
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Sunday, March 22, 2009
(Last approved Monday, July 28, 2008)

Entity: West York Area SD
Address: 2605 W Market St
York, PA 17404-5529

School District Demographics

| School District | IU # | Superintendent | # of Bldgs | Total Enrollment | Total Unduplicated SES Students |
|-------------------|---------------|--------------------|------------|------------------|---------------------------------|
| West York Area SD | Lincoln IU 12 | Dr. Emilie Lonardi | 6 | 3204 | 462 |

District Special Education Contact:

| Name | Title | Phone | Fax | Email |
|--------------|--------------------------|--------------|--------------|--------------------------|
| Carol Powell | Assistant Superintendent | 717 792-2796 | 717 792-5114 | clpowell@wyasd.k12.pa.us |

Special Education Plan Team Members

| Name | Affiliation | Membership Category | Appointed By |
|-----------------------|---------------------------------|---------------------------|---------------------|
| Carol Powell | Assistant Superintendent | Administrator | School Board |
| Dr. Carol Powell | Assistant Superintendent | Administrator | Admins |
| Mr. Jon Horton | High School Assistant Principal | Administrator | Supt |
| Ms. Beverly Gallagher | Director Special Education | Administrator | Committee Requested |
| Ms. Elizabeth Hill | Middle School Learning Support | Special Education Teacher | Peer |
| Ms. Julie Haynes | High School Learning Support | Special Education Teacher | Committee Requested |
| Ms. Melissa Halcott | Elementary General Educator | Regular Education Teacher | Peer |
| Ms. Paula Rudy | Elementary Principal | Administrator | Asst Supt |
| Ms. Sandra Turcotte | Parent | Parent | Asst Supt |

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

AT WEST YORK AREA SCHOOL DISTRICT:

*The District is committed to identifying eligible students and providing a free appropriate public education in the least restrictive environment.

*Teachers and administrators are flexible and make modifications or adjustments in order to meet the needs of all students. The Dimensions of Learning instructional model, differentiated instruction, and brain-based strategies are areas of focus for district training. The District is committed to further developing inclusionary practices by implementing co-teaching.

*Components for English as a Second Language, gifted and at-risk learners are written in all District curricula. Members of the special education faculty at all levels are invited to participate in writing and reviewing the curriculum.

*IST and pre-referral programs are well organized and effective in levels K-12. The District will be implementing Response to Intervention (RTI) over the course of the next eight years; beginning with the elementary schools, followed by the middle and high school.

*The District has procedures in place to assist students with behavioral difficulties. Collaborating with general education and special education faculty, guidance staff, and/or a case manager to create, implement, and monitor behavior plans that focus on positive interactions. At the elementary level, there is a research-based school-wide program in place (see Chapter 12). Teams of teachers (general education and special education) in each building are trained in nonviolent crisis intervention methods and safe physical management (CPI).

*Special Education staff receive information on updated policies and procedures promptly, including annotated forms where appropriate. Further, they are encouraged and supported to seek professional development opportunities. Staff development trainings are provided through BER (Bureau of Education and Research), PaTTAN, and the Lincoln Intermediate Unit.

*Special Education staff are afforded the opportunity to collaborate as a department and with teams of general education teachers on a biweekly basis. An opportunity to collaborate vertically across all levels of the district occur at least once annually.

*Students participate in a standards-based curriculum written and monitored by the district's Curriculum Review Committee, with progress evaluated through standards-based and benchmark assessments. Further, the District is adopting standards-based curricula for the new math series (College Preparatory Math and Everyday Math), which will be taught to all students.

*Multiple opportunities are available to students for remediation through Extended Learning Opportunities (ELO), PSSA coaching activities and work with test items released from PDE. At the high school level, remediation is provided to students during Day 6 Flex period, and at the middle school level, remediation is provided during the Enrichment/Remediation period of the day or through a "flex" period added to the daily class schedule. In addition to the remediation activities listed above, students may also participate in additional direct instruction in anchors for reading, math, and written expression; daily practice with basic skills, such as editing skills or basic math computation/applications; direct instruction in test-taking strategies and test vocabulary; and practice with writing prompts and open-ended questions scored using the Pennsylvania assessment rubrics.

Identifying Students with Learning Disabilities

At West York prior to (or in some cases concurrent with) a referral for a psychological evaluation to the multidisciplinary team, 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, behavior, emotional).

Should a psychological evaluation be required, the evaluating psychologist determines if the student has average cognitive ability, in addition to a minimum 15-point discrepancy between the cognitive score and subtest areas. A specific learning disability could be determined in reading comprehension, basic reading, math computations, math reasoning, written expression, oral expression, or listening comprehension.

