



# Special Education 101

An overview of Special Education Services at WYASD



# Objectives of the Training...

- Gain an understanding of who's who in the Student Services Department of West York Area School District
- Review District website for information on Special Education, Community and Academic resources
- Explain the different components of the IEP
- Provide an overview of Special Education Services available through WYASD, including transitioning Early Intervention Students into Kindergarten

# Mrs. Traci Stauffer, Director of Special Education and Student Services

- ❖ E-mail: [tlstauffer@wyasd.org](mailto:tlstauffer@wyasd.org)
- ❖ Job Duties include:
  - Supervises Special Education Programming K-12
  - Oversees Student Services, which includes 504, School counselors, Nursing Services
  - Homeless Support and Social Work Services
- ❖ A Fun Fact: I have 4 grown children, 2 of which serve in the armed forces



# Ms. Heather Hossler, Assistant Director of Special Education and Student Services

- ❖ E-mail: [hahossler@wyasd.org](mailto:hahossler@wyasd.org)
- ❖ Currently Supports:
  - Secondary Special Education and Student Services
  - AEDY
  - Liaison with LIU 12 programs
  - Supports Director of Special Education
- ❖ A Fun Fact: I will be completing my administration certification in December, 2020!



# Mrs. Jenifer Swope, Instructional Advisor

- ❖ E-mail: [jmswope@wyasd.org](mailto:jmswope@wyasd.org)
- ❖ I currently support the following programs:
  - West York Middle School (IEP/504)
  - Gifted K-12
  - York County School of Technology
- ❖ A Fun Fact: I lettered in Bowling in high school, coached bowling, and took my students on a bowling field trip every year I taught at Lincolnway Elementary. I have been a proud Bulldog for over 20 years.



# Mrs. Jennifer Swinchock, Instructional Advisor

Email: [Jaswinchock@wyasd.org](mailto:Jaswinchock@wyasd.org)

I currently support the following programs:

West York High School (IEP/504)

Lincoln Edge

LIU in-district and out of district classrooms

A fun fact- I have 2 dogs (Roon and Monkey) and 2 cats (Lambert and Webster)



# Ms. Jennifer Clemons, Instructional Advisor

Email: [jlclemons@wyasd.org](mailto:jlclemons@wyasd.org)

I currently support the following programs:

West York Elementary Schools (IEP/504)

Liaison for Emotional Support Programming (K-12)

Professional Development and Parent Trainings

A fun fact- I am an adaptive swimming instructor for kids and adults with disabilities at Universal Athletic Club in Lancaster, PA.



# Website overview

Link:

<https://www.wyasd.org/special-education>



# By a show of Thumbs up/Thumbs down, please rate the following statements

1. I am aware of what accommodations and modifications are outlined in the IEP.
2. I have been asked for my opinion on how well special education services are meeting the needs of my child.
3. I understand the content of information that is communicated to me from my child's case manager (special education teacher).
4. I feel I am a valued member of my child's IEP team.
5. I feel both academic and social needs of my child are addressed in the IEP.



# Understanding the components of the IEP

# Background information about IEPs

- IEP stands for Individualized Education Program
- The IEP is valid for 1 year, however, it is a working documents and can be revisited or revised at any time
- IEP Team Members Must include:
  - Parent
  - Student - when age 14 or above
  - Regular Education Teacher (unless student is in a Full-time Special Education Setting)
  - Special Education Teacher
  - Local Education Agency
  - Community Agency Representative if student is involved with outside agency or vo-tech
  - Speech Therapist, Occupational Therapist, Physical Therapist if student receives services

# Special Considerations

The IEP team considers any additional factors that need to be addressed throughout the IEP:

- visually impaired
- deaf and hard of hearing
- communication skills
- assistive technology
- limited English proficiency
- behaviors impeding the learning of student and/or others

# Present Education Levels

- **Academic Achievement** (reading, writing, math, listening comprehension data. Science and social studies are not skill sets, however, teacher input may be provided for this portion. Data for this section will include: progress monitoring, classroom assessments, local assessments, and state assessments as applicable.)

- **Functional Performance** (behavior, attendance, disciplinary info, FBA, Speech, Occupational Therapy, Physical Therapy. Data for this section will include observations, behavior record review, progress monitoring, and performance based assessments)

- **Transition** (summary of transition activities and services, interest inventory, independent living skills, outside agency involvement) – *This will be completed when a student is 14 years or older.*

- **Strengths** of the student

- Identified **Needs** of the student (purpose of goals and/or specially designed instruction)

# Transition Planning

- Focuses on 3 outcomes:
  - Post-Secondary
  - Employment
  - Independent Living\*
- Outlines Services for the student (Job Shadows, Social Skills, PSAT Accommodations, Interest Inventories, Job Fairs, College Tours, Paid Work Crews, etc.)
- Will outline community supports for students (OVR, Vo-Tech, MH/IDD, etc.)
- Keeps a history of the student's courses
- When turning 18 within the IEP year, will provide support in Voter Registration and Selective Service\*

# State and Local Assessments

- Outlines if a student requires accommodations on PSSA or Keystone Assessments
  - If a student requires accommodations, they will be listed in accordance to the permitted state approved guidelines released annually
- If a student requires an Alternate Assessment (PASA), this will be addressed in this section of the IEP.
- If a student requires WIDA testing (ESL Assessment), this will be addressed in this section of the IEP along with any appropriate accommodations
- If a student requires accommodations for Local Assessments, they will be listed in this section of the IEP. These accommodations often mirror the ones listed in the State Assessment sections.

