

Southern York County SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

3280 Fissels Church Rd
PO Box 128
Glen Rock, PA 17327
(717)235-4811
Superintendent: Sandra Lemmon
Director of Special Education: Brendan Rogers

Planning Committee

Name	Role
------	------

Core Foundations

Special Education

Special Education Students

Total students identified: 513

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

At Southern York County School District prior to (or in some cases concurrent with) a Multidisciplinary Evaluation, all students K-12 must go through a pre-referral process within the general education environment. The pre-screening process is a team approach that targets the specific needs of each student (academic, behavioral, emotional).

Recognizing that the Federal Regulations are supporting both the discrepancy model and the Response to Instruction and Intervention model for the identification of students with Specific Learning Disabilities, Southern York County School District is currently utilizing the Discrepancy model for the identification of a Specific Learning Disability. Southern York County School District is in the process of training school staff on the RTII model and moving cautiously towards implementing aspects of the RTII model to identify students with SLD. Currently, SYCSD is continuing to use the discrepancy model with slight modifications as the SLD Identification Process. SYCSD uses the following definition as the criteria goal for identification: The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. The evaluation process looks at levels of ability and achievement in cognitive learning skills and the academic areas of oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving through assessments in all areas.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

How does the District meet its obligation under section 1306 of the Public School Code as the host District at each location?

Penn-Mar Human Services operates a residential group home facility for adults with developmental disabilities within Southern York County School District. At times this facility may host adults, age 18-21 who continue to receive school-based services.

How does the district ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Southern York County School District works in cooperation with the program staff of Penn-Mar Human Services and families of the residents to ensure a continued commitment to offering a Free and Appropriate Public Education to qualifying residents.

When students enter into residency at Penn-Mar, SYCSD begins a coordinated effort with the family, Penn-Mar Human Services, and the student's former district to provide the most equitable and comparable educational program to the one the student received in his/her former district. Students to date who have entered residency with Penn-Mar Human Services and subsequently enroll in the district are students currently receiving educational services within York County. SYCSD's coordination between family, Penn-Mar Human Services, and the former school district center on providing a continuation of existing services to the maximum extent possible. Upon enrollment, SYCSD holds an IEP meeting with all agencies and service providers currently available to the student, identifies how it can sustain current educational programs, and identifies any additional resources the student may need; now that the student is no longer living within the home and is a resident with Penn-Mar Human Services. Throughout the student's residency the District

then maintains ongoing collaboration between the student's family, Penn-Mar Human Services, and the student's educational program staff and personnel in order to ensure the student continues to receive FAPE.

What problems or barriers exist which limit the District's ability to meet its obligations under section 1306 of the Public School Code?

There are currently no barriers that exist that limit Southern York County's ability to meet its obligations under section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Southern York County School District does not host any facilities for incarcerated youth.

Southern York County School District utilizes the following to locate and identify students who have been incarcerated. Initial information regarding the incarcerated status of students is typically provided through several agencies: the Southern Regional Police Department -*with whom Southern York County School District has a contracted relationship for school security*, the York County Juvenile Probation Office, or through the facility in which the student is incarcerated. The school principal or assistant principal is often the contact for the police department, the probation office, or the juvenile facility.

The facility in York County where juveniles are incarcerated temporarily is the York County Youth Development Center (YCYDC). The responsibility for providing direct services to special needs students incarcerated in this facility lies with Lincoln Intermediate Unit #12. An IU representative is charged with making the initial contact with Southern York to inform the District of the incarceration and to request records. If no contact is made after Southern York County School District receives information of incarceration, the Coordinator of Social Services/District Attendance Officer is requested to locate the student and verify the incarceration. Once the student is located, records are forwarded to YCYDC including the student's Individualized Education Program and current schedule of classes, with accompanying materials, so that the student's education may continue with minimal disruption. Based on the reason for placement, a decision is made by the coordinating agencies regarding how the students will continue to receive educational services. Efforts are made to continue instruction in the student's school of origin when possible. If the team determines this is not possible, certified special education teachers within the facility provide education services. In this manner the student continues to receive a free and appropriate public education (FAPE).

If a student is placed into a facility for long-term incarceration, the Juvenile Probation Officer

assigned to the student informs the school district of the new placement. Records are transferred to the facility that is responsible for periodic reevaluation reviews and IEP revisions. Representatives from Southern York County School District are invited to progress and reevaluation meetings by the facility and attend the meetings when possible. If school district representatives are unable to attend, participation is achieved through telephone conferences or by correspondence.

Initial evaluations for special education services are typically conducted by the facility in conjunction with the Intermediate Unit when the student is suspected of having a disability and in need of special education. Requests may be made of Southern York County School District to conduct the evaluation in rare instances. In these cases, a school psychologist from Southern York County School District will conduct the testing and gather additional information as required.

