

Southern York County SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

3280 Fissels Church Rd
 PO Box 128
 Glen Rock, PA 17327-0128
 717-235-4811
 Superintendent: Sandra Lemmon
 Director of Special Education: Brendan Rogers

Planning Committee

Name	Role
Susan Green	Administrator : Professional Education Special Education
James Hollinger	Administrator : Professional Education Special Education
Seth Catherman	Elementary School Teacher - Regular Education : Professional Education Special Education
Chrissie Bosley	High School Teacher - Special Education : Professional Education Special Education
Jennifer Mendenhall	Instructional Coach/Mentor Librarian : Professional Education Special Education
Sarah Miliauskas	Parent : Professional Education Special Education
Brendan Rogers	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 588

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.

Our evaluation process looks at level of ability and achievement in cognitive learning skills and the academic areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving through assessments in all areas. Our identification process begins with the pre-referral process. Each elementary building has in place a Student Support Team and the secondary buildings have a Student Study Team – comprised of parents, teachers, administrators and/or 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 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 compliance 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 team 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.

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: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

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 the Southern York County School District. At times this facility may host adults, ages 18-21 who continue to receive school-based services. Within the district is also a private residential facility for troubled teen girls titled House of Hope. Girls ages 13-21 may reside within the home for 8 to 18 months with the average stay being 12 months in duration.

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 along and families of their 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.

The House of Hope operates its own private school titled House of Hope Academy, however, the House of Hope does seek consultation from the school district when families and school staff encounter students who may exhibit needs beyond their Academy's capability. In such cases, the House of Hope and student's family work in collaboration with school staff to develop an Individualized Education Program and enroll the student within the district in order for the student to receive special education services and 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 different 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 placed temporarily is the York County Youth Development Center (YCYDC). The responsibility for providing direct services to special needs students placed 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 placement, the Coordinator of Social Services/District Attendance Officer is requested to locate the student and verify the placement. 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 student 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. In addition, the Southern York County special education department vision statement reads, "Every student will demonstrate growth in all areas of need in the least restrictive environment." SYCSD maintains a continuum of services for special education students. SYCSD strives to implement multiple aids and services to ensure FAPE in the Least Restrictive Environment based on individual student need. 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. 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. 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 potential to succeed in the most appropriate and least restrictive environment.

Since data has been collected on the district's education environments for special education students, the percentage of special education students who spend 80% or more of their day in the regular education environment has steadily increased. The percent of students inside the regular education classroom for 80% or more of their school day has risen from 58.9% in the 2007-2008 school year to 77% in the 2018-2019 school year. Furthermore, the district has performed above the state average in this area with a consistent percent of students inside the regular education classroom above the state average and State Performance Plan (SPP) targets.

Over the past three years, SYCSD's goal for Least Restrictive Environment was to increase the percentage of special education students who spend 80% or more of their day in the regular education environment to 75%. We aimed to achieve this goal through three main focuses: Increase capacity to deliver effective Multi-Tiered Systems of Support in the elementary level; Implement Multi-Tiered Systems of Support within our secondary programs; and Increase our capacity to deliver customized learning opportunities through universal design for learning. Through each of these focuses we have been able to successfully increase the amount of students who spend 80% or more of their day in the regular education environment to 75%. SYCSD continues to strive to support our students in the Least Restrictive Environment as appropriate. Through the ongoing implementation of MTSS, along with the provision of our currently established continuum of support, every student will demonstrate growth in all areas of need in the least restrictive environment.

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. Instructional practices are based on data driven results obtained from performance data via benchmark assessments, Classroom Diagnostic Tools (CDT) aligned with the state Common Core standards and other diagnostic instructional assessment tools such as I-ready and Fountas and Pinnell . Instructional staff participate in on-going training in the Standards Aligned System (SAS). The District provides training and continuing support of Professional Learning Communities (PLC) to foster collaboration and implementation of research based strategies to foster student growth. Additionally, the District's curriculum maps are aligned with state standards.

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.

