptional Education District Offices

*Penn High School - Room 129*

## Office Staff:

Lisa Powell - Ex Ed Accounting Specialist

Angela Edwards - Department Secretary

Tammy Kenna - IIEP Coordinator (grades 6-12)

Karen Miller - IIEP Coordinator (grades P-5)

Clerical Assistant - Lori Reichanadter

## Supervision:

Lead Psychologist - Mike Manis

Lead Speech Language Pathologist - Sue Riley



# Exceptional Education is Part of the Learning Division

General & Exceptional Education are all a part of the Learning Division led by Assistant Superintendent, Dr. Heather Short  
Ex Ed is grateful for her Leadership!





**“IF THEY CAN'T  
LEARN THE WAY  
WE TEACH, WE  
TEACH THE WAY  
THEY LEARN.”**

DR. O. IVAR LOVAAS

# Individuals with Disabilities Act (IDEA)

- **IDEA = Individuals with Disabilities Act**
- **Originally enacted by Congress in 1975**
- **Ensures that children with disabilities have the opportunity to receive a free appropriate public education (FAPE), just like other children**
  
- **Revised many times over the years**





**Article 7 is the Indiana version of IDEA at the state level**

**Per Article 7 we identify and serve students with:**

- \*Autism Spectrum Disorder
- \*Blind or Low Vision
- \*Intellectual Disabilities
- \*Deaf or Hard of Hearing
- \*Deaf-Blind
- \*Developmental Delay
- \*Emotional Disability
- \*Language or Speech Impairments
- \*Multiple Disabilities
- \*Other Health Impairment
- \*Orthopedic Impairment
- \*Specific Learning Disability
- \*Traumatic Brain Injury




## Special Education Federal Indicators

- ❑ Indicator 1 Graduation Rate
- ❑ Indicator 2 Drop out Rate
- ❑ Indicators 3a, 3b, 3c, 3d Statewide assessment
- ❑ Indicators 4a Suspension Sig. Discrepancy in OSS, 4b Discrepancy in race, 4c OSS.
- ❑ Indicator 5 LRE
- ❑ Indicators 6a, 6b, 6c Preschool LRE
- ❑ Indicators 7a, 7b, 7c Preschool Skills
- ❑ Indicator 8 Parent Involvement
- ❑ Indicator 9 Dispro. Identification
- ❑ Indicator 10 Identification in one category
- ❑ Indicator 11 Child Find/Timelines
- ❑ Indicator 12 Early Childhood Transition
- ❑ Indicator 13 Secondary Transition
- ❑ Indicator 14 Post School Outcomes
- ❑ Indicator 15 Hearing Requests to Resolutions
- ❑ Indicator 16 Mediations
- ❑ Indicator 17 State Systematic Improvement Plan (SSIP) IREAD -3



# Which Student Has a Disability?



A close-up photograph of a young girl with dark hair styled in two braids. She is smiling warmly, looking slightly downwards and to the left. The background is a soft, out-of-focus green, suggesting an outdoor setting. The text is overlaid on the right side of the image.

**WHEN YOU  
JUDGE  
SOMEONE  
BASED ON A  
DIAGNOSIS YOU  
MISS OUT ON  
THEIR ABILITIES,  
BEAUTY &  
UNIQUENESS.**

*Severinby*



# A Word About "People First Language"



"How you *choose* to address me impacts *me* more than my *disability*."

Cindy Lumpkin

[www.theldcoach.com](http://www.theldcoach.com)

*Recognize the person before the disability*

"Autistic" -vs- "A student with Autism"

"A Downs Kid" -vs-  
"A student with Down Syndrome"





## PHM is an Inclusion First District!

- ★ Including students in gen. ed. is the priority
- ★ All students are in their neighborhood schools
- ★ All students belong to a gen ed. classroom
- ★ All students spend some part of their day in gen. ed classes

Its Better When



We're TOGETHER!