Students are eligible for a diploma from Southern York County School District when the home district high school principal determines that the work completed meets Southern York's criteria for graduation.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that the removal from the regular education environment only occurs when education in that setting with supplementary services, cannot be achieved satisfactorily.

The Southern York County School District, seeks to provide a quality, learning environment that promotes character, responsibility, and challenges students at all levels to achieve their potential. This mission is supported by the District beliefs, so that all students are provided this opportunity. It begins with the pre-referral process. Each elementary building has in place an Instructional Support Team and the secondary buildings have a Student Study Team – comprised of parents, teachers, administrators and specialists. These teams analyze student specific data, to determine remediation and interventions, which are first implemented within the regular education

environment. The team monitors and identifies any student who continues to have difficulty performing in the general education classroom with the supports in place. The team then determines whether or not a referral for a multidisciplinary evaluation is warranted. If an evaluation is deemed appropriate, a copy of the Procedural Safeguards (that outlines parent rights and procedures available to initiate dispute resolution) are provided to the parents, informed parent permission is obtained, and an evaluation is conducted within state outlined timelines.

In the course of the evaluation, data from performance in the general classroom environment, as well as, progress in the regular curriculum is gathered and examined. Students are assessed with regard to ability, achievement, and performance compared to age and grade level expectations. If a determination of specially designed instruction, accommodations or modifications, and related services appear to be warranted in order for the student to make meaningful progress in the general education curriculum, an IEP team is convened to develop an educational program based on the student's present educational levels. Educational goals, supports for school personnel, related services, and specially designed instruction are determined based on the student's needs.

Once the educational program is planned, the IEP determines the educational options that are and are not expected to be appropriate in which to implement the IEP. At this point, the primary consideration is the placement of the student in the least restrictive environment (LRE) that will permit the educational program to be fully implemented as planned. The team considers a continuum of services and placement options that will permit the student to make meaningful progress within the IEP. The placement decision is finalized through the issuance of the Notice of Recommended Educational Placement (NOREP). This process ensures that parents have a voice in determining the final decision regarding appropriate educational programming in the least restrictive environment based on the educational needs of the student.

This procedure is followed for any student who resides in Southern York County School District. It is the same procedure that is followed for students who may require more intensive programming than is provided in Southern York. Placement outside of the school district is carefully considered, and is necessary at times. It is only chosen when it represents the least restrictive environment in which the IEP can be implemented after considering all options offered within the school district. In order to ensure FAPE and maximize a student's opportunity to participate in the general education classroom and curriculum with non-disabled peers, the IEP team reviews the needs of each student and considers multiple aids and services. When the IEP team determines that a student's need may limit their ability to access information and obtain skills within the regular education setting, students are first scheduled within classrooms supported by either paraeducators or special education co-teachers. Considerations are then made toward what program modifications along with supplementary aids and supports are needed to support the student in the Least Restrictive Environment.

SYCSD also utilizes multiple aids to support our students in the Least Restrictive Environment. Technology aids are commonly utilized and include, but are not limited to, text-to-speech software, speech-to-tech software, word prediction software, Smart Pens, audiological and digital books. Students with severe communication needs receive the support and aid of augmented

communication devices. Students with the disability of Deaf and/or Hard of Hearing, who utilize hearing devices, are provided with support from audiological consultation, as well as assistive hardware devices for sound field applications.

SYCSD has three district employed speech/language pathologists who provide speech and language related services. Additionally, SYCSD has a part-time, district employed itinerant Deaf and Hard of Hearing teacher. SYCSD also partners with the Lincoln Intermediate Unit to provide related services to students within the district who require occupational therapy, physical therapy, and visual support services. In addition, SYCSD utilizes audiological services through the LIU to support and monitor the needs of our students with Deaf and Hard of Hearing needs.

In addition to the above services, SYCSD, in partnership with families and supportive community agencies, provide nursing to students within the district who are included within regular education classroom environments, but present with multiple, complex health needs. Some of these students also require the services of a Personal Care Assistant, and SYCSD provides students with these services in order to continue to receive a Free and Appropriate Public Education.

In summary, SYCSD strives to implement multiple aids and services to ensure FAPE in the Least Restrictive Environment based on individual student need. Through thorough examination of current supplemental aids and services, student's needs, the goals within the IEP, current levels of progress and current educational placement, the IEP team also considers the appropriateness of a student's educational placement. This determination begins with the examination of the restrictiveness of the current educational environment. In conjunction with this, the IEP team also examines all current aids and services to determine if any additional aids and services are needed in order to maintain current educational placement.

When the IEP team does determine that a student's current educational placement is not meeting that student's needs, the IEP team determines if it has enough information to make a recommendation for a change in educational placement. If the team does not have adequate and sufficient information, then the IEP team will recommend a reevaluation. In the majority of cases involving a change in educational placement, a reevaluation precedes any meeting to determine a change in educational placement.