West York will be training staff and implementing the Response to Intervention process. Following is the timeline for implementation:

2008-2009 Administration Team - Study RTI, with selected readings on research-based interventions

- Identify grade levels for intervention (K-1); (2-5); (6-8); (9-12)
- 2009-2010 Research Reading/Math/Behavioral Interventions (Grades K-1)
- Identify current programs and staff use (Grades K-1)
- Review structure of West York and any changes as a precursor to implementation (Grades K-1)
- 2010-2011 Training Grades K-1 staff (teachers, assistants, specialists)
- Research Reading/Math/Behavioral Interventions (Grades 2-5)
- Identify current programs and staff use (Grades 2-5)
- Review structure of West York and any changes as a precursor to implementation (Grades 2-5)
- 2011-2012 Pilot in Grades K-1
- Train Grades 2-5 staff (teachers, assistants, specialists)
- Research Reading/Math/Behavioral Interventions (Grades 6-8)
- Identify current programs and staff use (Grades 6-8)
- Review structure of West York and any changes as a precursor to implementation (Grades 6-8)
- 2012-2013 Implementation in Grades K-1
- Pilot in Grades 2-5
- Train Grades 6-8 staff (teachers, assistants, specialists)
- Research Reading/Math/Behavioral Interventions (Grades 9-12)
- Identify current programs and staff use (Grades 9-12)
- Review structure of West York and any changes as a precursor to implementation (Grades 9-12)
- 2013-2014 Implementation in Grades 2-5
- Pilot in Grades 6-8
- Train Grades 9-12 staff (teachers, assistants, specialists)
- 2014-2015 Implementation in Grades 6-8
- Pilot in Grades 9-12

2015-2016 Implementation in Grades 9-12

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Ethnicity Enrollment Differences

Last Modified:

Not significantly disproportionate.

Exiting Statistics

Exiting Statistics

Last Modified: 5/30/2008 12:58 PM

In order to address the disproportionate graduation and drop out rates for special needs students in the district, the following actions will be promoted.

The schedule for special needs students in high school will be adjusted to work with their Special Education Advisory teacher at least one day per cycle for the student's high school career. Research supports that students will be more successful if they forge a meaningful relationship with at least one adult in the school community. The advisory period will allow students to work closely with their advisors as students research vocational options, prepare for transition, and develop portfolios for graduation.

Additionally, in order to increase the academic rigor in the Special Education program, the district is committed to implementing a co-teaching model. This will allow middle and high school students the opportunity to access the general curriculum, while being taught by a special and general education teacher in the general education setting. The co-teaching model will result in increased rigor and opportunities for students with different learning styles to learn in a variety of modalities, hence, increasing the success of students in the classroom.

In addition to the academic supports, Alternative Education is used as a means of intervention for students who are experiencing behavioral challenges, including truancy, in the general education setting. Alternative settings allow closer monitoring and behavior shaping to assist students with developing the skill set necessary to be successful when returning to the general education setting.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Supplementary Aids and Services

| Service/Resource | Description |
|---|--|
| <p>*Classroom management: Positive reinforcement Clear expectations and routines Verbal/Nonverbal cues Behavior charts Prompting to remain on task Visual cuing/charts- (desk mat, feeling thermometer, schedule card) Cue cards for academic and social expectations Ticket out the door/break cards Hand fidgets- manipulatives (Velcro on desk, stress balls) Timed transitions/timers</p> | |
| <p>*Information Presentation Methods: White boards Printed notes/outlines Supplementary handouts (study guides, graphic organizers, cloze procedures) Opportunities for movement Math manipulatives Multi-sensory approaches</p> | |
| <p>*Instructional format: Small group review/discussion Guided practice One-on-one remediation Homework assistance Study buddy Large Group discussion Partners/dyads Cooperative learning groups Reciprocal teaching</p> | <p>All of the detailed services listed are instructional or social strategies that are provided in general education classes. These activities also support special needs students in the general education setting.</p> |
| <p>*Interpersonal relationships: Expectations taught at the beginning of the year and reinforced periodically Students help each other in academic grouping Concern circles I-messages One on one student check in Concern slips- for children in different classrooms</p> | |
| <p>*Project/Presentation Formats: Projects broken down into sections with mini-deadlines provided Use of models Direct instruction in summarizing, note-taking, MLA format, appropriate resources</p> | |

Graphic presentation
Project Checklists

*Response to diversity:
Individual differences are seen as positive
Students have opportunities to make choices
Classroom Concern Circles
Character education through picture books

*Social Activities:
School-sponsored activities are publicized in a variety of ways to ensure access to all students

*Student Assessment Format:
Adapted tests
Orally read tests
Scribing/Oral presentations
Additional time for testing
Opportunity to resubmit work
Small classroom setting

*Technology:
Use of computers in LS classroom for assignments given in general education class
Use of computer in Reg. Ed. class for purpose of taking notes and completing assignments
Alpha Smart
Sound amplification system
Use of calculators
Spellcheckers
Smartboard
Turning points response system

Setting Characteristics
*Classroom location is accessible and incorporated into the team wings.
*Room arrangements:
Allows for access to all areas
Students can be seated to monitor on-task behavior/eliminate distractions

LRE Data Analysis

LRE Data Analysis

Personnel Development Activities

Topic: Co-teaching Implementation & Strategies

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|----------------------------|---|---|---------------------------------------|---|
| 2008-09 | IU Staff, Bureau of Educational Resources | Instructional Staff, Administrative Staff | On-site Training with Guided Practice | Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings. |
| 2008-09 | WYASD | Paraprofessional | On-site Training with Guided Practice | Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district |

| | | | | |
|---------|-------|-----------|---------------------------------------|---|
| 2009-10 | WYASD | New Staff | On-site Training with Guided Practice | <p>efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> |
|---------|-------|-----------|---------------------------------------|---|

Topic: RTI Implementation

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|-----------------------------------|--------------------------|---|------------------------|----------------------------|
|-----------------------------------|--------------------------|---|------------------------|----------------------------|

Annually, November 2009 - 2016 (See timeline in Identifying Students with Learning Disabilities)

PATTAN Staff, IU Staff

Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.