Over the past several years, SYCSD has steadily increased its percent of students inside the regular education classroom. This is in large part due to multiple initiatives to increase our special education student's time in the least restrictive environment. SYCSD, over the past five years, has steadily decreased the number of classes considered replacement level classes and has shifted resources in order to support our students in the regular education environment. At the secondary level, SYCSD has steadily increased the support we provide in our regular education classrooms and as a result has greatly reduced the number of students scheduled within replacement level courses. At the elementary level, SYCSD has steadily emphasized inclusive practices such as co-teaching and Multi-Tiered Systems of Support. This has significantly increased our special education student's instructional time within the regular education classroom with non-disabled peers.

Since data has been collected on the district's education environments for special education students, the percentage of special education students who spend 80% or more of their day in the regular education environment has steadily increased. The percent of students inside the regular education classroom for 80% or more of their school day has risen from 58.9% in the 2007-2008 school year to 77% in the 2018-2019 school year. Furthermore, the district has performed above the state average in this area with a consistent percent of students inside the regular education classroom above the state average and State Performance Plan (SPP) targets. For the current school year, as a direct

result of several implemented components of Multi-Tiered Systems of Support, SYCSD has been able to increase its percentage of students to 77% as compared to the state average of 61.5%. Furthermore, just 6.7% of students spend less than 40% of their day in the regular education classroom, as compared to the state average of 9.4%. Lastly, only 2% of our students served in other educational settings as compared to the state average of 4.8%.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. 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. For special education students, the board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans for students with a disability shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Through the award of grants and other district initiatives, we aim to enhance our ability to meet the social, emotional and behavioral needs of our students by continuously improving our use of restorative practices, becoming a trauma informed school district, and improving our use of crisis prevention and intervention. Select 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. The CPI de-escalation techniques are emphasized when responding to student behavior that may require immediate attention.

Our administrators emphasize the use of restorative practices for discipline, and each school has a school-wide bullying prevention program, positive interventions, and supports. We partner with multiple agencies to provide school-based counseling services to students, as needed, and connect at-risk students with community members to provide these students with another positive relationship in addition to our staff. We have created and begun the implementation of a K-12 plan to provide the majority of our teachers and support personnel with social emotional learning training including trauma sensitive training.

Southern York County School District partners with Pennsylvania Counseling and Behavioral Health to provide school based outpatient services to qualifying students and families.

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 county agencies such as Human Services, Mental Health/Individuals with Developmental Disabilities (MH/IDD), Juvenile Probation, and Children, Youth and Family 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, alternative education options, 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 for 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/Individuals with Developmental Disabilities, Juvenile Probation, and Children, Youth and Family 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, MH/IDD, 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.

In addition to our efforts to work collaboratively with outside agencies to provide services in the home and through various mental health and educational programs, our district has partnered with Pennsylvania Counseling and Behavioral Health to provide mental health services within the school environment in order to be proactive and provide students with the school-based, mental health support needed to be healthy and successful students.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

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
Spring Grove Elementary	Neighboring School Districts	AS	2
York Suburban Middle School	Neighboring School Districts	AS	2
Dallastown Intermediate School	Neighboring School Districts	Therapeutic Emotional Support	2
Manheim Elementary	Neighboring School Districts	Autistic Support	4
Spring Grove Intermediate	Neighboring School Districts	Autistic Support	3
River Rock - Spring Grove AEDY	Other	Emotional Support	3
Dallastown Middle School	Neighboring School Districts	Multiple Disabilities Support	1
Lincolnway Elementary	Neighboring School Districts	Emotional Support	3
Spring Grove Middle School	Neighboring School Districts	Multiple Disabilities	1
Stewartstown Elementary	Neighboring School Districts	Autistic Support	3
York Learning Center	Special Education Centers	Autistic Support	1
Adams Learning Center	Special Education Centers	Emotional Support	1
Baresville Elementary	Neighboring School Districts	Autistic Support	1
Senior-to-Senior Transition Program Cross Keys Village-The Brethren Home Community	Other	Learning Support - Community Based Instruction	1
Conewago Elementary	Neighboring School Districts	Intensive Learning Support	1
Emory Markle Intermediate Center	Neighboring School Districts	Autistic Support	1
Hanover Middle School	Neighboring School Districts	Life Skills Support	1
North Salem Elementary	Neighboring School Districts	Emotional Support	1
Pressley Ridge School for Autism	Approved Private Schools	Autistic Support	1
River Rock - Red Lion Private	Other	Emotional Support	3