Once the IEP team determines a change of educational placement should be considered, the IEP team will invite program support personnel to join the IEP team. If the program to be considered is a district program, support personnel may include the special education teacher, the school psychologist assigned to the District program and the Director of Special Education. When an educational placement outside the district, run by the Lincoln Intermediate Unit in a neighboring district, is considered, program personnel from that LIU program are invited to the IEP team meeting. Additionally, any non-public educational setting staff is also invited to join the IEP team. For each determination of change in educational placement, the IEP team considers the needs of the student and our continuum of educational placement options with an emphasis on maximizing a student's LRE.

Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Site based training. Consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies)

Southern York County School District utilizes a variety of research-based programs that incorporate all five essential components of the reading instruction to improve performance for all students. Research-based reading programs include: Wilson, Read Live/Naturally, Read180, System 44, PCI, Houghton-Mifflin and SOAR. Southern York County staff receives on-going training/in-service in reading apprenticeship strategies across curriculum areas. Research-based programs in mathematics have also been instituted with extensive training from kindergarten to grade 12. Everyday Math has been instituted at the elementary level; College Preparatory Math has been instituted at the secondary level, both of which are effective math programs using research-based instructional principles. Students receive additional interventions in mathematics via Accelerated Math/ STAR Math and Study Island. Instructional practices are based on data driven results obtained from performance data via benchmark assessments aligned with the state Common Core standards. Instructional staff participates in on-going training in the Standards Aligned System (SES). The District provides training and continuing support of Professional Learning Communities (PLC) to foster collaboration and implementation of Learning Focused Schools (LFS) strategies to foster student growth. Additionally, the District's curriculum maps are aligned with state standards and are in the process of reexamination for alignment to Common Core Standards. Several instructional staff members are participating in a pilot program for PVAAS (*Pennsylvania Value-Added Assessment System*) to evaluate student performance growth.

Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section – Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

According to the most recent Special Education Data Report available, 2010-2011, Southern York County School District percentages for special education students inside the regular education classroom for 80% or more of the school day were both above the state average of 61% and the SPP target of 65%. SYCSD also was below the state average of 9.6% of students inside the regular classroom less than 40% of the school day. SYCSD had 8.5% of its special education students inside the the regular classroom less than 40% of the school day while the SPP target was 8.0% of a school's special education population. Due to SYCSD's small group size for students in other settings this SPP target data was not reported.

SYCSD remains committed to providing special education services in the least restrictive environment and utilizes a thorough evaluation and IEP development process to determine educational placement for students.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Positive Behavior Support Policy of Southern York County School District is in compliance with federal and state requirements. It has been reviewed by the Pennsylvania School Boards Association and adopted by the Southern York County School District Board of Education. All required components are included in the Positive Behavior Support Policy procedures. The Positive Behavior Support Policy is in effect and has been reviewed with the administrative and instructional staffs. In addition, detailed administrative directives and a district procedure manual assist in detailing policy and procedures in behavior support. All staff members have also been provided training in developing Functional Behavior Assessments and Positive Behavior Support Plans.

Southern York County School District teachers, paraprofessionals, and administrators at each building level, have been trained and/or are in the process of being trained and/or re-certified in the practices of CPI (Crisis Prevention Institute) by certified trainers. CPI training emphasizes that non-violent crisis intervention and physical restraint occur only when all other interventions have been exhausted, and a disruptive, assaultive and out-of-control student continues to be a danger to self or others. Only staff members that are certified participate on Crisis Management Teams in each of the buildings. Certification training is provided two times per year to ensure staff member's certifications remain current.

Additionally, staff members have been trained in the use of Positive Behavior Support (PBS), de-escalation techniques, and emergency responses, as well as functional behavioral Assessments and Positive Behavior Support Plans. Emergency response practices are organized and displayed in each classroom, reviewed and simulated through emergency drills. Throughout the year, monthly training available to paraprofessional staff include: behavioral support, autism support, disability awareness, and de-escalation techniques.

Staff, across all building levels, receives on-going training/in-service in restorative practices/discipline, which is incorporated and implemented through SWEBS. In addition to a structured Behavior Support Policy, various incentive programs for positive behaviors are conducted across schools. Each building also has a variety of other supports and incentives in place. An annual awards assembly is held at each level to recognize students for outstanding performance in academics, behavior, extracurricular's and service. Teachers and staff are encouraged to develop a personal relationship with students. A mentoring initiative, which incorporates student, teacher and/or community mentors, is also implemented to foster relationships with students and promote student success. An anti-bullying initiative and WEB/LINK Crew transition program are woven into each building's SWPBS philosophy and promotes the positive and safe culture in each school. The Presidential Academic Award is given for academic achievement and the Board of Education Recognition Night gives certificates for outstanding achievements.

At the Elementary level students are awarded for good behavior. Students receive certificates, prizes, and posters with school-wide announcements. Each elementary building also has incentives such as awards for *Student of the Week*, *lunch with the principal* once a month and, *The Lunch Bunch* - which provides an opportunity for students to have lunch with staff and receive support in their academics.