There are currently no trainings entered for this topic.

There are currently no trainings entered for this topic.

Topic: West York 3-yr Staff Development Plan (Continuous cycle)

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|--|-----------------------------------|--|---------------------------------------|---|
| Dimensions of Learning; January - April 2008 - 2011 (4 days total) | WYASD Leadership Team and Teacher | New Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice | Over the course of the 3-year Special Education plan, |

Leaders

using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.

Advanced Dimensions of Learning; November & December 2008 - 2011 (2 days total)

WYASD Leadership Team and Teacher Leaders

Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the

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|--|---|---|--|---|
| Student Work; November 2008 - 2011 | WYASD Leadership Team and Teacher Leaders | New Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice | <p>number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> |
| Rubrics; March 2008 - 2011 | WYASD Leadership Team and Teacher Leaders | New Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice | Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, |

Classroom Management; October 2008 - 2011

WYASD Leadership Team and Teacher Leaders

New Staff

On-site Training with Guided Practice

and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students

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|---|--|------------------|--|--|
| <p>Initial Developmental Reading Assessment / Balanced Literacy; August 2008 - 2011</p> | <p>WYASD Leadership Team and Teacher Leaders</p> | <p>New Staff</p> | <p>On-site Training with Guided Practice</p> | <p>supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> |
| <p>Developmental Reading Assessment to Inform Instruction; October 2008 - 2011</p> | <p>WYASD Leadership Team and Teacher Leaders</p> | <p>New Staff</p> | <p>On-site Training with Guided Practice</p> | <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state</p> |

Differentiated Instruction; September/October 2008-2011

WYASD Leadership Team and Teacher Leaders

Instructional Staff

On-site Training with Guided Practice

(47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general

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|---|---|---------------------|---------------------------------------|---|
| Reading in the Content Area; March 2008-2011 | WYASD Leadership Team and Teacher Leaders | Instructional Staff | On-site Training with Guided Practice | <p>education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.</p> <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks,</p> |
| Brain Research; November 2008-2011 | WYASD Leadership Team and Teacher Leaders | Instructional Staff | On-site Training with Guided Practice | <p>Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks,</p> |

Student
Engagement;
March 2008-2011

WYASD
Leadership
Team and
Teacher
Leaders

Instructional Staff

On-site Training with
Guided Practice

WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the

opportunity for students to participate in district classes and reduce referrals to other settings.

Topic: Current Topics in Special Education: What Every Parent Should Know

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|--|---|------------------------------------|-----------------|---|
| October 2008 - 2011; one session per level | WYASD Leadership Team and Teacher Leaders | Parent | | Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings. |

Topic:

There are currently no trainings entered for this topic.

Least Restrictive Environment - Facilities

| Facility Name | Type of Facility | Type of Service | # of Students Placed |
|----------------------------|------------------------------|---------------------------------------|----------------------|
| Central York Middle | Neighboring School Districts | Part time Learning Support | 3 |
| Conewago Elementary | Neighboring School Districts | Part time Learning Support | 2 |
| Dallastown Middle | Neighboring School Districts | Full time Life Skills Support | 1 |
| Dallastown Middle | Neighboring School Districts | Part time Emotional Support | 1 |
| Dallastown Middle | Neighboring School Districts | Part time Hearing Impaired Support | 1 |
| Dover Elementary | Neighboring School Districts | Full time Autistic Support | 1 |
| Dover Intermediate | Neighboring School Districts | Part time Life Skills Support | 1 |
| Hayshire Elementary | Neighboring School Districts | Part time Learning Support | 2 |
| Indian Rock Elementary | Neighboring School Districts | Part time Multiple Disability Support | 1 |
| New Oxford Elementary | Neighboring School Districts | Full Time Multiple Disability Support | 1 |
| New Oxford Middle | Neighboring School Districts | Part time Learning Support | 1 |
| North Hills Elementary | Neighboring School Districts | Full time Life Skills Support | 2 |
| Red Lion Senior High | Neighboring School Districts | Part time Life Skills Support | 2 |
| Red Lion High School | Neighboring School Districts | Part time Emotional Support | 1 |
| Shallow Brook Intermediate | Neighboring School Districts | Part time Learning Support | 1 |
| Spring Grove Elementary | Neighboring School Districts | Full Time Autistic Support | 1 |