# Goals

- Annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year, based on current levels of performance or initial evaluation results.
- Your child's IEP goals should be reviewed and updated annually, based on progress monitoring information gathered from the case manager and/or related service providers
- Goals are written based on identified needs listed in the Present Education Levels
- Common goal areas include: Math computation and application, Reading Fluency and Comprehension, Written Expression, Speech, Fine Motor, and/or Behaviors - again, these are based on the needs of the students
- Progress reports toward goals should be sent home to parents quarterly
- Objectives are included for students who are taking PASA



# Specially Designed Instruction

- Specially Designed Instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student and to ensure access of the student to the general education curriculum so he/she can progress in the educational standards
- **Accommodations** change *how* a student learns the *same* material as their peers. Some examples of this include: preferential seating to increase attention, extended time on assignments/assessments, use of a computer in place of writing, completion of an assignment in a different format, increase text size, items read aloud
- **Modifications** change *what* a student is taught or expected to learn. Some examples of this include: provide materials on a student's reading level, reduce the number of problems a student is required to complete, provided with direct instruction in a learning support classroom, may provide an alternate test with reduced content on it
- The grid will include location and frequency to show when and where it will be occurring

# Related Services

- This refers to transportation and any developmental, corrective or other supportive service needed to assist a student with a disability to benefit from special education.
- Related Services may include:
  - Transportation
  - Psychological Counseling/Social Work Counseling
  - Speech and Language Support (unless the IEP is a Speech only document)
  - Occupational Therapy
  - Physical Therapy
  - Nursing Services
  - Personal Care Assistant
- This does not include supports from Outside Agencies such as TSS or BSC services

# Extended School Year

- Each year, the IEP team must make an ESY eligibility determination by no later than February 28th.
- Progress monitoring and other academic data are sources used to make this determination
- Students that qualify for this service demonstrate severe regression of skills and are unable to recoup skills after several weeks. This is generally seen in MDS and center based classrooms.
- There are 7 factors used to determine eligibility. More information can be found here:
  - <https://www.pattan.net/Publications/Extended-School-Year-Services-in-Pennsylvania>
- If a student qualifies for this service, the type and frequency are listed in the grid.
- The goal(s) the student is working on will be listed and a progress monitoring report will be issued at the end of the ESY session.
- ESY services vary for each student - it can be home based, school based, range in hours, and provided by teachers or related service providers pending the goals

# Educational Placement/Penn Data

- This section outlines the time the student spends in the general education classroom versus receiving special education services.
- The hours are reported to the state for compliance monitoring to ensure students are receiving instruction in the Least Restrictive Environment
- Students can receive a single or multiple types of support. They include:
  - Autistic Support
  - Emotional Support
  - Physical Support
  - Blind/Visually Impaired Support
  - Learning Support
  - Speech and Language Support
  - Deaf and Hard of Hearing Support
  - Life Skills Support
  - Multiple Disabilities Support
- The location of the service(s) are listed (School District and School Building)

# Services at West York Area School District


Determinant of an appropriate evaluation, a student could qualify for special education services according to Chapter 14 State Regulations. A child with a disability means a child evaluated in accordance with Federal Law 300.8 as having:

- *Autism*                      - *Emotional Disturbance*                      - *Intellectual Disability*
- *Multiple Disabilities*   - *Other Health Impairment*                      - *Specific Learning Disability*
- *Traumatic Brain Injury*                      - *Deaf and Hard of Hearing*                      - *Speech/Language Impairment*
- *Visual Impairment*                      - *Orthopedic Impairment*

West York Area School District, in conjunction with Lincoln Intermediate 12 provides services to students with exceptionalities. The level of support is determined based on the needs of the student. Most services are available within the WYASD school buildings, however, we do transport to neighboring school districts if needed.

# Transitioning from Early Intervention Services into School-Aged Programming

- For incoming Kindergarten students receiving Early Intervention services, a goal should be placed in the student's EI IEP 1 year prior to exiting of EI services to prepare for transitioning to school.
- The LIU (EI provider) will hold Parent Orientation meetings in December to begin to set up a meeting with the school district.
- Between January and March, transition to school age planning meetings are held with parents, EI rep, and school reps. Further information can be received and shared at this meeting to prepare the student for Kindergarten. Strengths, needs, current supports, and the determination for next steps will be discussed at this meeting.
- In the spring, (exact dates will be provided), register your child for Kindergarten and if follow up MDE or IEP meetings are needed, they will be scheduled.
- See link for a more detailed explanation of the transition process:  
[https://233b8623-6bc4-4fc2-b6e3-40dcbeca2827.filesusr.com/ugd/13e090\\_c17507aef4864288b289f3156a607ee2.pdf](https://233b8623-6bc4-4fc2-b6e3-40dcbeca2827.filesusr.com/ugd/13e090_c17507aef4864288b289f3156a607ee2.pdf)



Thank you for your time during this presentation. You will be sent an email with a brief survey regarding this training and any suggestions you may have for future trainings!

Please contact us if you have questions, comments, concerns!

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