At the middle school level, the PRIDE program (a character education program) has been developed and serves as the foundation for the SWPBS. Staff receives on-going training and participates in the development and implementation of lessons, data collection and rewards related to the program. Students receive lessons twice a month as well as recognition and incentives for positive behaviors throughout the school year. PRIDE facilitates a culture aligned to the district's vision, as well as SWEBS. Good News postcards-sent home to parents, Student of the Month and Warrior of the Week are opportunities to recognize student achievement in academics, behavior and service.

At the high school, staff recognized a need to re-structure the previous system for implementing SWPBS. The staff is undergoing re-training and implementation of data analysis and SWEBS/PBS. As part of this re-structuring, Roaring Warrior cards are utilized as a means for students to receive recognition. The high school is also moving towards full implementation of a web-based information system to collect, summarize, and use student behavior data for decision making. Additionally, students have the opportunity to receive good character awards, be recognized as student of the month or most improved student.

At both the middle and high school, the SAP/HEART team provides student assistance for mental health and drug/alcohol areas including outside agency counseling. Training is provided in each of these areas. Additionally at the secondary level, a Student Turn Around Program is in place to recognize a student who has made the most significant positive change.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

In an effort to ensure FAPE is provided, the Southern York County School District regularly engages in discussions and or meetings with the instructional support teams, guidance counselors, administrators and parents to determine gaps in the continuum of special education supports and services for students. If and when gaps are identified, the district works with various agencies such as: Mental Health/Mental Retardation, Juvenile Probation, and Children and Youth Services to utilize existing or develop new programs to address the identified gaps.

Southern York County School District has been successful in providing FAPE to students in all disability categories through continuum of programs, services and educational placements including: learning support, emotional support, autistic support, life skills support, CARE (alternative education), IU classrooms and digital academy.

Students requiring on-going school based mental health services; those returning from a residential treatment facility and requiring intensive therapeutic support services, as well as students with multiple needs, have proven difficult to provide within the district. If unable to place students into appropriate educational programs either within the school district, a neighboring school district, or a school within the county or state, Southern York initiates contact and collaboration with the Child and Adolescent Service System Program (CASSP) Coordinator for assistance in providing FAPE. In this endeavor, Southern York is also committed to collaboration with public agencies such as: Mental Health/Mental Retardation, Juvenile Probation, and Children and Youth Services. Southern York County School District utilizes the resources provided within the district until placement in another program can take place. To facilitate transition and minimize disruption of services following discharge, the District works with the various treatment facilities and agencies to determine the best program to meet the student's needs.

The District utilizes a team approach to resolve and locate educational placements and services for hard to place students with disabilities. An inter-agency CASSP meeting is arranged to coordinate community, mental health/mental retardation agencies, juvenile probation, drug and alcohol agencies, and school services that are available to assist the student and family. Application is made to the appropriate placement such as a partial day program, day hospitalization program, inpatient hospitalization program, residential facility, or other appropriate alternative educational placement. Use of Interagency Coordinators for the purpose of mitigating or eliminating barriers to placement resolution has not been necessary. However, Southern York County School District has utilized inter-agency coordinators on various occasions to assist in coordinating school, community, and public agency services. This has been an effective way to augment school and home communication and cooperation.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Southern York County School District's mission statement reads "Southern York County School District, through a cooperative effort with the family and community, will provide a quality learning environment that promotes character, fosters responsibility and challenges students to achieve their potential." The strength of SYCSD's special education programming is that the mission is carried over and strongly evident throughout. From the board of directors, district administrators, faculty,

staff, students, families and the community at large, there is a strong commitment that every student will reach their potential.

The commitment to providing quality special education programming begins with the Southern York County School District community. There is a strong sense of duty to provide quality inclusive experiences for all students, including those with exceptional needs. Our Life Skills support programs have benefitted from continuous community support that allows us the opportunity to provide real world, community experiences for our students, including on site job training in local businesses.

Within the school this commitment continues with our overall student population. Our students are committed to supporting each other including our exceptional needs students. This is clearly evidenced in the strong participation of our widely recognized and award winning Best Buds program. The Best Buds Club is an organization that matches students who seek social role models, with positive peers, who serve as their peer or associate. Buds and their peers spend time together inside and outside of school, attend school events, and talk frequently.

The Board of Directors through utilization of resources is strongly committed to providing quality programming for our special education students. This begins with the commitment of providing highly qualified special education teachers. High quality, paraprofessional staff supports these teachers. Many of our paraprofessionals, including several with teacher certification, maintain an advanced level of training and expertise by going beyond the dedicated twenty hours of specialized training provided to them each year. A Director of Special Education, two full time school psychologists, and three administrative assistants also support the Special Education Department. The Director of Special Education meets monthly with special education teachers and related service providers. Professional development in best practices, research based intervention, compliance, policies and procedures is provided within these monthly meetings. Additional professional development is provided to teachers through the district-wide, yearly professional development plan. The District's differentiated supervision plan provides additional opportunities for special education teachers to work collaboratively and independently to further their expertise and practice through opportunities such as action research projects and peer coaching. Further professional opportunities are provided during SYCSD's Summer Academy workshops.