| | | Class | |
|-----------------------------------|------------------------------|---------------------------------------|----|
| Spring Grove Intermediate | Neighboring School Districts | Full time Multiple Disability Support | 1 |
| Spring Grove Intermediate | Neighboring School Districts | Full time Autistic Support | 1 |
| Spring Grove Learning Center | Neighboring School Districts | Full time Emotional Support | 2 |
| Wrightsville Elementary | Neighboring School Districts | Full time Emotional Support | 1 |
| York Township Elementary | Neighboring School Districts | Full time Hearing Impaired Support | 1 |
| Valley View Elementary | Neighboring School Districts | Part time Autistic Support | 2 |
| York County Vo-Tech School | Neighboring School Districts | Itinerant Learning Support | 2 |
| York County Vo-Tech School | Neighboring School Districts | Resource Learning Support | 12 |
| York County Vo-Tech School | Neighboring School Districts | Part Time Learning Support | 2 |
| York County Vo-Tech School | Neighboring School Districts | Resource Emotional Support | 4 |
| York County Vo-Tech School | Neighboring School Districts | Resource Life Skills Support | 2 |
| York Learning Center | Special Education Centers | Part Time Life Skills Support | 1 |
| York Learning Center | Special Education Centers | Full Time Life Skills Support | 4 |
| York Learning Center | Special Education Centers | Full Time Multiple Disability Support | 3 |
| York Learning Center | Special Education Centers | Full Time Emotional Support | 2 |
| Cape Horn Learning Center (IU 12) | Other | Itinerant Emotional Support | 2 |
| Freedom Academy (IU 12) | Other | Itinerant Emotional Support | 6 |

| | | | |
|---|--------------------------|-----------------------------|----|
| Spring Grove Learning Center (IU 12) | Other | Itinerant Emotional Support | 2 |
| Manito Academy | Other | Itinerant Emotional Support | 5 |
| Children's Aid Society | Other | Full Time Emotional Support | 1 |
| Children's Home of York RTF | Other | Full Time Emotional Support | 1 |
| Hoffman Homes RTF | Other | Full-Time Emotional Support | 2 |
| Paradise School for Boys RTF | Other | Full Time Emotional Support | 1 |
| Manito Academy | Other | Itinerant Learning Support | 2 |
| West York Evening Alternative Education program (NOte-not out of district-services both special education and general education) | Other | Itinerant Learning Support | 4 |
| West York Evening Alternative Education Program (Note-not out of district-services both special education and general education students) | Other | Itinerant Emotional Support | 1 |
| River Rock Academy (IU 12) | Other | Itinerant Learning Support | 2 |
| River Rock Academy (IU 12) | Other | Itinerant Emotional Support | 11 |
| The Children's Home Chambersburg RTF | Other | Full-Time Emotional Support | 1 |
| Children's Home of York | Other | Full-Time Emotional Support | 2 |
| Children's Home of Reading RTF | Other | Full-Time Emotional Support | 1 |
| DTA, Inc Central Susquehanna Intermediate Unit | Other | Full-Time Emotional Support | 1 |
| Western PA School for Deaf | Approved Private Schools | Full-Time Hearing Impaired | 1 |
| Manito Academy | Other | Itinerant | 5 |

Personnel Development for Improved Student Results

Technical Assistance and Training

Technical Assistance and Training

Personnel Development Activities

Topic: AYP Co-teaching and RTI

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|--|-------------------|---|--|--|
| See LRE Data Analysis (Co-teaching Implementation/Strategies & RTI Implementation) | IU Staff, | Instructional Staff, Administrative Staff | On-site Training with Guided Practice, Conferences | Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in |

district classes
and reduce
referrals to
other settings.

Topic: Participation - Met target

There are currently no trainings entered for this topic.

Topic: Proficiency - Met target

There are currently no trainings entered for this topic.

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #1

Personnel Development Activities

Topic: Reading - Co-teaching Strategies/Implementation; RTI Implementation; & West York 3-year Staff Development Plan (continuous cycle)

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|-----------------------------------|--------------------------|---|---------------------------------------|--|
| See LRE Data Analysis section | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice | The WY Staff Development Cycle is a continuous annual cycle for all new teachers, and will occur during Fall & Spring 2008-09. Co-teaching strategies/implementation will begin in Fall 2008-09 and will be offered annually, as needed. RTI implementation will begin for administrators during Spring 2009-10, and will expand annually to include instructional staff, paraeducators, and |

related service personnel.

The district will target working with students who have scored Basic or Below Basic on the PSSAs to increase opportunities to access a rigorous curriculum, added supports, and increase teacher knowledge of instructional strategies to support special needs learners. The state required targets for proficiency will be matched by the expectations of the district.

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other settings.

Topic: Math - - Co-teaching Strategies/Implementation; RTI Implementation; & West York 3-year Staff Development Plan (continuous cycle)

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|-----------------------------------|--------------------------|---|--|---|
| See LRE Data Analysis | PATTAN Staff, IU Staff | New Staff, Paraprofessional, Instructional Staff, | On-site Training with Guided Practice, Conferences | The WY Staff Development Cycle is a continuous annual cycle |

Training
Schedule

Administrative Staff,
Related Service
Personnel

for all new teachers, and will occur during Fall & Spring 2008-09. Co-teaching strategies/implementation will begin in Fall 2008-09 and will be offered annually, as needed. RTI implementation will begin for administrators during Spring 2009-10, and will expand annually to include instructional staff, paraeducators, and related service personnel.