Academically Licensed			
Southeastern Intermediate School	Neighboring School Districts	Autistic Support	2
Spring Grove Elementary School	Neighboring School Districts	Autistic Support	1
Spring Grove High School	Neighboring School Districts	Autistic Support	2
Spring Grove High School	Neighboring School Districts	Multiple Disabilities Support	1
Spring Grove Intermediate School	Neighboring School Districts	Autistic Support	1
Stewartstown Elementary	Neighboring School Districts	Autistic Support	1
Trimmer Elementary School	Neighboring School Districts	Intensive Learning Support	2
Wallace Elementary	Neighboring School Districts	Life Skills Support	1
Yorkshire Academy at York Learning Center	Special Education Centers	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 22, 2018

Reason for the proposed change: This position supports students who are currently in inclusive settings for more than 80% of their school day.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	7	0.5
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	6	0.5
Locations:				
Shrewsbury	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.5
Justification: IEP age waiver signed. Students on caseload range from 9-12 grade.				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	12	0.5
Justification: IEP age waiver signed. Students on caseload range from 9-12 grade.				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: .

Present Class Location: .

Proposed Class Location: .

Length of time class has been in present location: .

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.25
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.25
Locations:				
Friendship Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 13	2	0.5
Locations:				

Southern Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* All students on this caseload are served in the regular classroom setting for 80% or more of their school day.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	1
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* Change in caseload profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	22	1
Locations:				
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* Change in caseload profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	22	0.5
Justification: High school case load with grades 9-12				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	2	0.5
Justification: High school case load with grades 9-12				

Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016

Reason for the proposed change: To better serve our students' social and academic needs, we have changed this program to a learning support program in order to increase opportunities for non-autistic students who demonstrate needs in social skills to also be served in this program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	12	0.5
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.5
Justification: Student schedules				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.25
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	8	0.75
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 9	1	0.5
Justification: Students in this program are K-3. Age range waivers have been signed.				
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	11	0.5
Justification: Students in this program are K-3. Age range waivers have been signed				
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	16	1
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	12	1
Justification: This position serves students in both 3rd grade and sixth grade. Students are not serviced together.				
Locations:				
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* Change in caseload profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	24	1
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* This caseload serves students who are both itinerant and supplemental.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.5
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.5
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* Change in caseload profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	15	0.75
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	1	0.25
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* All students on caseload are served in the regular education setting for 80% or more of their school day.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	1
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* To better serve students with emotional support needs, we shifted district resources to allocate this position as an emotional support position rather than learning support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	11	0.75
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.25
Justification: High school schedules				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* Itinerant student no longer a part of program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	10	1
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Position changed to itinerant.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	1
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: MTSS programs allow for more integration into regular education classroom settings. All students are served in the regular education classroom for 80% or more of their school day.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	1
Justification: Students on caseload are from grades K-3.				
Locations:				
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: Students on caseload are both itinerant and supplemental.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	15 to 18	2	0.25

but More Than 20%)				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.75
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* All students are served in the regular education environment for more than 20% of their school day.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 11	11	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.				
Locations:				
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* Change in caseload profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	29	0.5
Justification: Elementary, Itinerant Speech and Language Support				
Locations:				
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	2	0.5
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* This position only serves itinerant students at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	19	1
Locations:				
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* This position only serves itinerant students at this time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	24	1
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Reason for the proposed change:* Change in caseload profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	32	1
Justification: Elementary, itinerant speech and language support.				
Locations:				
Shrewsbury	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	42	0.9
Justification: Elementary, itinerant speech and language support				
Locations:				
Southern Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 16	1	0.1
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: MTSS. Students are serviced in the regular education classroom for more than 80% of their school day.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	18	1
Locations:				
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	13	1
Locations:				
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 15, 2016

