

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 81
School District Total Student Enrollment 403
Percent of Students Receiving Special Education 20.1

Steering Committee

Name	Position/Role	Building	Email
Julia Anderson	Director of Special Education	Oswayo Valley SD	janderson@iu9.org
Kathleen Bostjancic	Other	Oswayo Valley SD	kbostjancic@iu9.org
Erika Emerick	Building Principal	Oswayo Valley El Sch	eemerick@oswayo.com
Mark Schlosser	Building Principal	Oswayo Valley HS	mschlosser@oswayo.com
Monica Williams	Other	Oswayo Valley HS	mwilliams@oswayo.com
Amy Metcalf	Special Education Teacher	Oswayo Valley HS	ametcalf@iu9.org
Kristen Thompson	Parent	Oswayo Valley MS	kthompson@iu9.org
Abigail Drake	Parent	Oswayo Valley El Sch	adrake@iu9.org
Jed Hamberger	Superintendent	Oswayo Valley SD	jhamberger@oswayo.com

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

A Secondary Transition Planning training will be provided by the IU9 Transition TAC team in the 2022-2023 school year for all secondary special education staff and identified general education staff if appropriate.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Oswayo Valley does not serve as a host facility nor have any 1306 students enrolled within our district. Should a facility or a therapeutic foster home begin to operate within the district, the district would work collaboratively with the facility and the sending districts to ensure that students receive FAPE in the least restrictive environment. Students enrolled in an OV program would participate in full programming consistent with Special Education services provided within the district or through ancillary programs as offered by intermediate unit or other consortium services. Residential students could participate in instructional services as stated within their IEPs. If additional supports or consultative served would to be needed, the district would contact the Intermediate Unit for additional programming options.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

Oswayo Valley engages with potential 1306 facilities prior to any placement. Discussions include but are not limited to available services which would meet the specific placement need (e.g. mental health, drug/alcohol), educational component provided, supplemental educational services which the district may need to provide and potential length of placement. While students are placed we participate in review hearings/follow-ups as scheduled by the providing agency. Discussions include educational progress and program development. As an anticipated date of release approaches the district collaborates with the provider -- and family -- to ensure continuity of educational services and to facilitate appropriate support to sustain the student's progress from the residential program.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).
Although no incarcerated student facilities lie within the school district, Oswayo Valley School District will provide all educational records to the receiving host district --- without regard to jurisdictional level. Discussions on educational programming--as necessary--will take place upon notification of placement, in preparation for pending placement, and prior to return of the student pending release. The Oswayo Valley School District will accept all student assignments as it relates to the IEP. For students who are incarcerated and are believed to have a disability, the Oswayo Valley School District will notify the host district and seek all needs to provide that student with FAPE. In the event a facility opens within our district, we would comply with all the requirements of Chapter 14 and work cooperatively with the home district of any students housed therein.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Oswayo Valley School District services 71.6% of its Special Education population inside the regular education environment at the Itinerant level. This is 10.1% higher than the state average. The district's percentage of Special Education students inside regular education less than 40% or in other settings is below the state average. This indicates that we are servicing our students at the least restrictive environment across the district.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Oswayo Valley School District has a very strong commitment to maintaining students in the regular education environment. Intervention strategies at the elementary school and inclusive practices at the secondary levels are used to ensure students are in the least restrictive environments. Through these best practices, there has been an increased focus on providing interventions for students in order to help them be successful on PSSA/Keystone exams. Beginning with the referral process, data is collected on student achievement, pre/post interventions, and current strategies. An extensive evaluation process is provided to each and every student to determine student needs. All evaluations require a multi-disciplinary meeting to determine student eligibility and only after a review of supplementary aids and services are discussed is the need for specially designed instruction considered for the student. Training in data collection, alternative assessments and effective practices are a part of the protocol of the school psychologist. Through in-service programs and classroom orientations, school administrators and classroom teachers have access to training on differentiated instruction, inclusion practices, autism, school-wide behavior support, progress monitoring intervention strategies, and data analysis. Through the on-going in-service programs, multi-disciplinary team members are able to discuss and determine appropriate placements for students. The TAC staff through the IU9 provide consultation and training to Oswayo Valley School Staff through on-site training, Autism support, progress monitoring, behavior and inclusion. Training of staff has been through large and small groups, classroom modeling, guided practices, on-line training opportunities, and in workshop or Virtual formats.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Oswayo Valley School District continues to maintain a collaborative relationship with Seneca Highlands IU9. The curriculum, technology, and training/consultation staff frequently support the district staff through ongoing consultations and training opportunities. IU9 offers training throughout the school year and hosts a summer training series that teachers are invited to attend. Training topics are commonly identified by the needs of the school districts. IU9 continually shares current information that includes training and grant opportunities available through Pattan. The Trainers and Consultants, TaC, are frequently contacted to provide teacher and student support to ensure students with disabilities meaningfully participate in the general education curriculum. Academics: PASA To ensure student assessment is aligned to the general education curriculum, the district utilizes the PASA Eligibility Criteria: Decision Making Companion Tool to determine eligibility for the PA Alternate System of Instruction, PASA. Identified students who take the PASA receive instruction based on the alternate eligible content. PASA assessors are trained in the administration of the test. Literacy: The literacy needs of our students are met through evidence-based instruction and resources that are utilized to close the learning gap of students with IEPs. The IU9 Literacy Trainer and Consultant provides ongoing support through student specific consultations and teacher collaboration. To ensure our students with IEPs continue to receive current evidence-based instruction the district recently upgraded its K-5 comprehensive reading series. Teachers were trained to implement the series and have access to a training padlet. District staff have been offered and have participated in LETRS Trainings (Language Essentials for Teachers of Reading and Spelling). LETRS is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Paraprofessionals The school district paraprofessionals, who support students with disabilities, are required to meet the status of highly