The district will target working with students who have scored Basic or Below Basic on the PSSAs to increase opportunities to access a rigorous curriculum, added supports, and increase teacher knowledge of instructional strategies to support special needs learners. The state required targets for proficiency will be matched by the expectations of the district.

Over the course of the 3-year Special Education plan, using the 2005-06 baseline data, and the SPP (40%) and state (47%) statistics as benchmarks, WYASD will target a yearly increase of 3% of SE students to increase the amount of time spent in the general education classrooms. Focusing district efforts on increasing the number of students supported in general education will increase the opportunity for students to participate in district classes and reduce referrals to other

settings.

Base Line Data

Longitudinal Reading data for students with IEPs show an increasing trend for achievement, for the Class of 2014 (Grade 3 in 2004-05). In this co-hort 16% of students were Advanced or Proficient in 2004-05, 38% in 2005-06, and 42% in 2006-07. Longitudinal Reading data also reveal the Class of 2012 (Grade 5 in 2004-05) had inconsistent scores with 14.3% of students scoring Advanced or Proficient in 2004-05, 40% in 2005-06, and only 9.7% in 2006-07. Overall, secondary testing patterns reveal inconsistent results over time, in most years less than 30% of students in the IEP subgroup scored Proficient or Advanced in Reading.

According to longitudinal PSSA Math data, secondary students with IEPs are not meeting proficiency at a rate consistent with elementary students. For example, from 2004 - 2007, the percentages of elementary students in Grades 3 or 4 across the district scoring Advanced or Proficient were above 60% for students tested in Math. More specifically, Grade 3 students that scored Advanced or Proficient on the PSSA were 68% (2004 - 05), 61% (2005 - 06), and 63% (2006 - 07). The percentages of secondary students with IEPs scoring Advanced or Proficient for those same testing years were considerably lower. At the middle school, students with Advanced and Proficient scores ranged from a low of 10% of 8th graders with an IEP in 2005-06, to the highest percentage in 2006-07 of 34% of all students with IEPs.

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #3

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|----------------------------|------------------------|---|-----------------|--|
| April 2009 | PATTAN Staff, IU Staff | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | Workshop | Priority will be given to administrators and staff working with students with diagnoses on the Autism spectrum. Parent trainings will be offered to coincide with the district level |

training. Year 2 (2009-10) all Elementary School Instructional Staff and Administrators will be trained. Year 3 (2010-11) all Middle School Instructional Staff and Administrators will be trained. Year 4 (2011-12) all High School Instructional Staff and Administrators will be trained.

**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:
 Students with disabilities will be provided services by personnel with the knowledge and skills necessary to meet their needs**

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|-----------------------------------|---|---|---------------------------------------|--|
| Two hour monthly trainings | IU Staff, WYASD Leadership Team and Teacher Leaders | Paraprofessional | On-site Training with Guided Practice | <p>The district will target students who have scored Basic or Below Basic on the PSSAs to increase opportunities to access a rigorous curriculum, added supports, and increase teacher knowledge of instructional strategies to support special needs learners.</p> <p>The state required targets for proficiency will be matched by the expectations of the district. This training will be implemented beginning in 2008-09, and will be conducted</p> |

annually throughout the course of the strategic planning period.

Base Line Data

West York Area School District is committed to implementing a plan to monitor the placement of highly qualified and experienced staff in relation to students with special needs. In order for all students across the district to reach proficiency, it is necessary for highly qualified teachers to deliver instruction.

Additionally, the district will conduct training for all instructional staff, administrators, and parents on the incidence and support of students diagnosed with Autism.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #5

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|--|-------------------|---------------------------------------|---------------------------------------|---|
| Transition Planning (1 day Fall Training, 1 day Spring Training) | IU Staff, | Paraprofessional, Instructional Staff | On-site Training with Guided Practice | Graduation rate will increase by 1% yearly throughout the 2008-2011 school years, in order to reach the state target. |
| Co-teaching as per the schedule listed in the LRE Data section | | | | Graduation rate will increase by 1% yearly throughout the 2008-2011 school years, in order to reach the state |

Response to Intervention as per the schedule listed in the LRE Data section

target.
Graduation rate will increase by 1% yearly throughout the 2008-2011 school years, in order to reach the state target.