Through a continuum of supports SYCSD is committed to providing quality, individualized educational programming. While some students require placement outside the district, the vast majority of our students receive support either in district or in their home school. Southern York County School District maintains its own Autistic Support, Emotional Support and Life Skills support classrooms in the elementary, middle and high school level. Additionally, SYCSD also maintains its own Itinerant Deaf and Hard of Hearing support program.

Unique needs of students who struggle with traditional school settings are also met through exemplary alternative programming. Susquehannock High School's "Tearing Down the Walls" Program includes Warrior Academy, Summer School for Credit Recovery, Alternative Education Programs, and the C.A.R.E. Program. Warrior Academy focuses on students in grade 12, who have truancy issues or are returning from other placements and need only a few credits to graduate. Due to the success of this once pilot program, students can opt to take one or more online courses to provide more flexibility in their schedules through the use of our online computer-based curriculum. Alternative Education Programs assist those students who are having difficulty being successful in

the regular education setting as well as those students who have been expelled for policy violations. Classes are also conducted through our online computer-based curriculum. The Community Alternatives for Restorative Education (C.A.R.E.) Program concentrates on students in grades 7 through 12 who have truancy and/or behavioral issues or who are returning from other placements. Students earn credits through our online computer-based curriculum, and receive weekly counseling along with vocational training through local businesses and farms. In addition, the Alternative Education Program centers on students in grades 7 through 12 who have violated school policies. Students attend class in a self-contained school setting and also receive weekly counseling. Southern York County School District, in collaboration with LIU12, provides multiple parent training sessions throughout the school year. Small classroom programs such as our Autistic Support program offer parent orientations to these programs. SYCSD also participated in the PATTAN training series "Enhancing Parent Engagement." As a result of this training series, SYCSD will establish a Director of Special Education Advisory Panel. This Advisory Panel will have a goal of identifying parental training needs and will assist in the planning and development of training opportunities.

Collaboration is key to supporting our special education students, and examples of a team approach are found throughout our programs. Community partnerships are integral to achieving our mission and could not be more evidenced than the recent fundraising event held in collaboration with our Best Buds program and YMCA in support of Autism that raised over \$4,000 dollars for the Best Buds program and Autism York. Collaboration between regular education teachers and special education teachers and related service providers is a routine part of programming. Information Gathering Meetings are held on almost every student referred for an evaluation. Student Study Teams are also held for students who struggle to make progress with current support services, and our Autistic Support, Emotional support, and Life Skills Support classrooms are supported by monthly or bi-monthly support team meetings that include the Director of Special Education, building principal, assistant principal and a school psychologist.

All these special programs, efforts, resources and community support lead to quality special education programming. Our special education students currently rank 2nd or higher in York County for all Math and Reading PSSA scores. We are above state average in all indicator areas measured. We maintain a high graduation rate, and a high percentage of students in the regular education classroom. Southern York County special education programs excel.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
York Learning Center	Special Education Centers	AS	1
York Learning Center	Neighboring School Districts	Life Skills Support	2
Leg Up Farm	Neighboring School Districts	MDS	1
Spring Grove Elementary	Neighboring School Districts	AS	2
Emory Markle Intermediate School	Neighboring School Districts	Learning Support	1
York Suburban Middle School	Neighboring School Districts	AS	3
NHS Autism School	Other	AS	2
Dallastown Intermediate School	Neighboring School Districts	Hearing Impaired	1
South Western High School	Neighboring School Districts	Learning Support	1
York Suburban High School	Neighboring School Districts	AS	2
Southwood Residential Hospital	Other	AS	1
York Township Elementary	Neighboring School Districts	Deaf and Hard of Hearing	1
Manheim Elementary	Neighboring School Districts	AS	1
Spring Grove Middle School	Neighboring School Districts	MDS	1
Red Lion High School	Neighboring School Districts	Deaf/Blind	1
Central York High School	Neighboring School	Therapeutic Emotional	1

	Districts	Support	
Central York Middle School	Neighboring School Districts	Therapeutic Emotional Support	2
Lion's Pride Academy	Special Education Centers	Emotional Support	2
Freedom Academy	Special Education Centers	Emotional Support	1
River Rock/ Red Lion	Other	Emotional Support	1
River Rock/ Spring Grove	Other	Emotional Support	2
Gulf Coast Treatment Facility	Out-of-State Schools	Learning Support/ RTF	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	8	0.89
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 11	1	0.11

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	13	0.72
Justification: IEP age range waiver signed							
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	5	0.28

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.4
Friendship Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.4
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.2

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	20	0.85
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	2	0.15

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	8	0.73
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.27

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.71
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.29