qualified and engage in 20 hours of yearly professional development. IU9 supports our efforts by hosting a three day training for newly hired paraprofessionals. Additional training is offered as needs arise. Our paraprofessionals are encouraged to participate in a voluntary summer book study offered through IU9. The books are specifically selected to support the inclusive efforts of the district. Paraprofessionals are encouraged to utilize the resources available on the Patten website. Additionally, our paras are included in district wide professional development opportunities such as Safety Care, Mandated Reporter training, Bullying Identification training, progress monitoring, and basic math and literacy skills support. Autism Training and consultation is provided for specific students and classroom needs based on referrals with parent consent from district administration. Services from the TaC staff have been provided to assist with understanding characteristics of students diagnosed with Autism Spectrum Disorder, as well as develop an understanding and effectiveness of research-based strategies that will allow students identified on the Autism Spectrum to be successfully involved within the Least Restrictive Environment (LRE). Additional training will be scheduled to meet any identified needs using IU9 TaC or PaTTAN staff. Disability Awareness In an effort to support students with disabilities in the general education setting, the disability awareness training is provided by the IU9 TaC, focusing on educating new teachers regarding disabilities and giving them the knowledge to include students with disabilities in their classrooms.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Based upon the recommendations of the IEP team Oswayo Valley School District provides any necessary supplementary aides and services in order to ensure meaningful participation of students with disabilities in extracurricular activities. In the past, the district has provided an interpreter for deaf students involved in extracurricular activities and sports. Students identified with Emotional Disturbance, Life Skills, and Autism are supported, if needed, by a one-to-one paraeducator when participating in activities.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
Our school district coordinates with the local CASSP team (Child and Adolescent Service System Program), which is a program that coordinates and facilitates in and out of district mental health services for children and adolescents. The team consists of: Mental Health/Intellectual Disability Programs, Juvenile Probation Office, Intermediate Unit #9, Children and Youth Services, Beacon Light Behavioral Health Systems, Dickinson Center, Cen-Clear Behavioral Health Services, Community Care Behavioral Health, and appropriate school district representatives. Our district coordinates with the local CASSP team members and has outlined an appropriate referral process with the county mental health/Intellectual Disability Programs CASSP coordinators. Within this process our district does attend CASSP meetings for our students and provides current information for the CASSP team to recommend appropriate program services and supports, as well as current events and activities that are occurring within the district. Once a student is placed in a private institution, district representatives participate in IEP meetings for privately placed students when possible and maintain contact with appropriate staff from the institutions in order to keep current with the appropriate educational and extracurricular activities needs and opportunities. Through the IEP process, all supplementary aids and services needed for participation are discussed and decided upon, and appropriate activities and non-disabled peer inclusion opportunities are made available to the student.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
With the exception of two students, all of the district special education students are currently serviced in the district. The district houses an emotional support, life skills support, and autistic support program at all levels and is able to meet the needs of all students except for those with the most extreme needs within the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Custer City Private School	Other	Other Private Facility - Non-Residential	Beacon Light Behavioral Health Systems	Autistic Support	1
Abraxas I	Other	Other Private Facility - Residential		Emotional Support	1
Potter County Jail	Other	Jail		Learning Support	1

Positive Behavior Support

Date of Approval
2021-03-08

Uploaded Files
Policy 113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?

Oswayo Valley School District policy 113.2 calls for the education of students with disabilities in the least restrictive environment. Staff members are actively involved with the implementation and administration of the school code. Staff actively teach students both schoolwide and classroom routines on a regular basis. Staff members also include character development and bullying prevention activities into their teaching. School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist consults with the team to address behavioral needs across the tiers. The school psychologist the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan. Furthermore, the school psychologist is able to provide individual counseling to students as determined the IEP team. If a student's social, emotional or behavioral needs are such that he or she needs a Positive Behavior Support Plan (PBSP), that plan is developed by the IEP team based largely on a Functional Behavior Assessment. The student's PBSP shall use positive rather than negative or aversive techniques an free of unreasonable use of restraints. The use of restraints shall be a measure of last resort used only if the safety of the student and others are endangered and only after other techniques have not worked, including de-escalation. Furthermore, district policy prohibits the use of prone restraints and seclusion.

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.

All special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The district also identifies and trains key district staff as Safety Care Specialists. The Safety Care curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of restraints. In addition, the incident prevention, minimization and de-escalation strategies are integrated into a student's IEP or PBSP plan as needed. Regular education staff are trained individually or as a group on basic de-escalation strategies, as well as on specifically identified strategies within an IEP for specific students within their classrooms. The school psychologist provides training and support for positive behavioral interventions and supports across all tiers of support, and if and when needed, the IU9 TAC team is utilized for more specific and targeted training.

3. Describe the district positive school wide support programs.

Oswayo Valley School District policy 113.2 calls for the education of students with disabilities in the least restrictive environment. Staff members are actively involved with the implementation and administration of the school code. Staff actively teach students both schoolwide and classroom routines on a regular basis. Staff members also include character development and bullying prevention activities into their teaching. The five pillars of character,

through the Character Counts Program at the elementary school, are explicitly taught and modeled throughout the day. These character pillars are also displayed throughout the school in well traveled areas.

4. Describe the district school-based behavior health services.

The Oswayo Valley School District, in conjunction with the Dickinson Center, employs a full-time on-site counselor to assist with the provision of school based behavioral health services within the district. Group and individual counseling, as well as family counseling, is provided as needed by licensed mental health therapist contracted through both the Dickinson Center, the IU9, and other community health agencies. The district also works closely with local wraparound providers to ensure that students in need of these services receive them in a timely and efficient manner. Finally, the school psychologist is able to provide individual counseling to students as determined by the IEP team.

5. Describe the district restraint procedure.

If a student's social, emotional or behavioral needs are such that he or she needs a Positive Behavior Support Plan (PBSP), that plan is developed by the IEP team based largely on a Functional Behavior Assessment. The student's PBSP shall use positive rather than negative or aversive techniques and be free of the unreasonable use of restraints. The use of restraints shall be a measure of last resort used only if the safety of the student and others are endangered and only after other techniques have not worked, including de-escalation. Furthermore, district policy prohibits the use of prone restraints and seclusion.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

At this time the Oswayo Valley School District does not have any students placed on Instruction Conducted in the Home or any students waiting for appropriate educational placement. In order to prevent students being placed on instruction in the home awaiting appropriate educational placement, the district consults with the Seneca Highlands IU9 to explore a full continuum of special education programs available to our students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills/Emotional Support	Secondary	Full-time (1.0)	05/20/2022 11:34 AM

Building Name		
Oswayo Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Oswayo Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 17
Age Range Justification		FTE %
		0.15

Building Name
Oswayo Valley HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 17
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support	Secondary	Full-time (1.0)	05/20/2022 11:20 AM

Building Name		
Oswayo Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support	Secondary	Full-time (1.0)	05/20/2022 11:18 AM

Building Name		
Oswayo Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 16
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech/Language Support	Multiple	Part-time (0.5)	05/20/2022 11:34 AM

Building Name		
Oswayo Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 11
Age Range Justification		FTE %

Instruction is individualized and not impacted by the varying age ranges within the classroom	0.25
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Building Name		
Oswayo Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	12 to 17
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning/Emotional Support	Elementary	Full-time (1.0)	05/20/2022 11:06 AM

Building Name		
Oswayo Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.3

Building Name		
Oswayo Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Oswayo Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Multiple Supports	Elementary	Full-time (1.0)	05/20/2022 10:55 AM

Building Name		
Oswayo Valley El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.17

Building Name		
Oswayo Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Oswayo Valley El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 9
Age Range Justification		FTE %

Instruction is individualized and not impacted by the varying age ranges within the classroom	0.15
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Building Name		
Oswayo Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
Oswayo Valley El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-05-20		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-20		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley El Sch		157
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-05-20		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley MS		153
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 28 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-20		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley HS		118
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-20		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley HS		143
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 36 feet, 0 inches	1008sqft	36
Implementation Date		
2022-05-20		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley HS		141
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 16 feet, 0 inches	224sqft	8
Implementation Date		
2022-05-20		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Oswayo Valley HS		147
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-05-20		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

9Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	3	Elementary	Contractor
Paraprofessionals	2	Secondary	Contractor
Paraprofessionals	1	Secondary	District
Other	.2	District Wide	Contractor
School Psychologist	.4	District Wide	Contractor
Transition Coordinator	.5	Secondary	Contractor
Occupational Therapist	.2	District Wide	Contractor
Physical Therapist	.2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Students with Autism			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	2		

Positive Behavior Support

Paraprofessional

Transition

Description of Training			
Indicator 13 requirements and components			
Lead Person/Position		Year of Training	
TAC Personnel		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Parent Training

IEP Development

Description of Training			
Inservice training regarding goal writing and IEP Development			
Lead Person/Position		Year of Training	
TAc Personnel		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