Base Line Data

Data from the Special Education Data Comparison Report indicates that West York's graduation rate is improving from the 2004-2005 school year. In 2004-2005 the district graduation rate was 75% and in 2005-2006, 88.9%, indicating a 13.9% improvement. The district is currently 2.9% below the state's graduation rate. The district will continue efforts to increase the graduation rate by targeting a 1% increase each year based on the baseline data established in 2004-2005. This yearly target will insure the graduation rate for special needs students will surpass the state indicator.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Behavior Support Services

Personnel Development Activities

Topic: Positive Behavioral Interventions

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|----------------------------|-------------------|------------------------------------|-----------------|--|
| October 2008 | IU Staff | Administrative Staff | Workshop | 100% of the special education leadership staff will be trained using the 'train the trainer' in order to train the district staff. The targeted outcome for student suspensions will be consistent with SPP targets at 0.0% (2005-2006 data). District baseline data for |

Positive Behavior (Spring 2009)

West York Special Education Leadership staff

Paraprofessional, Instructional Staff, Related Service Personnel

Workshop

suspensions was 2.93% (2005-2006) while state data for suspensions for the same period was .78%. Using these statistics as baselines, WYASD will target a decrease of 1.5% in the number of students suspended for each year, over the course of the Special Education Plan. Upon reaching the 0% target, the district will continue efforts to maintain these statistics.

Secondary, Elementary, and paraprofessional special education staff, psychologists, instructional support teachers, nurses, and guidance counselors will be trained. The targeted outcome for student suspensions will be consistent with SPP targets at 0.0% (2005-2006 data). District baseline data for suspensions was 2.93% (2005-2006) while state data for suspensions for the same period was .78%. Using these statistics as baselines, WYASD will target a decrease of

1.5% in the number of students suspended for each year, over the course of the Special Education Plan. Upon reaching the 0% target, the district will continue efforts to maintain these statistics.

Topic:

There are currently no trainings entered for this topic. Topic: De-escalation Techniques (CPI)

| Anticipated Training Dates | Training Partners | Training Participants and Audience | Training Format | Evidence of Results |
|---|---------------------------|---|---------------------------------------|--|
| 1 day each level in the fall and 1 day each level in the spring | Certified West York Staff | New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice | <p>This training is open to all staff as an option. Each fall session held trains 15 new staff members annually and in the spring each session recertifies 15 staff members. De-escalation training will help reduce the number of students referred for more serious disciplinary action (e.g., suspensions).</p> <p>The targeted outcome for student suspensions will be consistent with SPP targets at 0.0% (2005-2006 data). District baseline data for suspensions was 2.93% (2005-</p> |

2006) while state data for suspensions for the same period was .78%. Using these statistics as baselines, WYASD will target a decrease of 1.5% in the number of students suspended for each year, over the course of the Special Education Plan. Upon reaching the 0% target, the district will continue efforts to maintain these statistics.

Summarized School District Policy

The West York Area School District discipline policy for students with disabilities follows the regulations set forth by IDEIA. The policy focuses on behavioral interventions used to promote and strengthen desirable behaviors thus reducing the inappropriate behaviors. Students with disabilities who engage in inappropriate disruptive activities will be disciplined according to their Individual Education Plan, Behavior Support Plan and board policy. Throughout the discipline process a student will continue to receive a Free Appropriate Public Education. The positive Behavior Support plan will be updated to comply with the Chapter 14 revisions. District staff involved in student discipline and behavior support plans will receive training during the Fall 2008.

Each Elementary school will have a school wide behavior system in place. During the 2008-2009 school year the staff will continue with implementation and analysis of their School Wide Educational Behavioral Support Plan (SWEBS). In 2009-2011 SWEBS will be extended and refined with training opportunities throughout these years for all staff. The core team will have the opportunity to attend the yearly maintenance meetings held at the Intermediate Unit to assist with on-going assessment of the plan, making adjustments to continue to meet the needs of students and staff.

Each elementary school targets interventions through the Instructional Support

Team process. A team trains in intensive individual behavior support plans, and collaborates with a consultant from IU12 for any concerns and additional training. Each secondary building has a trained Student Assistance Program that relies on the Intermediate Unit for updated training. At the Middle School students are on teams which meet daily to discuss student needs. At both secondary buildings, a pupil service team comprised of administrators, counselors, a school nurse, case manager, and Director of Special Education meet bi-weekly to discuss student concerns and develop strategies to meet the needs of individual students. A case manager works with the secondary staff to develop behavior support plans, truancy elimination plans, meets with at-risk students, and students placed in alternative education programs.

Staff members have the option of receiving training in crisis prevention. The emphasis of the training is on early intervention and nonphysical methods for preventing and managing disruptive behavior. Training has occurred since the 2003-2004 school year resulting in approximately 175 staff receiving certification. The training is offered at each level (elementary and secondary), with a two day fall certification training, and a one day spring recertification training for staff.

See WYASD Administrative Regulation 113 (DISCIPLINE PROCEDURES UNDER THE NEW IDEIA (Not MR Status)) attached to Strategic Plan.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The West York Area School District has not had difficulty, ensuring FAPE for any particular disability category; however, students with multiple disabilities require a more collaborative effort. The school district works with the Lincoln Intermediate Unit, local agencies, behavior health agencies (Children & Youth, MH/MR, and probation) to ensure FAPE occurs for students with multiple disabilities. If these resources fail to produce results the district would report the case to PDE's Bureau of Special Education as an Intensive Interagency case.