Reason for the proposed change: Change in caseload profile.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	13	0.75
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	5	0.25
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #30

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	4	1
Locations:				
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Student is out of classroom for more than 20% of school day.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 18	6	0.6
Justification: Age range variance is representative of students in grades 9-12.				
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	2	0.2
Locations:				

SHS	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 15, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	0.5
Locations:				
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.5
Locations:				
Susquehannock	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 15, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	8	0.25
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 13	3	0.75
Locations:				
Southern Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducator	Friendship Elementary School	0.1

Paraeducator	Friendship Elementary School	0.4
Paraeducator	Friendship Elementary School	0.4
Personal Care Assistant	Susquehannock High School	1
Paraeducator	Friendship Elementary School	0.25
Paraeducator	Friendship Elementary School	1
Paraeducator	Friendship Elementary School	0.38
Paraeducator	Friendship Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Friendship Elementary School	1
Paraeducator	Friendship Elementary School	1
Paraeducator	Friendship Elementary School	0.75
Personal Care Assistant	Southern Elementary School	1
Paraeducator	Southern Elementary School	0.75
Paraeducator	Southern Elementary School	0.75
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Personal Care Assistant	Southern Middle School	1
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Paraeducator	Southern Elementary School	0.38
Personal Care Assistant	Southern Elementary 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 Instructional Advisor	Admin.	1
Paraeducator	Shrewsbury Elementary School	0.45
Personal Care Assistant	Friendship Elementary School	1
Paraeducator	Shrewsbury Elementary School	0.13
Paraeducator	Shrewsbury Elementary School	0.2
Paraeducator	Shrewsbury Elementary School	0.2
Paraeducator	Shrewsbury Elementary School	0.13
Paraeducator	Shrewsbury Elementary School	0.13
Paraeducator	Shrewsbury Elementary School	0.9
Paraeducator	Shrewsbury Elementary School	0.9
Paraeducator	Shrewsbury Elementary School	0.9
Paraeducator	Shrewsbury Elementary School	0.9
Paraeducator	Shrewsbury Elementary School	0.9

Paraeducator	Shrewsbury Elementary School	0.9
Paraeducator	Southern Middle School	0.1
Paraeducator	Southern Middle School	0.75
Paraeducator	Southern Middle School	0.38
Paraeducator	Southern Middle School	0.45
Paraeducator	Southern Middle School	0.8
Paraeducator	Susquehannock High School	0.7
Paraeducator	Susquehannock High School	0.75
Paraeducator	Susquehannock High School	0.6
Paraeducator	Susquehannock High School	0.75
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	0.5
Paraeducator	Susquehannock High School	0.5
Personal Care Assistant	Susquehannock High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	5 Days
Occupational Therapist	Outside Contractor	5 Days
Physical Therapist	Intermediate Unit	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<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. 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's focus for personnel development in the area of Autism will center around our overall district goal to establish an educational system that fosters students' career awareness through the development of essential skills of self-awareness, self-management, social awareness, relationships, and responsible decision making. Our initial year's development will center on developing the capacity of teachers to assess and analyze assessments in these skill areas. During our second year of personnel development, we will focus on developing interventions for our students with Autism. Given our students with Autism generally struggle with self-awareness, self-management, social awareness, relationships, and responsible decision making, SYCSD recognizes that our personnel must be prepared to develop interventions beyond our general curriculum. Lastly, in year three we will develop our personnel's ability to implement interventions.</p>
Person Responsible	Brendan Rogers, Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
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> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities</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>Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio</p>