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 17	2	0.25
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	6	0.75

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	10	0.77
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	3	0.23

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary	A building in which	Itinerant	Emotional Support	6 to 9	5	0.42

	School Building	General Education programs are operated					
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	3	0.25
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 9	1	0.08
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	3	0.25

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	9	0.69
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.31

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	18	1

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
-------------------	-------	----------	---------	---------	-----	----------	-----

		Type		Type	Range		
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	11	0.65
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	0.35

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	6	1

Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.16
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	2	0.34

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	13	0.65
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.35

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	6	0.46
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	0.54

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	15	0.88
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.12

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 20	5	1

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education	Itinerant	Learning Support	13 to 15	14	0.78

		programs are operated					
Southern Middle School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	4	0.22

Program Position #20*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	0.67

Program Position #21*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	5	0.41
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.08

Program Position #22*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	5	1
Justification: The IEP team including parents have acknowledged that this elementary program may exceed age range guidelines. Within this program, students are instructed individually or in small groups arranged by ability and/or age.							

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 9	4	0.75
Shrewsbury	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.25

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	21	0.91
Justification: Elementary, Itinerant Speech and Language Support							
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 13	2	0.09

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	13	0.8
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	3	0.2

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
-------------------	-------	---------------	---------	--------------	-----------	----------	-----

Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	13	0.81
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	3	0.19

Program Position #27*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.59
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	0.41

Program Position #28*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	17	1
Justification: Elementary, itinerant speech and language support.							

Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	6	0.6
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	0.4

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	27	1
Justification: Elementary, itinerant speech and language support							

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	4	0.29
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.71

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	4	0.24
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	13	0.76

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury	An Elementary	A building in which	Itinerant	Autistic	10 to	6	0.5

Elementary	School Building	General Education programs are operated		Support	13		
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	4	0.5

Program Position #34*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	9 to 11	3	1

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducator	Friendship Elementary	1
Paraeducator	Friendship Elementary	1
Paraeducator	Friendship Elementary	1
Personal Care Assistant	Friendship Elementary	1
Paraeducator	Southern Elementary	1
Paraeducator	Southern Elementary	1
Paraeducator	Southern Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Personal Care Assistant	Shrewsbury Elementary	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1

Personal Care Assistant	Southern Middle School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
School Psychologist	Various Locations	1
School Psychologist	Various Locations	1
Social Services Coordinator	Various Locations	1
Director of Special Education	Various Locations	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Professional development for supporting students with Autism Spectrum Disorder will have two primary focuses. One focus will be to increase the knowledge and capacity to support these students through professional development workshops. The second focus will be to increase the capacity to support these students in their home school environments through the establishment of school-based student support teams.</p> <p>Southern York County School District has long engaged in Autism awareness activities. Workshops in autism awareness have been offered for all staff from central office administrators to support staff such as our cafeteria workers and bus drivers. In addition, further support is provided to our students with Autism Spectrum Disorder through our peer support program known as Best Buds. [add description]. SYCSD aims to maintain inclusive and supportive environments for our students with Autism Spectrum Disorder. Continuation of awareness activities serves as a critical component towards this aim.</p> <p>Additionally, SYCSD wants to empower our regular education teachers, paraeducators, and parents with further knowledge and tools to meet the needs of our students with Autism Spectrum Disorder. Training will be provided in the hierarchy of social skills needs, the use of visual supports, classroom modifications for students with Autism Spectrum Disorder, and how to assist in the generalization of social skills. Parent training will be offered to support the generalization of social skills through the establishment of common language and skills that can be utilized across the school and home environment.</p> <p>In order to assist schools in meeting the needs of their students with Autism Spectrum Disorder, a multi-tiered system of supports will be established. Student support teams consisting of regular education teachers, special education teachers, guidance counselors, school psychologists, principals and other district special education support staff will be trained to use data based problem solving in order to integrate academic and behavioral instruction and intervention within a universal design for learning environment. Through the use of student support teams and a multi-tiered system of supports, Southern</p>
--------------------	--

	York County School District aims to provide students with Autism Spectrum Disorder necessary supports to engage these students in the Least Restrictive Environment to the maximum extent possible.
Person Responsible	Brendan Rogers, Director of Special Education
Start Date	8/19/2013
End Date	6/10/2016
Program Area(s)	

Professional Development Details

Hours Per Session	1.0
# of Sessions	12
# of Participants Per Session	10
Provider	Southern York County School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>

	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio

Behavior Support

Description	<p>Currently, Southern York County School District teachers, paraprofessionals, and administrators at each building level, have been trained and/or are in the process of being trained and/or re-certified in the practices of CPI (Crisis Prevention Institute) by certified trainers. Only staff members that are certified, participate on Crisis Management Teams in each of the buildings. Certification training is provided two times per year to ensure staff member's certifications remain current. Additionally, staff members have been trained in the use of Positive Behavior Support (PBS), de-escalation techniques, and</p>
--------------------	---

emergency responses, as well as functional behavioral Assessments and Positive Behavior Support Plans. Emergency response practices are organized and displayed in each classroom, reviewed and simulated through emergency drills. Throughout the year, monthly training is available to paraprofessional staff including: behavioral support, autism support, disability awareness, and de-escalation techniques.