The district utilizes a team approach to resolve and locate educational placements and services for hard to place students with disabilities. The district convenes an Individual Education Plan meeting. A decision is then made to determine the best provider to meet the student's needs. The district utilizes the CASSP system to organize meetings with agencies, in addition to working directly with agencies in order to obtain services for students. West York Area School District has been able to obtain services for students at the Meadows Psychiatric Hospital and Partial treatment program, Phil Haven Psychiatric Hospital and Partial treatment program,

MH/MR services, alternative programs (Lion's Pride, Manito, River Rock, Freedom Academy, Cape Horn, Paradise School), and Hoffman Homes Residential Treatment Program. The district will continue these linkages in the future.

Local Continuum of Supports and Services

The West York Area School District utilizes the service of the Lincoln Intermediate Unit, (LIU); in order to expand the continuum of services available to students with special needs. The LIU in conjunction with districts in the York area offer classes in general education settings for low incidence students. The district has been successful placing students transitioning from partial hospitalization settings into a Therapeutic Emotional Support (TES) class and Therapeutic and Transition (TNT) class. This gives students the necessary support with a psychiatrist to monitor medication, a psychologist provides counseling, and the opportunity to be in a general education setting.

Within the learning support program offered through West York Area School District, students have the opportunity to participate in general education classes with supplemental aids and services, co-teaching, or resource room, to access the general education curriculum while meeting their individual academic, behavioral, and emotional needs.

Expansion of Continuum of Supports and Services

All students Kindergarten through twelfth grade are referred to a pre-screening/intervention process within the general education environment. The pre-screening process is a team approach that targets the specific needs of each student. This ensures that response to intervention within the regular education environment can be appropriately addressed and the least restrictive environment maintained. In cases where special education services are warranted, West York is committed to initiating placement in the least restrictive environment where student's educational needs can be met. West York offers a full continuum of services for students with varying disabilities in cooperation with the Lincoln Intermediate Unit.

The district is also utilizing the following practices to ensure that students are in the least restrictive environment and receive the necessary supports (supplemental aids and services) to meet success:

- The district is implementing co-teaching, providing on-going training through district staff development opportunities.
- Progress monitoring students to ensure appropriate placement for academic/social growth for students.
- Effective instruction to increase academic rigor.
- Instructional staff receives training (See LRE Data Analysis). These strategies allow students with disabilities to be included in general education classes to the greatest extent possible.
- Train and communicate general education teachers.
- Implement evidence-based programs; these programs will be monitored for fidelity.
- Instructional Assistants are placed in content area classes to provide accommodations.

Program Profile

| ID OPR | Location / Building Name | Bldg Grade | Bldg Type | Type of Support | Type of Service | Low Age | High Age | Case load | Tchr FTE |
|--------|--------------------------|------------|-----------|-----------------|-----------------|---------|----------|-----------|----------|
|--------|--------------------------|------------|-----------|-----------------|-----------------|---------|----------|-----------|----------|

| | | | | | | | | | | |
|---|----|-------------------------------|---|----|---|------|----|----|----|-----|
| - | SD | Charles B. Wallace Elementary | E | GE | S | LS | 7 | 9 | 6 | .5 |
| - | IU | Charles B. Wallace Elementary | E | GE | S | LSS | 6 | 9 | 11 | 1.0 |
| - | SD | Norman A. Trimmer Elementary | E | GE | S | LS | 8 | 10 | 3 | .5 |
| - | SD | Norman A. Trimmer Elementary | E | GE | S | LS | 9 | 10 | 7 | 1.0 |
| - | SD | Norman A. Trimmer Elementary | E | GE | S | LS | 10 | 11 | 13 | 1.0 |
| - | SD | Norman A. Trimmer Elementary | E | GE | S | LS | 10 | 12 | 14 | 1.0 |
| - | IU | Norman A. Trimmer Elementary | E | GE | S | LS | 9 | 12 | 11 | 1.0 |
| - | IU | Norman A. Trimmer Elementary | E | GE | S | DHIS | 8 | 10 | 2 | 1.0 |
| - | SD | Loucks Elementary | E | GE | S | LS | 5 | 8 | 3 | .5 |
| - | SD | Lincolnway Elementary | E | GE | S | LS | 8 | 9 | 12 | .5 |
| - | SD | Lincolnway Elementary | E | GE | S | LS | 9 | 10 | 6 | 1.0 |
| - | SD | Lincolnway Elementary | E | GE | S | LS | 9 | 11 | 14 | 1.0 |
| - | SD | Lincolnway Elementary | E | GE | S | LS | 11 | 12 | 7 | 1.0 |
| - | IU | Lincolnway Elementary | E | GE | S | ES | 9 | 12 | 8 | 1.0 |
| - | SD | West York Middle School | M | GE | S | LS | 11 | 13 | 15 | 1.0 |
| - | SD | West York Middle School | M | GE | S | LS | 11 | 13 | 16 | 1.0 |
| - | SD | West York Middle School | M | GE | S | LS | 12 | 14 | 16 | 1.0 |
| - | SD | West York Middle School | M | GE | S | LS | 12 | 14 | 14 | 1.0 |
| - | SD | West York Middle School | M | GE | S | LS | 13 | 15 | 15 | 1.0 |
| - | SD | West York Middle School | M | GE | S | LS | 13 | 14 | 11 | 1.0 |
| - | IU | West York Middle School | M | GE | S | ES | 11 | 15 | 9 | 1.0 |