Behavior Support

Description	<p>SYCSD's goal towards social, emotional and behavioral practices is to establish an educational system that fosters students' career awareness through the development of essential skills of self-awareness, self-management, social awareness, relationships, and responsible decision making. In order to establish a consistent, organized, and respectful learning environment where our students are able to realize these skills, we must develop our personnel's understanding and capacity to implement high-leverage social, emotional and behavioral practices.</p> <p>Our top priority for personnel development across the district in this area is to grow the capacity of our teachers to teach the essential skills of self-awareness, self-management, social awareness, relationships, and responsible decision making. Year one targets for personnel development will focus on developing teacher understanding. Our second year will focus on growing our teachers' ability to develop our students' understanding of these skills. In year three we begin to fully implement our developed curriculum in these essential skill areas. Teacher development development towards the implementation of this curriculum will be centered on developing the capacity of our teams of</p>
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	teachers to continuously use and analyze assessment data in order to analyze instructional practices and make necessary adjustments that improve student outcomes towards these essential skill areas.
Person Responsible	Assistant Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

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	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals

	<p>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>
Evaluation Methods	<p>Classroom student assessment data Portfolio Review of student behavior referrals and student rate of growth in targeted areas of academic needs.</p>

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 district and building level initiatives and supporting students in inclusive settings.</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 continue to meet our goals toward the overall delivery of services to our special education students, Southern York County School District will continue to engage our paraprofessionals in professional development that will be designed for all paraprofessionals so that we can maintain consistency and</p>
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	continuity in our support programs. The focus of this ongoing training will be to support students in inclusive settings.
Person Responsible	Brendan Rogers, Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# 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 Online-Asynchronous
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

Description

In order to assist schools in meeting the needs of their students including those with established reading difficulties, a multi-tiered system of supports has been established in our elementary schools. Student support teams consisting of regular education teachers, special education teachers, school 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.

SYCSD aims to continue to close the achievement gap of our special education students in the area of reading. To help aid in our goal in this area, personnel development will first focus on the assessment of our students' reading needs including data analysis. Additionally, the instruction we provide to our students in the area of reading needs to be purposeful and driven by our ongoing data analysis.

Our teachers need to grow their capacity to use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. We intend to have our teachers be able to interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. We will also focus on developing highly-functioning teams of teachers in the areas of data analysis, and instructional decision making. Specifically, we will focus on developing the capacity of our teams of teachers to continuously use and analyze reading assessment data in order to analyze instructional practices and make necessary

	<p>adjustments that improve student outcomes. Instructionally, we aim to develop highly-functioning teams that are able to identify and prioritize both long and short term learning goals for our students. We want to build these high-functioning teams' ability to systematically design instruction towards student specific learning goals. Lastly, we want to develop these teams' capacity to provide positive and constructive feedback to guide students' learning so that our students are able to maintain and generalize new learning across time and settings.</p> <p>Our instruction for students who exhibit high levels of need in the area of reading needs to be both explicit and intensive. Building our capacity to both assess and instruct students with these needs will help establish systems of support that will help close the reading achievement gap.</p>
Person Responsible	Assistant Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

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>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>

<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>
<p>Training Format</p>	<p>Series of Workshops Department Focused Presentation</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities</p>
<p>Evaluation Methods</p>	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans</p>

	Review of written reports summarizing instructional activity
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Transition

Description	<p>Southern York County School District has supported our secondary special education students' transition needs through a combination of supports through our career planning software programs along with instruction and supplemental supports to meet individual transition goals. Our software programs provide students with developing personalized academic and career plans based on their unique goals, interests, abilities, and learning styles. Students are provided opportunities to participate in one of the various readiness classes such as Career Seminar, Diversified Occupations, the YES Program, and the Career Planning Digital Program.</p> <p>Southern York County School District's staff development plan will focus on elements of effective practices in secondary transition for continuing improvement. Special education staff providing services to students 14 years and older will continue to participate in Indicator 13 trainings offered by the Lincoln Intermediate Unit, PaTTAN and trained SYCSD personnel. The focus for professional development will center around the six steps of purposeful transition planning, assess, summarize, invite and involve, plan, measurable goals, and monitor progress.</p>
Person Responsible	Brendan Rogers, Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	12
# 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.

<p>For classroom teachers, school counselors and education specialists</p>	<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>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>
<p>Training Format</p>	<p>Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel</p>
<p>Grade Levels</p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<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>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	environment, instructional delivery and professionalism. Participant survey
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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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer