

York School District One
PPPSC Funds

Calculating the Allocation of Proportionate Share of Funds

The IDEA describes the minimum amount of funds that must be expended to provide services for children enrolled in private schools by their parents. That amount is calculated by determining the number of children with disabilities who are enrolled in private schools by their parents within the York School District, and have been identified as a child with a disability, **whether or not they are receiving services**. This count must be reported in the application for the Part B federal funds received for children ages 3 to 21 and 3 through 5 preschool funds.

To meet federal requirements, the York School District must have an accurate count of the number of children with disabilities voluntarily enrolled by their parents in private schools located within York School District service area. This count includes children attending private schools and homeschooled that are identified as eligible for special education services and related services, whether or not they are receiving any special education services.

The York School District Education Service Center (ESC) administration must consult with appropriate representatives of private schools and representatives of parents of private school children and homeschooled children with disabilities in deciding how to conduct the annual count of children with disabilities in private schools. The annual private school child count is to be used by York School District One for planning the level of services to be provided to private school children and determining the proportionate share of funds to be used in the subsequent school year. This count will be included in the annual child count.

If all funds allocated for special education and related services to private school children are not expended during the school year, the funds must be carried over to provide services to children who are in private schools and homeschooled in the next subsequent school year.

The IDEA regulations at 34 CFR § 300.133 (a) clarify that York School District One is responsible for spending a proportionate amount of its subgrant under Part B on special education and related services for children enrolled by their parents in private schools located in York School District One service area.

There is no exception for out-of-state children with disabilities attending a private school. Therefore, out-of-state children with disabilities must be included in the group of parentally placed children with disabilities.

The South Carolina definition of private school only addresses settings for children beginning at kindergarten. Therefore, the proportionate share of funds under the preschool federal allocation would be calculated for five-year-old children voluntarily enrolled in a private school K-12.

Services Available Through York School District One for Children with Disabilities enrolled in Home School or Private Schools

The York School District One Education Service Center (ESC) coordinates services for all children with disabilities, including children enrolled in private schools and Home School programs located in the York School District One area. Children identified with a disability can be served with a variety of services through the development of a Student Service Plan.

Services include, but are not limited to academic support programs, behavioral support, speech therapy, occupational therapy, and physical therapy. Disabilities include:

- Autism
- Deaf and Hard of Hearing
- Deaf-blindness
- Developmental Delay
- Emotional Disabilities
- Intellectual Disabilities
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury

Services are delivered in a variety of models and determined by the team developing the Student Services Plan.

Support Services:

School Psychologists

Our team of school psychologists consults in a collaborative model with teachers, administrators and parents. Key services include:

- Conducting comprehensive evaluations, including curriculum-based measurement, interviews, and standardized testing in order to satisfy child find requirements of IDEA.
- Develop, implement, and evaluate behavior intervention plans and programs
- Contribute to IEP development for children with learning, language, physical, and emotional disabilities
- Provide individual counseling and group counseling—focusing on but not limited to issues related to self-esteem, social skills development, personal development, and success in the classroom

Transition Coordinator

The YSD1 Transition Coordinator works with our special education students of transition age (13 and up) for a successful move from school to post-secondary goals. A main focus is with students who are lower functioning and are not likely to attend post-secondary training. Internships, job shadowing, and working with community service agencies are priority, to enable the students to make a smooth transition from school to work. Current activities include internships at PATH Food Bank, Thrift Stores Ministries of Western York County, and The Garden of Hope. Vocational Rehabilitation also trains identified students at their work training center. Key services include:

- Interagency collaboration: Neighboring districts, community agencies, and job sites
- Student Development: Curriculum, social skills, self-advocacy
- Program Structure: Establish occupational credential, internships
- Family Involvement: Accessing services and resources
- Student-focused planning: Assessments, goal development

Speech Therapists

York One currently has 6 Speech/Language Pathologists on staff, serving approximately 275 students. Our speech language therapists provide comprehensive evaluation and treatment for communication disorders that may interfere with the student's ability to benefit from the educational process in one or more of the following areas: academic, social and vocational skills. Communication disorders may include the following: articulation (speech sound production), language, voice and fluency (stuttering). Our students may be served with an Individualized Education Plan (IEP). Services may be provided in individual and group therapy sessions. Consultative services with teachers and parents are also provided.

Occupational/Physical Therapists

Our team of professionals provides treatment to students identified as disabled who need such services to benefit from their special education program. Our therapists regularly collaborate with teachers and parents; participate on IEP teams, and offer consultation and training to our teachers.

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