| | | | | | | | | | | |
|---|----|------------------------------|---|----|----|-----|----|----|----|-----|
| - | IU | West York Middle School | M | GE | S | ES | 12 | 14 | 8 | 1.0 |
| - | IU | West York Middle School | M | GE | FT | MDS | 14 | 17 | 4 | 1.0 |
| - | SD | West York High School | S | GE | S | LS | 15 | 18 | 12 | 1.0 |
| - | SD | West York High School | S | GE | S | LS | 15 | 19 | 14 | 1.0 |
| - | SD | West York High School | S | GE | S | LS | 14 | 17 | 13 | 1.0 |
| - | SD | West York High School | S | GE | S | LS | 14 | 17 | 13 | 1.0 |
| - | SD | West York High School | S | GE | S | LS | 15 | 18 | 14 | 1.0 |
| - | IU | West York High School | S | GE | S | ES | 15 | 18 | 11 | 1.0 |
| - | IU | West York High School | S | GE | S | ES | 15 | 16 | 8 | 1.0 |
| - | SD | West York High School | S | GE | S | LS | 14 | 18 | 13 | 1.0 |
| - | IU | Lincolnway Elementary | E | GE | I | SLS | 7 | 11 | 38 | .8 |
| - | IU | West York Middle School | M | GE | I | SLS | 14 | 17 | 14 | .15 |
| - | IU | Norman A. Trimmer Elementary | E | GE | I | SLS | 8 | 12 | 2 | .05 |
| - | IU | Charles B. Wallace | E | GE | I | SLS | 5 | 8 | 21 | .6 |
| - | IU | Norman A. Trimmer | E | GE | I | SLS | 6 | 9 | 18 | .4 |
| - | IU | Grace E. Loucks | E | GE | I | SLS | 5 | 8 | 19 | .4 |

Justification: Itinerant speech and language - Students are seen individually or small groups within age range guidelines.

Support Staff (District)

School District: West York Area SD

| ID | OPR | Title | Location | FTE |
|----|-----|-------------------------|-------------------------------|------|
| - | SD | Classroom Assistant | Charles B. Wallace Elementary | 0.50 |
| - | SD | Personal Care Assistant | Charles B. Wallace Elementary | 0.50 |
| - | SD | Classroom Assistant | Grace E. Loucks Elementary | 0.50 |
| - | SD | Classroom Assistant | Norman A. Trimmer Elementary | 1.00 |
| - | SD | Classroom Assistant | Norman A. Trimmer Elementary | 1.00 |
| - | SD | Classroom Assistant | Norman A. Trimmer Elementary | 1.00 |

| | | |
|------------------------------------|-------------------------|------|
| - SD Classroom Assistant | Lincolnway Elementary | 1.00 |
| - SD Classroom Assistant | Lincolnway Elementary | 1.00 |
| - SD Classroom Assistant | Lincolnway Elementary | 1.00 |
| - SD Classroom Assistant | West York Middle School | 1.00 |
| - SD Classroom Assistant | West York Middle School | 1.00 |
| - SD Classroom Assistant | West York Middle School | 1.00 |
| - SD Classroom Assistant | West York Middle School | 1.00 |
| - SD Classroom Assistant | West York Middle School | 1.00 |
| - SD Classroom Assistant | West York Middle School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Classroom Assistant | West York High School | 1.00 |
| - SD Secretary | Administration Building | 1.00 |
| - SD Instructional Advisor | All Buildings | 1.00 |
| - SD Director of Special Education | All Buildings | 1.00 |

Contracted Support Services

| ID IU / Agency | Title / Service | Amount of Time per Week |
|----------------------------------|-------------------------|--------------------------------|
| - Lincoln Intermediate Unit #12 | Psychologist | 5 Days |
| - Lincoln Intermediate Unit # 12 | Psychologist | 5 Days |
| - Lincoln Intermediate Unit # 12 | Psychologist | 1 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Personal Care Assistant | 5 Days |
| - Lincoln Intermediate Unit # 12 | Hearing Itinerant | 2 Days |
| - Lincoln Intermediate Unit # 12 | Occupational Therapist | 195 Minutes |
| - Lincoln Intermediate Unit # 12 | Occupational Therapist | 4 Minutes |
| - Lincoln Intermediate Unit # 12 | Occupational Therapist | 8 Hours |
| - Lincoln Intermediate Unit # 12 | Physical Therapist | 5 Hours |
| - Lincoln Intermediate Unit # 12 | Physical Therapist | 65 Minutes |

Statement of Assurance

Assurance for the Operation of Special Education Services and

Programs

School Years: 2011 - 2014

The West York Area SD within Lincoln IU 12 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date