Staff, across all building levels, receive on-going training/in-service in restorative practices/discipline, which is incorporated and implemented through School Wide Effective Behavioral Supports (SWEBS). In addition to a structured Behavior Support Policy, various incentive programs for positive behaviors are conducted across schools. Each building also has a variety of other supports and incentives in place. An annual awards assembly is held at each level to recognize students for outstanding performance in academics, behavior, extra-curricular and service. Teachers and staff are encouraged to develop a personal relationship with students. A mentoring initiative, which incorporates student, teacher and/or community mentors is also implemented to foster relationships with students and promote student success. An anti-bullying initiative and WEB/LINK Crew transition program are woven into each building's SWPBS philosophy and promotes the positive and safe culture in each school. The Presidential Academic Award is given for academic achievement and the Board of Education Recognition Night gives certificates for outstanding achievements.

At the Elementary level students are awarded for good behavior. Students receive certificates, prizes, and posters with school-wide announcements. Each elementary building also has incentives such as awards for Student of the Week, lunch with the principal once a month and "The Lunch Bunch" - which provides an opportunity for students to have lunch with staff and receive support in their academics.

At the middle school level, the PRIDE program (a character education program) has been developed and serves as the foundation for the SWPBS. Staff receives on-going training and participates in the development and implementation of lessons, data collection and rewards related to the program. Students receive lessons twice a month as well as recognition and incentives for positive behaviors throughout the school year. PRIDE facilitates a culture aligned to the district's vision, as well as SWEBS. Good News postcards-sent home to parents, Student of the Month and Warrior of the Week are opportunities to recognize student achievement in academics, behavior and service.

	<p>At the high school, staff recognized a need to re-structure the previous system for implementing SWPBS. The staff is undergoing re-training and implementation of data analysis and SWEBS/PBS. As part of this re-structuring, Roaring Warrior cards are utilized as a means for students to receive recognition. The high school is also moving towards full implementation of a web-based information system to collect, summarize, and use student behavior data for decision making. Additionally, students have the opportunity to receive good character awards, be recognized as student of the month or most improved student.</p> <p>At both the middle and high school, the SAP/HEART team provides student assistance for mental health and drug/alcohol areas including outside agency counseling. Training is provided in each of these areas. Additionally at the secondary level, a Student Turn Around Program is in place to recognize a student who has made the most significant positive change.</p> <p>In order to assist schools in meeting the needs of their most challenging students, a multi-tiered systems of supports will be established. Student support teams consisting of regular education teachers, special education teachers, guidance counselors, school psychologists, principals and other district special education support staff will be trained to use data based problem solving in order to integrate academic and behavioral instruction and intervention within a universal design for learning environment.</p> <p>Professional development in behavior support will largely be focused on maintaining these current focused behavior support initiatives. Southern York County School District remains committed to providing a school environment that is supportive of school wide positive behavioral supports through SWEBS and school climates that celebrate positive behavior.</p> <p>In order to help ensure that SYCSD's current behavior supports and planned multi-tiered systems of supports are implemented effectively, SYCSD will engage in a process to increase our capacity and use of data to analyze our behavior supports in conjunction with our ongoing academic supports. This process of data analysis will include the incorporation of a web-based information system to collect, summarize, and use student behavior data for decision making. Additionally, SYCSD will use school based intervention teams to help analyze data and determine effectiveness of interventions both school wide and student by student.</p>
Person Responsible	Assistant Superintendent
Start Date	8/19/2013

End Date	6/10/2016
Program Area(s)	

Professional Development Details

Hours Per Session	1.0
# of Sessions	12
# of Participants Per Session	10
Provider	Southern York County School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom student assessment data Portfolio Review of student behavior referrals and student rate of growth in targeted areas of academic needs.

Paraprofessional

Description	<p>Southern York County School District's paraprofessionals are an integral part of the success of our schools and will continue to be an integral part of our continued success. Currently our paraprofessionals participate in at least 20 hours of professional development per year. The focus of this professional development has centered on supporting building level initiatives such as School Wide Effective Behavior Supports, crisis prevention intervention, supporting students in inclusive settings, the five essential components of instruction and meeting the needs of our students with Autism Spectrum Disorder.</p> <p>Our paraprofessionals have identified that they would like to continue ongoing training in meeting the needs of students with Autism Spectrum Disorder, their role in inclusive settings, phonics instruction and meeting the needs of our students with behavioral and emotional challenges. In addition to these focuses, SYCSD will also lead our paraprofessionals through training designed to help meet our overall professional development goals related to students with Autism Spectrum Disorder, Behavior Supports, Transition, and Reading.</p> <p>To enhance the overall delivery of services to our special education students, Southern York County School District will engage our paraprofessional in professional development that will be designed for all paraprofessionals so that we can establish consistency and continuity in our support programs. The focus of this training will be to support students in inclusive settings.</p>
--------------------	---

Person Responsible	Brendan Rogers, Director of Special Education
Start Date	8/19/2013
End Date	6/10/2016
Program Area(s)	

Professional Development Details

Hours Per Session	1.0
# of Sessions	30
# of Participants Per Session	26
Provider	Southern York County School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Observation of strategies utilized within the classroom.