**“Inclusion is not bringing people into what already exists; it is making a new space, a better space, for everyone.”**

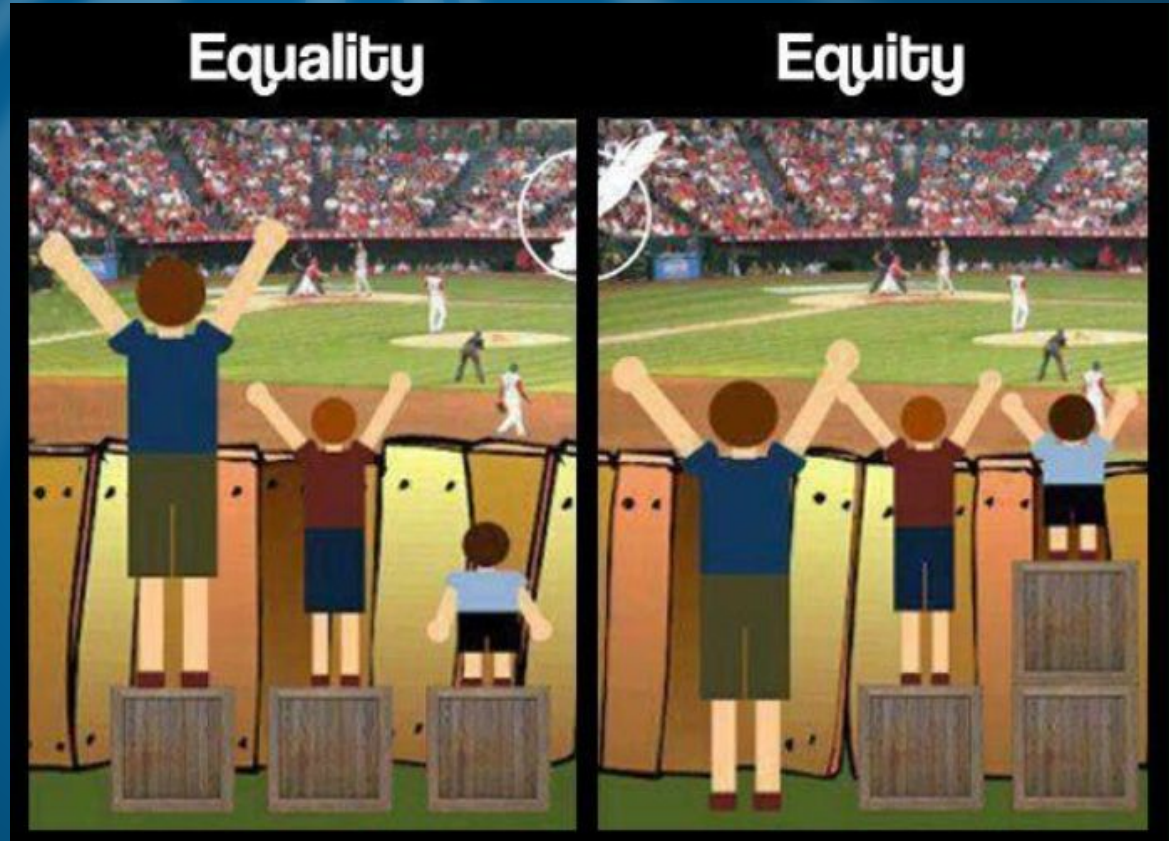
# Our End Goal

Creating independence  
vs. dependence

Access to the general  
education curriculum  
and instruction

Access to peers and  
peer learning  
opportunities

Leveling the playing field





# Multidisciplinary Team Approach



**\*Parents**

**\*Teachers (General Ed  
and Special Ed)**

**\*Administrators**

**\*Psychologists**

**\*Occupational  
Therapists**

**\*Physical Therapists**

**\*Speech Language  
Pathologists and  
Assistants**

**\*Paraprofessionals**



# OCCUPATIONAL THERAPISTS



# SPEECH SLPS and SLPAs



The ASHA logo is centered at the bottom of the graphic. It consists of a circular icon with a white silhouette of a human head in profile, facing right, with a brain inside. To the left of the head is a white ear icon. To the right of the head is a white pie chart icon. Below the head is a white graduation cap icon. To the right of the head is a white icon of a person sitting at a desk with a computer monitor. The entire graphic is set against a dark blue background with a light blue sunburst pattern in the top left corner.

**ASHA**  
American Speech-Language-Hearing Association  
Making effective communication,  
a human right, accessible and achievable for all.



# Psychologists



- \* Consultations
- \* Interventions
- \*(Behavioral & Academic)
- \* Mental Health
- \* Crisis Intervention



# PHYSICAL THERAPISTS







You Can't spell  
**TEAM**  
without an EA



# Building Capacity

- \*School-wide Behavior Support
- \*Building Behavior Support Teams
- \*Building Rtl Teams
- \*Monthly meetings at each school
- \*Teacher Leadership Teams (TLT)
- \*Building CPI Teams
- \*District Autism Team
- \*Regular PLCs



# Penn PALS

(Promoting Academic Learning Skills)



4 Sites: Bittersweet, Elm Road, Elsie Rogers and Mary Frank



# Secondary: Age Appropriate Programming



University of Minnesota

**T**

**Time** in general education

Increasing the number of students included in grade-level general education classrooms majority (at least 80%) of the school day

**I**

**Instructional** effectiveness

Collaboration across educators and specialized instructional support personnel to provide curriculum and instruction in general education classrooms

**E**

**Engagement**

Engagement with general education curriculum AND age-grade peers

**S**

**Support**

Support at both the state and district level and shared ethic of thinking inclusion first

**TIES Core Values**





# Secondary: Penn High School

- ◆ TIES
- ◆ Peer Leaders, expanded to MS
- ◆ Cultivate: just hit 10,000 meals!
- ◆ Co-teaching, freshman academy
- ◆ Unified Track Team (in season!)



# Young Adult Program

- ★ Located at Schmucker Middle School
  - Expanding 2nd classroom at DMS 22-23
- ★ Serves students ages 18-22
- ★ Community-Based Programming
- ★ Preparing students for Adult Life
- ★ Partnership with Corvilla Industries for PRE-ETS (Pre-employment/transition skills) Services



**Hope.**  
**Support.**  
**Opportunity.**

So often you find  
that the students  
you're trying to  
**INSPIRE**  
are the ones that  
end up inspiring you.

Sean Jenkins

*venspired*