Evaluation Methods	Participant survey Observation of strategies utilized within the classroom.
---------------------------	--

Reading NCLB #1

Description	<p>Aligning with Southern York County School District's initiatives of enhancing instruction through the establishment of our five essential elements of instruction and the utilization of Danielson's Framework for Teaching, SYCSD, including special education, will also place an emphasis on these initiatives in our overall goal towards improving reading instruction and intervention.</p> <p>Given these supports, professional development will have three areas of focus. The first focus will be supporting balanced literacy. The second focus will be on data driven instruction. The third focus will be on the utilization of a multi-tiered system of supports.</p> <p>SYCSD's mission statement toward literacy is that we will fully implement a rigorous Balanced Literacy Program using the 5 essential elements of instruction driven by authentic assessment data to increase student achievement. In order to support this mission, professional development will be offered toward the five essential elements of instruction: relationships, differentiation, data driven instruction, engagement/authentic tasks and evidence of student learning. An emphasis will be placed on differentiation, universal design for learning., and authentic assessment data.</p> <p>SYCSD currently uses multiple sources of data to determine student's needs. Our focus moving forward with the use of this data will be less on determining the reasoning behind a student's reading difficulty and more on how the interaction of curriculum, instruction, learners and learning environment should be altered so that the students will learn. To establish this culture, data driven instruction will also be a focus for professional development with emphasis on the use of data to support instructional decisions and the integration of progress monitoring to regularly monitor the adequacy of instruction.</p>
--------------------	--

	In order to assist schools in meeting the needs of their students including those with established reading difficulties, a multi-tiered system of supports will be established. Student support teams consisting of regular education teachers, special education teachers, guidance counselors, school psychologists, principals and other district special education support staff will be trained to use data based problem solving in order to integrate academic and behavioral instruction and intervention within a universal design for learning environment. Through the use of student support teams and a multi-tiered system of supports, Southern York County School District aims to provide students with reading difficulties the necessary supports to engage these students in the Least Restrictive Environment to the maximum extent possible.
Person Responsible	Assistant Superintendent
Start Date	8/19/2013
End Date	6/10/2016
Program Area(s)	

Professional Development Details

Hours Per Session	1.0
# of Sessions	30
# of Participants Per Session	20
Provider	Southern York County School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

Transition

Description	<p>Southern York County School District has supported our secondary special education students' transition needs through a combination of support through our career planning software programs along with supplemental instruction and support to meet individual transition goals. Our software programs provide students with detailed transition planning activities that tie into interest surveys, learning profiles and ability profilers. Special education teachers then cater personal transition plans to help students reach their individual transition goals.</p> <p>Southern York County School District's staff development plan for transition will focus on four key focus areas for our improvement process. Our plan is to incorporate the statewide Indicator 13 initiatives into our professional development plan for transition with the goal of strengthening our transition services to best meet the wide variety of needs our special education students bring to transition.</p> <p>Our focuses will be on developing a high quality transition program by enhancing our use of assessment to identify student's post secondary needs, enhancing our capacity to profile a student through his or her present levels of academic achievement and functional performance, enhancing our transition team partnerships especially in the area of student engagement, designing quality services and activities for transition plans, enhancing our ability to determine measurable annual goals to address skill deficits that lead to post-secondary goals and enhancing our ability to monitor progress and adjust instruction based on data. Progress towards these goals will be measured through a pre and post self-assessment of current transition practices with the aim that best practice activities and practices are observed to occur regularly, widely, and consistently.</p> <p>Partnerships with home, school, and community will be key to establishing a high-quality transition program. SYCSD and OVR have forged meaningful and benefitting partnership that has helped SYCSD graduates to obtain important community supports and services. SYCSD's aim is to continue the growth of this partnership while also enhancing the partnership we have with our families. SYCSD will utilize its newly established Director of Special Education's Advisory Panel and parental participation in the self-assessment to identify</p>
--------------------	--

	training needs in the area of transition.
Person Responsible	Brendan Rogers, Director of Special Education
Start Date	8/19/2013
End Date	6/10/2016
Program Area(s)	

Professional Development Details

Hours Per Session	1.0
# of Sessions	21
# of Participants Per Session	25
Provider	Southern York County School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>

	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers pre and post self-assessment of current transition practices
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey pre and post self-assessment of current transition practices

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer